



Headteacher: Alan Went

Deputy Head teacher: Mandy Appleyard

Assistant Head teacher: Polly Jones

Chair of Governors: Deb Long

Vice chair: Barbara Clifford

End of autumn term updates: in blue

spring term: in purple

summer term: in green

SCHOOL CONTEXT

- HHJS is a three-form entry community junior school- federated with Carlisle Infant School (CIS) and serving a community that is largely from privately owned accommodation in Hampton Hill, although the school population is more mixed than it may appear- set within a broadly prosperous area, but with pockets of deprivation, a women's refuge and adjacent to the Hanworth ward (London Borough of Hounslow), which is in the top 20% of deprived wards in the country. A percentage of our pupils reside in this ward.
- We have a Specialist Resourced Provision (The Garrick Garden) on site for six pupils with SEMH needs.
- Our breakfast club and after school provision (The Hub) are on site and have been well attended– numbers have increased following CV19 impacts, with positive responses from attendees. A federation model of after school provision is now in place.
- We have a wide range of external validations that are indicative to our ambitions (e.g. London School for Success, Garden, Sing Up). A range of accreditations are due to be updated (e.g. Healthy Schools and Sports-mark). The School Travel Award (STARs), Attachment Aware School Award, PQSM and PQGM have recently been achieved.
- We have been a strategic partner to St Mary's University (ITT) and benefit from positive links with them.
- Applications for placements into Y3 continue to be high. Applications for Sept 2022- 153 (77/78 from CIS). Positive open mornings have been supportive to this, within the context of falling rolls locally.
- Pupil mobility is broadly for housing and economic reasons- with private school placements also being a contributing factor. All new arrivals are welcomed with a comprehensive induction programme.
- Attendance has historically been consistently high and is proactively promoted. Issues (including punctuality) are identified and support is put in place. CV19 had a significant impact on 2021/22 levels (with up to 10 classes placed on Amber Threshold in Jan/ Feb).
- We have positive responses to staff wellbeing surveys, with no significant negative patterns or trends highlighted in our most recent summer survey.
- Racist Incidents and discriminatory behaviours are always responded to proactively and reported to the local authority. See data (KPIs).

- Fixed term exclusions are used as a last resort and are operated in line with a commitment to positive behaviour outcomes. We had a decrease in the number of report cards from 2021 to 2022 (26 to 14) with no summer term exclusions required.
- We are committed to proactive safeguarding and well-being practices and use surveys and audits to inform our practice.
- Pastoral and mental health programmes (e.g. Trailblazer/ P2B) are in place to support pupil, family and staff wellbeing.
- The last set of national data (IDSR/ FFT 2019) was very positive: the only lower cohort identified was children who had joined HHJS in Y5/6 (six pupils). 2022 SATs data is being analysed. We now use a new tool (Insight) to track core curriculum progress and inform our curriculum and delivery.
- We are committed to offering the children a wide range of additional opportunities to participate in (e.g. sport, music, drama- see rotas).
- Parental links are positive and related events are well responded to, both in terms of community benefit and fundraising capacity. Re-energising aspects of this was a 2021-22 focus (post- Covid19). New PTA post holders, Class Reps and onsite parent helpers are back in place. A range of related events have been well delivered and received (e.g. parent curriculum workshops, jubilee celebrations/ adventure playground opening, instrumental concerts, Y6 production and Fiver Challenge...).
- Parent feedback is generally very positive and supportive (see surveys). Parental communications are responded to in a timely manner with an aim of positive resolution. Summer term communications (about transition and class mixes) were all responded to.
- GDPR monitoring is in place (Satswana)- with any required actions followed up. No significant issues were reported in 2021/22.
- Barriers to learning for vulnerable pupils are identified and responded to, supporting positive outcomes (see PPG Strategy, SEND/ EAL data). Summer term transition work was supportive to this.
- HHJS is an old site and requires ongoing and regular maintenance. Successful, significant capital maintenance bids have been submitted to the L.A- with work ongoing. Health and safety audits are completed with actions identified.
- The school budget had been in a very secure position due to sound financial management. CV19 and lockdown impacted negatively on revenue and costs. Our response to this has been robust and ongoing. The 2022/23 budget has been set (and is in credit for Y1 and Y2).

Context data:

	2021/22 summary	Autumn term 2022	Spring term 2023	Summer term 2023
Number on roll	357 (boy 197 girl 160)			
PPG	16%			
EAL	25.7%			
SEND	16.1% (27 EHCPs)			
LAC	1			

Mobility	12 leave/ 11 arrive			
Attendance	95.3%			
Persistent absences	10%			
Punctuality: 6+ lates	28			
Racist incidents	6			
Suspensions	1x 1.5 days			

PROGRESS MADE TOWARDS AREAS IDENTIFIED DURING THE LAST OFSTED INSPECTION

To do:

Help pupils to gain a deeper understanding of the way people in Britain who come from different backgrounds to yourself live and think:

Progress made:

- An improved assembly structure and Jigsaw PSHE scheme are in place and supportive to pupils developing a wider community and cultural understanding. This is further supported by an increased focus on diversity and global citizenship. A Monday morning virtual pupil briefing promotes key weekly messages. Our Easter assembly was led by Derek Winterburn (St James's church). Diversity Week was well delivered and received (Rainbow and Glitter Day).
- Pupils take lead roles in charitable, sustainability and community events and projects, widening their perspective and awareness (e.g. Sports Relief, Junior Travel Ambassadors, Red Nose Day, remembrance, support for Ukraine). Y6 Fiver challenge was a successful community event.
- Positive links are made to community groups and events (e.g. St James' church (Harvest/ Remembrance/ Christmas), our MP, local gardening groups, council officials and Hampton Hill community or sustainability related issues (Safe travel/ High Street Mosaic/ village voice/ HH Parade)). Pupil involvement in St James's' church summer term nature count was a lovely link.
- Wider community considerations that promote British values are proactively encouraged and discussed (e.g. HH elections, Black History Month, links to uniformed organisations and links with local religious and community groups and leaders (e.g. parental input into our Diwali assembly- which was well received), International Languages Day and International Day were successful community events.

- Enhanced pupil leadership and decision-making opportunities are in place and well responded to (Smart School Council, Garden Leaders, JTA's, Peer Mentors, Librarians, Mental Health Champions, Friendship Buddies...). Young Interpreters have been a great addition to this.
- Community links and opportunities are provided to ex-pupils (e.g. ITT school experiences, work experience, DoE...).

QUALITY OF EDUCATION

Our current judgement against ofsted grade descriptors: GOOD

INTENT:

- Our curriculum intent is aligned to our KS2 end points, positive attitudes and future learning- as evidenced by KS3 transition feedback.
- Our curriculum is suitably wide and ambitious and intended to support children to feel that they can succeed in life- with an awareness of the school's local context. Curriculum reviews inform forward planning.
- We work and plan in year group teams to ensure content and delivery are supportive to our curriculum ambitions. Subject specific vocabulary is clarified for each curriculum area (see planning).
- We are committed to addressing social disadvantage or deficits that have been identified and we put support in place accordingly, including input from external support agencies. We have collated a cultural capital grid to highlight our commitment to this.
- Our Pupil Premium Strategy highlights our commitment to positive outcomes for pupils. Trips and additional experiences (e.g. Orleans Gallery) are well received by families.
- Our curriculum is designed to support all pupils to gain the knowledge and skills they need to succeed. It has a coherent intervention schedule, focusing on children in the bottom 20% nationally. Interventions are for set timescales, to avoid curriculum narrowing. Our schedule includes consideration of how we make best use of additional funding (e.g. the CV19 recovery fund in 2021/22).
- We are committed to supporting pupils to read enthusiastically and at an age-appropriate level (see reading data). New reading resources are in place to support less confident readers. Read Write Inc/ Nessy resources and interventions have been supportive to progress. We have lunchtime library access and a book club in place for pupils. We are currently engaged in training in order to implement a new phonic scheme (Little Wandle) that is being introduced at CIS.
- We promote pupil understanding of British values and support their SMSC (spiritual, moral, social and cultural) needs. The recent arrival of Ukrainian pupils at HHJS has given this an additional focus.

IMPLEMENTATION:

- Our curriculum is reviewed on a termly basis as part of our school self-review schedule. Year groups and subject leaders take responsibility for their curriculum. Teacher's plan and review in year group teams so that lessons link into relevant knowledge and skills, in order for pupils to build on previous learning. Sessions are well resourced and with required levels of challenge for pupils. Our remote education offer has been in line with this expectation.
- Teachers use a range of assessment strategies to support pupils to embed their learning. We review core curriculum pupil progress data on a termly basis– to inform our class teaching and any additional interventions.
- A package of relevant CPD is supportive to teacher subject knowledge and professional development. Subject leaders have been presenting “At a Glance” grids at weekly CPD meetings to their colleagues.
- Pupils have positive views about the progress they are making (pupil feedback). Pupil voice is sought by subject leaders to inform delivery.
- The work in pupils’ books highlights the progress they make. CV19 related impacts (e.g. writing resilience and handwriting) are being given ongoing consideration by teaching teams.
- External links are supportive to our curriculum (e.g. Maths Hub, AFC staff leadership roles, Hampton School, visiting authors).
- Additional support is targeted to identified pupils. Progress and impact are tracked and reviewed (e.g. SEN/PPG/EAL/Catch Up and Recovery Fund). All Y4 pupils completed the MTC. One Y6 SRP pupil did not sit all the SATs.
- Reading is prioritised and resourced in order to develop pupils’ fluency, confidence and enjoyment. Additional support is in place for individuals and cohorts, to help ensure wider curriculum access. We have worked to respond proactively to the impacts of CV19 on children’s reading- ensuring this is a curriculum priority. Children have positive views about reading- a workshop for parents was well attended.

IMPACT:

- Pupils achieve well at the end of the key stage (as evidenced in national (IDSR) and school-based data).
- Our core curriculum assessment schedule (Insight) reinforces our expectation that all pupils progress well from their starting points. CV19 created a challenge in regard to tracking this, which we are responding to. Foundation curriculum skills grids are inputted by year group teams and overseen by subject leaders and inform annual pupil reports. Ongoing work is in place to address any CV19 related curriculum gaps and impacts.
- Disadvantaged and SEND pupils benefit from additional supports and interventions that work to close learning gaps (see PPG/ SEND/ EAL/ SRP data). Additional opportunities for disadvantaged pupils are provided (e.g. Barnes Literacy Festival).
- Pupils are able to talk about their learning and can recall what they have learnt. Pupil voice is regularly sought and is informing (e.g. subject leader audits and our smart school council).

- Pupils are prepared for the next stage of education through supportive transition programmes- with positive feedback received from KS3 partners.

Quality of Education - what we need to do to improve further:

Action	SDP priority
To identify and address any core curriculum cohort progress trends	1.1
To ensure support is in place for all children to become fluent readers and progress toward writing steps	1.2
To ensure our foundation curriculum assessment schedule is fully in place- with subject unit updates embedded and (CV19) learning gaps addressed	1.3

BEHAVIOUR AND ATTITUDES

Our current judgement against ofsted grade descriptors: GOOD

- The school is calm and purposeful with high behaviour expectations in place that pupils understand and respond well to. Additional support is signposted and provided. Positive pupil attitudes and manners are evident. Children are encouraged to make considered decisions and generally respond accordingly- with support put in place as required. Report card trends are monitored and responded to.
- We have a respectful school culture, where staff care for the pupils. We are committed to mutually supportive relationships. Related issues are discussed at leadership and staff meetings, in order for swift and positive resolution. Our learning behaviours are promoted on a weekly basis and celebrated in assemblies. Zones of Regulation are supportive to reset meetings with pupils, enhancing our shared language and responses.
- Children are motivated to learn and encouraged to celebrate their achievements as a central part of school life. They are supported to develop their resilience. Pupil voice is encouraged and celebrated.
- Our behaviour policy is applied with the aim of swift and proactive resolution. Staff induction is supportive to expectations of high standards of pupil behaviour and engagement in the classroom.

- Pupils behave well when attending before and after-school clubs and extra-curricular opportunities. We are proud of the way they represent the school when off-site. Positive community feedback has been received (e.g. music events/ swimming pool team...).
- Positive attendance and punctuality messages are promoted- with barriers and individual circumstances responded to. CV19 impacts have been significant but decreased in the summer term (KPIs).
- Our curriculum helps pupils to understand about keeping and feeling safe- both in and out of school. Our community police officer has worked successfully with pupils in regard to this.
- Bullying, violent actions, discrimination, derogatory behaviour and child-on-child abuse are not accepted. On the rare occasions necessary, such behaviours are dealt with consistently and effectively. Using CPOMs to record is supportive to a joined-up response.
- Patterns of behaviour are analysed and responded to. Restorative conversations are held with all pupils who receive a Reset. Suspensions are used on rare occasions- although we always look for alternative strategies to this (with a focus on positive reintegration).
- Our SRP has a positive impact on pupils who arrive at HHJS with specific SEMH needs. A therapy dog has also been added to our offer and has been well received. A positive summer term review was completed with AFC.

Behaviour and Attitudes – what we need to do to improve further:

Action	SDP priority
To ensure our routines and expectations support all pupils to consistently make positive behaviour choices	2.1- 2.2

PERSONAL DEVELOPMENT

Our current judgement against ofsted grade descriptors: GOOD (with outstanding features)

- Pupils’ physical and mental health and well-being, and an understanding of healthy relationships and lifestyle are promoted and supported through our curriculum. Our Attachment Aware School Award has been supportive to this.
- We provide high quality, focused pastoral support for pupils (e.g. P2B/Garrick Garden nurture groups/ Trailblazer project/ Mental Health Champions- whose input into our celebration assemblies has been a lovely way to round off the week).

- Pupils are supported to recognise potential dangers and safety risks and can draw on strategies to help them in regard to these- including an awareness of online and offline risks (e.g. Peter Cowley e-safety sessions and Safer Internet Day).
- Pupil voice is valued and helps inform our practice. Smart School Council inputs have fed directly into our leadership team meetings. Issues raised have included catering, toilets and lunchtime resources.
- Opportunities for children to embed their understanding of British values are in place across our curriculum. Pupils are supported to develop their confidence, resilience, independence and strength of character across the curriculum (e.g. pupil led Y6 Leaver events)- their SMSC needs are recognised and responded to accordingly.
- A wide range of extra-curricular activities are offered to pupils to support their personal development. Disadvantaged pupils are able to access funded places, in order to help nurture their talents and interests. The staff led club offer (at reduced prices) and Y6 Fiver Challenge have been well responded to. We have sought parent view in regard to costings, prior to running summer term trips (e.g. Y4 to National Gallery).
- Two well delivered autumn term residential school journeys (Y5 and Y6) were positively received by pupils and families.
- Pupils are supported to develop positive and appropriate social skills. They are given opportunities to have discussions and debate pertinent issues. They have opportunities to consider views, beliefs and opinions that are different to their own.
- The values of equality, diversity and inclusivity are promoted positively at HHJS- with any discriminatory or prejudiced behaviour being responded to. Two staff leaders (CW NB) have worked with AFC and CIS to enhance our practice. CW has been asked to work with AFC as part of a gender identity working group. Diversity Week encouraged positive and informed inputs with pupils.
- A commitment to proactive induction and transition is in place for KS1, KS3 and all new KS2 arrivals- to help prepare children for the next stages of their education. This is informed by a range of views.
- A commitment to encouraging and supporting respectful, responsible citizenship is in place (e.g. welcoming back ex-pupils (D of E, work experience, charitable and community links...)).

Personal Development - what we need to do to improve further:

Action	SDP priority
To ensure our messaging and communications supports all pupils to feel fully included and valued	3.1-3.2

LEADERSHIP AND MANAGEMENT

Our current judgement against ofsted grade descriptors: GOOD

- School leaders communicate a positive and inclusive vision for the school to our staff and school community. They are ambitious for the school and work to set high expectations for staff and pupils- supporting them to overcome barriers and achieve positive outcomes (see key documents/ leadership/ FGB minutes). The governing body (with new members- including a new chair and vice chair) challenge and hold senior leaders to account and help communicate the school vision to the school community. They have a strategic overview and ensure statutory duties are carried out (minutes/ newsletters). A current priority is the federation reset. Work is ongoing towards this aim (with AFC input).
- School leaders and the governing body responded positively to the ongoing challenges of CV19. They are focused on providing a broad, balanced and engaging curriculum (and remote offer) that is supportive to all pupils successfully progressing towards end points (termly curriculum reviews/ subject action plans/ SDP). Our post CV19 focus has been on addressing the curriculum impacts (writing/ maths concepts) and wellbeing impacts (resilience/ social confidence).
- School leaders work to promote a positive and cohesive team culture of shared values, mutual respect and trust and respond to workload and wellbeing issues. Communications and supports are in place to lessen the likelihood of any sense of workplace bullying or harassment. Any such notion would be addressed proactively. Staff surveys have been responded to and social events well received. Low profile weeks, whole class marking, staff access to P2B and a range of related staff social events are examples of positive responses to staff feedback. Several teachers have recently left due to the need to relocate because of high local property prices. New appointments have been made- including two ECTs. A cohesive package of support and induction is in place for them.
- The structure and ethos of our leadership team ensures that all staffing teams are represented and valued in the decision-making process. A model of distributive leadership is in place to help ensure clarity, coherence and consistency.
- Clear and proactive planning informs best use of Pupil Premium, Catch-up Fund and Sports Premium funding (action plans/ website). Further work to help embed learning for pupils is ongoing (e.g. Knowledge organisers, time tables rhymes...)
- Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SDP/ surveys). Surveys have been broadly positive- with views captured and responses ongoing.
- Our performance management schedule supports improvements in teaching and learning. We work to balance the pressures of work load, alongside developing pedagogy and teacher's subject knowledge.
- School leaders encourage and trust staff to take creative risks that enthuse pupils to learn (observation of teaching, planning).

- We are committed to supporting pupils' spiritual, moral, social and cultural development. There have been no issues in regard to off rolling/ gaming/ segregation.
- Our staff team and school leaders do not tolerate prejudiced behaviour and encourage and support pupils to respond similarly. We work to promote a culture of equality and respect for all (behaviour records and pupil voice)- positive messages are promoted. Unacceptable behaviours are challenged. All reported incidents are responded to.
- Safeguarding and pupil wellbeing are actively and consistently promoted and monitored. Children who are at risk are identified and pupils are listened to. They feel safe and are kept safe. Staff are trained to identify and respond to pupil and family need and work effectively as a team, linking well with external partners. A recent audit has informed our practice- with identified actions being responded to.
- Leaders' work to protect pupils from any sense of radicalisation and extremism- and would be able to engage with pupils in regard to any concerns raised. No related issues were raised in the last academic year.
- We have school leaders who represent us in a range of professional development opportunities and networks, sharing best practice with other schools and informing our own delivery (e.g. KS2 Writing Moderator, Maths Mastery Hub and AFC local authority roles- DT/ PSHE/Diversity and Achievement/ Racial Justice).
- We seek parental views to inform our practice and forward planning. Our summer term parent survey will help inform ongoing priorities.
- We have worked to ensure a balanced budget despite the challenges of CV19, by taking timely and proactive actions in regard to costs, income generation and school census.
- We worked energetically with our community and school governors to fund the building and resourcing of our school library and new adventure playground.
- Best value reviews have led to a more effective model of IT management (Click) and cleaning (May Harris). We also had a role in the new LA catering contract (Caterlink). Work is ongoing in regard to this new contract- recent progress has been evident (with AFC input).
- The Federation Strategy Team (FST) (SLT members from HHJS and CIS) meets regularly to ensure clarity and consistency across our Federation- with a current focus on the federation reset.

Leadership and Management - what we need to do to improve further:

Action	SDP priority
To ensure that school leaders continue to impact positively on the quality of teaching and learning at HHJS in regard to the key aspects: diversity, sustainability, staff wellbeing and finance	4.1- 4.6

OVERALL EFFECTIVENESS

Our current judgement against ofsted grade descriptors: GOOD

- All key judgements are at least good.
- The school is committed to providing a positive, purposeful, vibrant and welcoming environment for all- with strong community links in place.
- Safeguarding is effective and our commitment to wellbeing is rigorous and robust.
- We are proud of the support we provide for children’s SMSC needs and are committed to ensuring that the school’s educational provision meets the needs of all pupils, including those with differing or additional needs.
- Our School’s vision is “Love Learning Love Life” - with a set of clear values which are shared and communicated: WE CARE (Welcoming/ Encouraging/ Committed/ Aspirational/ Respectful/ Enthusiastic). This is underpinned by our five learning behaviours: Independence/ Collaboration/ Determination/Reflection/Adventure.
- Our responses to the additional challenges presented by CV19 have been thought through, clearly communicated and broadly well received.