

Hampton Hill Junior School self-evaluation framework (October 2017)

| SECTIONS | SUMMARY EVALUATION | | | | | | |
|--|---|-----------|----------|--|---|--|---|
| SCHOOL CONTEXT Information additional to RAISE/ FFT | <ul style="list-style-type: none"> • Larger than average 3 form entry community junior school for 7-11 year olds • Federated with Carlisle Infant School (CIS) • School's Direct and Teaching School Alliance link • Strategic Partner to St Mary's University • SEMH provision on site (for 3 pupils) • Breakfast Club on site (well attended) • After School Provision on site (The Hub) • Wide range of external validations (Garden, Sing Up, International links, Healthy Schools Bronze, Sainsbury's Silver School Games Award...) • 11.2% PPG, 15.4% EAL, 9.2% SEND • Gender- 50.3% boys 49.7% girls • Number on roll: 358 • Applications for Sept 2017: 164 (102 HHJS first choice- 90 places offered 84/90 to CIS)) • Attendance high- 96.6% (2013/14) 96.4% (2014/15) 96.9% (2015/16) 96.5% (2016/17) • Persistent absentees (2016/17): 5.8% (3 PPG) • 7 EHCPs • Racist Incidents: 1 (2015/16) 2 (2016/17) • Exclusions: 0 (2015/16) 1x1 day (2016/17) 1x1 day (2017/18) | | | | | | |
| PREVIOUS INSPECTION KEY ISSUES (December 2011) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Key Issue</th> <th style="background-color: #d9e1f2;">Progress</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"> <ul style="list-style-type: none"> • To improve community cohesion by helping pupils to gain a wider perspective and deeper understanding of different social attitudes and lifestyles. </td> <td style="background-color: #d9e1f2;"> <ul style="list-style-type: none"> • Enhanced pupil leadership and decision making opportunities are in place- in and beyond school (Pupil Parliament, School Council, Sports/ Garden/ Music Leaders, JSO's, Peer Mentors, Team Captains...). • An improved assembly structure is in place and supportive to pupils developing a greater community and cultural awareness. • Pupil's take lead roles in charitable, sustainability and community events and projects (Swimathon, Sports Relief, RHS/ garden links, Fair Trade, Red Nose Day, Harvest, Christmas gifts, Shooting Stars, NSPCC). • Provision of events such as drumming workshops to celebrate Black History Month. • Pupil engagement with Council officials in regard to "Village Voice" and Hampton Hill community related issues (High Street Mosaic/ Parade). • Celebration and engagement with our community- through our "British Values Week" and our HH General Election. • Positive links to local community groups and events (e.g. St James' church- Harvest). </td> </tr> <tr> <td style="background-color: #d9e1f2;"> <ul style="list-style-type: none"> • To develop the effectiveness of the governing body in challenging and supporting the school. </td> <td style="background-color: #d9e1f2;"> <ul style="list-style-type: none"> • A federation FGB is in place with a clearer structure. • Strategy Group and sub-committee duties and commitments are aligned more tightly to the SIP and federation priority targets. • Our Clerk now leads on co-ordination and delegation of roles, with clear communication, responsibilities and timelines (see related documents). • A culture of challenging questioning is aimed at improving </td> </tr> </tbody> </table> | Key Issue | Progress | <ul style="list-style-type: none"> • To improve community cohesion by helping pupils to gain a wider perspective and deeper understanding of different social attitudes and lifestyles. | <ul style="list-style-type: none"> • Enhanced pupil leadership and decision making opportunities are in place- in and beyond school (Pupil Parliament, School Council, Sports/ Garden/ Music Leaders, JSO's, Peer Mentors, Team Captains...). • An improved assembly structure is in place and supportive to pupils developing a greater community and cultural awareness. • Pupil's take lead roles in charitable, sustainability and community events and projects (Swimathon, Sports Relief, RHS/ garden links, Fair Trade, Red Nose Day, Harvest, Christmas gifts, Shooting Stars, NSPCC). • Provision of events such as drumming workshops to celebrate Black History Month. • Pupil engagement with Council officials in regard to "Village Voice" and Hampton Hill community related issues (High Street Mosaic/ Parade). • Celebration and engagement with our community- through our "British Values Week" and our HH General Election. • Positive links to local community groups and events (e.g. St James' church- Harvest). | <ul style="list-style-type: none"> • To develop the effectiveness of the governing body in challenging and supporting the school. | <ul style="list-style-type: none"> • A federation FGB is in place with a clearer structure. • Strategy Group and sub-committee duties and commitments are aligned more tightly to the SIP and federation priority targets. • Our Clerk now leads on co-ordination and delegation of roles, with clear communication, responsibilities and timelines (see related documents). • A culture of challenging questioning is aimed at improving |
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| | | <p>outcomes (see minutes).</p> <ul style="list-style-type: none"> • Skills audits and 360 feedback (of our chair) inform our sub-committee structure and delegation of roles and responsibilities. • A meeting structure is in place- including regular contact between the chair and HTs to direct and review strategic priorities. • Governors are involved in community events – widening their awareness of school successes and celebrations. |
| <p>OVERALL EFFECTIVENESS</p> <p>School's current judgement: GOOD</p> | SUMMARY | |
| | <ul style="list-style-type: none"> • All key judgements are good (see SEF). • Federation targets have been achieved (2014-17) (see action planning and reviews). • 90%-100% of observed teaching is good or better (2014- Spring 2017). • The school is ambitious and committed to providing stimulating learning experiences to all pupils (Parent survey July 2017/ curriculum reviews/ newsletters). • Positive communications and relationships with parents and our community inform school priorities and actions (newsletter, HHA magazine, individual communications). • Proactive safeguarding procedures are in place and well received by our community (safeguarding audits/individual responses). • External links feed into improvements in our practice - SPARK/ locality and cluster networks/ Erasmus Project... • Excellent community links are in place and enhance our curriculum (e.g. St James's church, NJC children's centre, Greenacres community centre, music, local traders, school association...) • Pupil SMSC development and wellbeing is at the forefront of our planning and practice (see additional provisions (e.g. Place to Be, music therapy, extra- curricular opportunities, assembly schedule, pupil leadership opportunities, trips/ visitors...)). | |
| <p>STRENGTHS</p> | LEADERSHIP AND MANAGEMENT School's current judgement: GOOD | |
| | <ul style="list-style-type: none"> • School leaders and governors work in partnership to support pupils and staff towards positive outcomes, setting high expectations for them (see minutes). • High quality relationships between staff and pupils are evident (observations). • Leaders and governors focus on improving outcomes for all pupils (reviewed SIP and PP strategy). • The school's actions have secured improvements in progress for disadvantaged pupils (FFT/ data). • Governors challenge senior leaders to secure high quality outcomes for pupils. • Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SIP). • Clear and transparent performance management informs a programme of quality CPD and a school self-review schedule that supports improvements in teaching and learning. • Teaching is high quality and consistent across the school (observation summary). • Leaders encourage and trust staff to take creative risks with pupils (curriculum planning). • Our broad and balanced curriculum inspires and encourages pupils to learn (observation, curriculum review and feedback). • Pupils' spiritual, moral, social and cultural development are central to our commitment to the pupils- alongside a promotion of fundamental British values. • Leaders, staff and pupils do not tolerate prejudiced behaviour- and work to promote a culture of equality and respect for diversity. • Safeguarding and wellbeing are actively promoted. Pupils are listened to and feel safe. Staff are trained to identify and support. Leaders and staff work effectively with external partners (records). • Leaders' work to protect pupils from any sense of radicalisation and extremism- and are able to engage with pupils in related discussion and debate. | |
| <p>AREAS FOR DEVELOPMENT- to maintain</p> | <ul style="list-style-type: none"> • Ensure the structure and focus of our governing body supports and challenges school leaders to achieve school improvement targets. • Hit 17/18 budget and balance 18/19 budget by taking timely actions on staff/other costs, | |

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| <p>good and to work towards outstanding</p> | <p>income generation and school census.</p> <ul style="list-style-type: none"> • Further develop the role of middle leaders to impact on school priorities. • Cost/benefit analysis of MAT membership and draft transition plan (if appropriate). |
| <p>STRENGTHS</p> | <p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE School's current judgement: GOOD- with outstanding features</p> <ul style="list-style-type: none"> • High standards of consistent and positive behaviour are expected from and demonstrated by pupils. • Incidences of low-level disruption are dealt with to achieve positive outcomes (learning behaviours/ good to be green feedback). • Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language (see records). • The school actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust school staff (pupil feedback). • Pupils can explain how to keep themselves healthy and have an understanding of healthy relationships. School input helps them to be confident in staying safe from abuse. • Pupils take pride in their work and are proud of their school (books, displays, feedback). • Pupils' have positive attitudes to their learning and show respect to the ideas and views of others. • Pupils respond positively to the expectation that they are ready to learn. • Attendance and punctuality rates are supportive to pupil's engaging with and progressing across the curriculum. Individual interventions are identified and targeted towards improved outcomes. • The school has a positive and purposeful feel. Pupils are respectful to staff instructions and interventions. • Pupils' behaviour reflects the school's efforts to promote high standards. Children with identified behavioural needs are supported to make progress (See records/ SEMH). • Pupil's personal development, behaviour and welfare is positively promoted by all staff. • Teachers and other adults are quick to tackle the rare use of derogatory, discriminatory or aggressive language. • Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work with the school to address any occurrences of bullying. • The school promotes and supports all aspects of pupils' welfare. They have opportunities to learn how to keep themselves safe and healthy. Their emotional and mental health is supported and positive relationships are promoted- including how to prevent misuse of technology. • Pupils' spiritual, moral, social and cultural development encourages them to be reflective about their actions as good citizens in our community. |
| <p>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</p> | <ul style="list-style-type: none"> • Articulate and develop the school's promotion of British values. • Widen aspects of our community engagement. • Introduce a quality after school facility (The Hub). • Further enhance pupil use of the playground. • Develop specific aspects of our school vision and values to support improved outcomes • Consolidate and enhance practice that is supportive to staff wellbeing. |
| <p>STRENGTHS</p> | <p>TEACHING, LEARNING AND ASSESSMENT School's current judgement: GOOD</p> <ul style="list-style-type: none"> • Teachers deliver a curriculum that demonstrates their confident subject knowledge and an awareness of how to best help pupils to learn well. • Behaviour for learning expectations are clear, consistent and supportive to pupil engagement and positive outcomes (behaviour records/ observations). • Teaching impacts positively on pupils' knowledge, understanding and skills. Teachers identify pupils who might need additional intervention and respond. • Teachers use a range of engaging approaches to sustain and develop pupil interest and understanding. |

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| | <ul style="list-style-type: none"> Teachers give pupils clear and specific feedback to help them to improve (observation/ books). Homework tasks are supportive to consolidating pupil's learning (feedback). Teachers support and develop core curriculum skills across the wider curriculum (book looks). Teachers encourage all pupils to develop and demonstrate positive attitudes and intervene when this is not the case. Learning behaviours are promoted, in order to encourage pupils to be curious, keen learners who understand that mistakes are part of the process of improving their work. Extra-curricular activities are supportive to the width and depth of what we provide. Children understand the need to practise key skills and have the opportunity to do so. Parents receive curriculum information in regard to how their child is progressing and what they need to do to improve. Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. | | | | | | |
| <p>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</p> | <ul style="list-style-type: none"> Ensure that our assessment procedures are timely, reliable, accurate and informing to next steps. Build on existing links with CIS to ensure a progressive, broad & balanced 7-year curriculum. Build on current good practice to maximise the impact that TAs/ LSAs have on individual pupil progress. Implement and evaluate a new approach to homework. Review and amend the curriculum as necessary to ensure that children are motivated, stimulated and excited by their learning Ensure effective use of our new library. Use feedback from school self-review (observations) to ensure consistent good practice. | | | | | | |
| <p>STRENGTHS</p> | <p>OUTCOMES FOR CHILDREN School's current judgement: GOOD</p> <ul style="list-style-type: none"> Pupils from different starting points and across all year groups are making good progress- where this is not the case, action is being taken. The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities is improving. Pupils can articulate their knowledge and understanding and hold engaging conversations with peers and adults. Pupils read widely and to a high standard, with fluency and comprehension appropriate to their age (FFT/ year group data). The attainment of most groups of pupils is at least in line with national averages, if below, it is improving. Pupils are well prepared for the next stage of their education (KS3 feedback) | | | | | | |
| <p>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</p> | <ul style="list-style-type: none"> Continue to maintain high end of KS2 attainment by achieving 70- 75%+ 'expected' standard in maths, reading and writing (10%+ in advance of FFT estimate for 2017/18). Work towards ensuring progress for all pupils is at least good (3 point per year- 12 points across the key stage) from their starting points. Raise the achievement in maths for children with lower prior attainment (22% 2016-17) and disadvantaged pupils (PPG 50% 2016-17). Narrow gaps for PPG/ SEN/ SEMH/EAL pupils against National averages- with an increased percentage of children making at least good progress (3 points per year). | | | | | | |
| <p>SIGNIFICANT GROUPS</p> | <table border="1"> <tr> <td data-bbox="287 1780 422 1881">SEND</td> <td data-bbox="422 1780 1466 1881"> <ul style="list-style-type: none"> Our SENCO leads on the identification and delivery of interventions, SEND performance mgt., LSA leadership, our SEMH provision/ nurture provision and SEND transition (see SEN report/ LA AEN audit for further details). </td> </tr> <tr> <td data-bbox="287 1881 422 1948">EAL</td> <td data-bbox="422 1881 1466 1948"> <ul style="list-style-type: none"> We are reviewing current data to inform areas of specific need. A small number of additional teaching interventions are in place for identified pupils with specific needs. </td> </tr> <tr> <td data-bbox="287 1948 422 2018">FSM</td> <td data-bbox="422 1948 1466 2018"> <ul style="list-style-type: none"> Our PPG Lead oversees accountability, delivery and outcomes for PPG funded children (see PPG Strategy for further detail). </td> </tr> </table> | SEND | <ul style="list-style-type: none"> Our SENCO leads on the identification and delivery of interventions, SEND performance mgt., LSA leadership, our SEMH provision/ nurture provision and SEND transition (see SEN report/ LA AEN audit for further details). | EAL | <ul style="list-style-type: none"> We are reviewing current data to inform areas of specific need. A small number of additional teaching interventions are in place for identified pupils with specific needs. | FSM | <ul style="list-style-type: none"> Our PPG Lead oversees accountability, delivery and outcomes for PPG funded children (see PPG Strategy for further detail). |
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| PARENT/ CARER FEEDBACK (2016/17) | What we do well (Agree/ strongly agree) | What we could improve |
| | <ul style="list-style-type: none"> My child has enjoyed this year at school and worked hard: 95.5% My child has progressed well this year: 88.3% We were pleased with the home school relationship:85.3% My child was well prepared for the next stage of education: 88% | <ul style="list-style-type: none"> Improved communication in regard to additional interventions. Greater clarification of homework expectations and deadlines. Clearer communication in regard to children in danger of not achieving ARE. |

End of KS2 PUPIL ACHIEVEMENT DATA (2016/17)

| Y6 2015/16 | | School | National | | School | National (2016) |
|-----------------|--|--------|----------|----------------|--------|-----------------|
| Reading (% ARE) | | 94% | 71% | % higher score | 42% | 19% |
| Writing (% ARE) | | 89% | 76% | % higher score | 21% | 15% |
| Maths (% ARE) | | 83% | 75% | % higher score | 38% | 17% |
| GPS (% ARE) | | 88% | 77% | % higher score | 48% | 23% |
| SCIENCE (% ARE) | | 89% | | | | |

| 2016/17 Year 6 | Number | | | | |
|-------------------|--------|---------|---------|-------|-------|
| | | READING | WRITING | GPS | MATHS |
| ALL | 90 | 108.7 | 103.8 | 108.9 | 106.6 |
| Boys | 49 | 109.1 | 103.1 | 108.2 | 108.5 |
| Girls | 41 | 108.3 | 104.6 | 109.7 | 104.4 |
| SEND Spt | 12 | 101.2 | 97.8 | 101.8 | 98.2 |
| EHCP | 2 | 106.0 | 97.0 | 95.5 | 100.0 |
| PPG | 16 | 104.1 | 101.4 | 103.4 | 100.1 |
| EAL | 12 | 106.8 | 103.7 | 109.8 | 106.9 |

End of KS2 PROGRESS DATA (2016/17)

| | |
|---------|------|
| READING | +3.4 |
| WRITING | +0.9 |
| MATHS | +1.4 |

KS2 2016/17 DATA- July 2017 (expected progress over the year- 3 points)

| | Maths attainment | Maths progress | Reading attainment | Reading progress | Writing attainment | Writing progress |
|----|------------------|----------------|--------------------|------------------|--------------------|------------------|
| Y3 | 29.4 | 2.3 | 29.4 | 2.4 | 29.2 | 2.4 |
| Y4 | 32.6 | 2.9 | 32.6 | 2.9 | 32.4 | 2.8 |

| | | | | | | |
|-----------|------|-----|------|-----|------|-----|
| Y5 | 35.4 | 2.7 | 35.3 | 2.5 | 35.3 | 2.8 |
| Y6 | 38.7 | 3.1 | 38.7 | 3.2 | 38.6 | 3.5 |

ATTENDANCE SUMMARY 2016/17

| | % ATTENDANCE | % ATTENDANCE (PPG) | NO OF PUPILS BELOW THRESHOLD 90% | 100% ATTENDANCE |
|--------------|--------------|--------------------|----------------------------------|-----------------|
| Y3 | 97.1 | 98.4 | 1 | 10 |
| Y4 | 96.1 | 92.8 | 2 | 7 |
| Y5 | 96.6 | 91.4 | 9 | 13 |
| Y6 | 96.0 | 96.8 | 9 | 4 |
| TOTAL | 96.5 | 94.5 | 21 | 34 |

NUMBER ON ROLE / PUPIL MOBILITY 2016-17

| Year 3 | | Year 4 | | Year 5 | | Year 6 | |
|--------|-------------------|--------|-------------------|--------|-------------------|--------|-------------------|
| 90 | Arr: 3 Left: 3 | 90 | Arr: 4 Left: 4 | 90 | Arr: 5 Left: 3 | 90 | Arr: 3 Left: 0 |

STAFFING CHANGES 2015/16

| LEAVING | ARRIVING |
|--|--|
| <p><u>JULY 2016</u></p> <ul style="list-style-type: none"> Alison Eley- teacher (to research post) Molly Mulling- teacher (moved) Mary Rafferty- teacher (moved/ promotion) Coryn Robinson- SEND teacher (retired) Jenny Simmons- SEND teacher (retired) <p><u>JANUARY 2017</u></p> <ul style="list-style-type: none"> Anne Challice- SEND teacher (Retiring) Hilary Pearce (SENCo)- change of career | <p><u>SEPT 2016</u></p> <ul style="list-style-type: none"> Steve Bidmead- teacher (Y6) Simon Hall- TA Nicola Moore- LSA Stacey Morrin- LSA Laura O'Connor- teacher (Y6) Nicola Pitcher- TA Talwinder Tamana-Nicholson- TA/ SMSA Hannah Wheatley- teacher (NQT Y3) Laura Williams- teacher (NQT Y4) <p><u>SPRING 2017</u></p> <ul style="list-style-type: none"> Tracey Bannister (SENco) Maggie Ward (SMSA) |

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| LEAVING | ARRIVING |
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| | |

JULY 2017

- Emily Matthews- teacher (moving/ promotion)
- Hannah Wheatley- teacher (moving)
- Tom Rose- teacher (career change)
- James Ellard- teacher (emigrating)
- Trudi Morgan- teacher (retiring)
- Stacey Morin- LSA (moving)
- Simon Hall- LSA ((going to university)
- Cat Foster- teacher (maternity leave)

SEPT 2017

- Joanne Harvey- NQT (Y3) (F/T)
- Claire Kistner- NQT (Y5) (F/T)
- Maeve Duffy- NQT (Y5) (F/T)
- Joanne Miles- YGL (Y5) (F/T)
- Charlotte Crinion- teacher (Y6) (2 days)
- Diana Saradin (LSA)
- Natasha Williams (LSA)
- HUB Staffing- Laura Taylor, Lorraine Ansell, Penny Fitzgerald
- Jasmine Dillon, Nicole O Toole (Apprentices)