

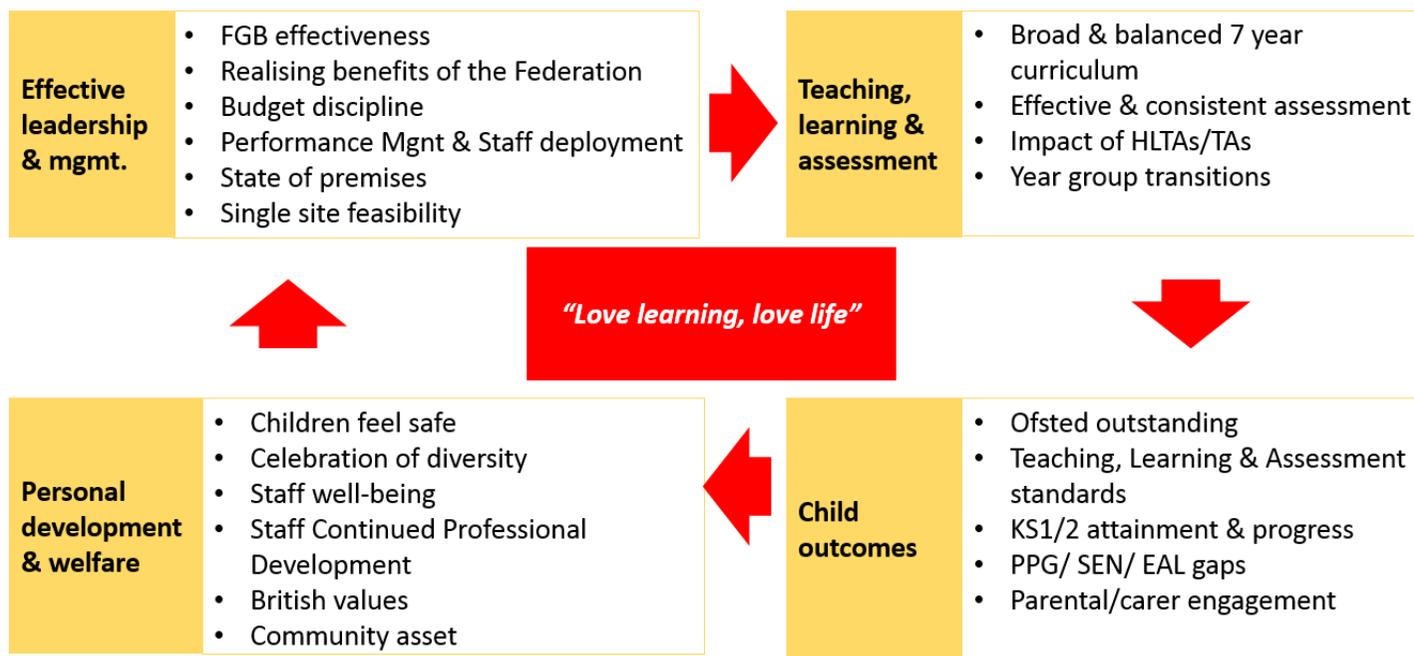
Hampton Hill Junior School– School Improvement Plan 2018-19

Strategic Context

The School Improvement Plan provides an overview as to how the school intends to deliver against the strategic priorities set by the FGB and SLT, all of which are listed in the left-hand column of the tables that follow.

The FGB set the strategic priorities with a view to fulfilling the following objectives for the Federation in the next 3 years:

Strategic objective measures (3 year plan)



Key Priorities: (Informed by a range of stakeholder inputs and audits):

Pupil progress and attainment

Secure school finances

The impact of curriculum leadership on outcomes

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Maintained areas from previous SIP

<p>To develop the effectiveness of the governing body in challenging and supporting the school</p>	<ul style="list-style-type: none"> • Use School Improvement Partner Report questions to inform sub-committee meetings. • Ensure an FGB and sub-committee structure and scope that is supportive to positive outcomes for children. • Link governor CPD to school priorities. • Ensure school reporting and visits to school and events inform governor awareness of school judgements. 	<p>OWNER HT DHT FGB</p>
<p>To ensure benefits of the Federation are reviewed regularly</p>	<ul style="list-style-type: none"> • RAG rate progress towards SIP priorities and provide updates to the FGB. 	<p>SLT FGB</p>
<p>To continue to maximise the impact of LSA on pupil outcomes</p>	<ul style="list-style-type: none"> • Provide regular CPD input that is directed by school and team priorities. • Provide feedback from observations to improve practice. • Review the impact of interventions on a termly basis. 	<p>SENCO A/F</p>
<p>To improve staff well-being</p>	<ul style="list-style-type: none"> • Embed and develop strategies that are informed by the staff wellbeing policy, our annual staff survey and other feedback. 	<p>SLT P/P</p>
<p>To continue to support pupil awareness of British Values</p>	<ul style="list-style-type: none"> • Continue to plan opportunities to enhance pupil understanding of British Values through our curriculum- communicated through the website and monitored by governors. 	<p>SLT A/F</p>
<p>To support community cohesion</p>	<ul style="list-style-type: none"> • Continue to develop community links that are supportive to our pupils gaining a wider perspective and deeper understanding of different social attitudes and lifestyles. • Continue to develop links with local community groups and locality schools that enhance opportunities for the children. 	<p>SLT FGB</p>
<p>To ensure effective and timely engagement with parents and carers</p>	<ul style="list-style-type: none"> • Arrange curriculum information evenings and targeted workshops to support and inform parents. • Use parent engagement sessions to inform improvements in school procedures. 	<p>SLT FGB</p>
<p>To comply with GDPR requirements</p>	<ul style="list-style-type: none"> • Continue to monitor the successful implementation of required duties and practices. 	<p>SLT FGB</p>
<p>To ensure high standards of site maintenance</p>	<ul style="list-style-type: none"> • Ensure the site is safe, secure and enhances what we provide for our children and community. 	<p>SLT F/P</p>

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1 The effectiveness of leadership and management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	Mar 19	July 19
1.1 To contribute to a feasibility study for an all through primary school on the Clarendon site (after 2021)	<ul style="list-style-type: none"> Hold discussions with the local authority to identify suitable locations and sources of capital investment available, to conduct high level feasibility assessment. 	FGB F/ P Committee	<ul style="list-style-type: none"> Contact made with AfC Vince Cable update shared with Governors Ongoing conversations held with AfC and wider Parental/community queries responded to as received 			
1.2 To achieve our 18/19 budget and balance the 19/20 budget by taking timely actions on income generation and costs	<ul style="list-style-type: none"> Review any variance in actual financial performance against the budget assumptions; and escalate any material variance to the FGB with recommendations for remedial action. Identify cost savings and revenue opportunities to enable revenues to equal costs in 2019/20. 	F/P Committee P&P Committee	<ul style="list-style-type: none"> Ongoing work to ensure a balanced budget (2018/19) – AfC staff supporting. Compensation received from WeSupportIT. Draft budget 2019-20 recently received and due to be considered at F/P committee. Informed by ongoing decision making. 			
1.3 To further develop and embed the role of curriculum leaders	<ul style="list-style-type: none"> Complete curriculum action plans that link to identified SIP priorities. Participation in relevant locality links to share and inform best practice e.g. moderation of writing. Widen YGL (Year Group Leader) input into our school self-review schedule. Ensure the structure of leadership meetings and CPD is supportive to positive outcomes. 	HT DHT C Capon A/F Committee	<ul style="list-style-type: none"> Action plans are in place for all curriculum subject areas – Autumn term reviews have been completed and responded to (spring reviews scheduled for completion) Locality links are in place for identified subjects (e.g. Y4/ Y6 writing/ DT/ English/ Maths). YGL Learning Walks have informed our practice - with identified actions responded to. The leadership team have reviewed the structure and impact of meetings. Our autumn/spring term CPD schedules have informed teaching 			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	Mar 19	July 19
	<ul style="list-style-type: none"> Use SPARK credits to provide required support. Further develop the role of curriculum leaders and year group leaders in the analysis and response to data patterns and trends. 		<ul style="list-style-type: none"> SPARK credits are being used to support best practice – we still have a number to allocate A data analysis session for SLT has been delivered. Further ongoing input is intended to inform pupil progress decision making. 			
1.4 To develop and extend the impact of volunteers at HHJS	<ul style="list-style-type: none"> Provide opportunities for volunteers to support and engage with pupils at HHJS- Parents/ community/ locality links/ work experience/ Teach Again/ St Mary's University/secondary school links/ D of E) Clarify and promote the role of the PTA at HHJS to support community events and fund raising. Introduce a consistent model of Class Reps across the school to support communication of accurate and supportive messages and engagement. 	HT DHT SENCO CW A/F Committee	<ul style="list-style-type: none"> Volunteer helper CPD has been provided / Teach-again and St Marys links are in place and positive. New PTA Chair and committee are in place - impacting on community events and fundraising (links with the Governors in regard to how we promote fundraising priorities are also developing). Class Reps are now in place for 12 classes – we are currently seeking some review feedback to further inform and develop this. 			

2 The quality of teaching, learning & assessment

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
2.1 To ensure efficient and accurate assessment procedures inform next steps and support pupil progress	<ul style="list-style-type: none"> Ensure school self-review procedures are communicated and fully in place. Continue to embed assessment procedures that impact positively on pupil awareness of their targets, informed class teaching and the delivery of early and effective additional interventions. 	HT DHT SENCO PPG Lead YGLs A&F Committee	<ul style="list-style-type: none"> The school self-review schedule is in place and on schedule with required actions being responded to and communicated accordingly Data input dates (2 per term) have been identified in order to inform autumn/spring term pupil progress meetings and responses 			

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	<ul style="list-style-type: none"> • Provide termly parental updates to support the above. • Use FFT data to support target setting procedures. • Ensure foundation curriculum assessments inform planning and delivery and annual pupil reports. • Use baseline assessments to inform starting points and highlight gaps. • Ensure KS1 moderation procedures are supportive to a positive transition process. 		<ul style="list-style-type: none"> • Parental progress updates were communicated to all parents at consultation meetings (follow up communications were offered to all non-attendees) • FFT predictions are informing our Y6 programme of additional interventions. • This has been a focus of leadership team meetings and curriculum CPD sessions. Work is ongoing. • Baseline assessments have been completed to inform starting point judgements • Transition discussions and forward planning are now underway and ongoing. 			
<p>2.2 To build on existing links with CIS to ensure a progressive, broad & balanced six year curriculum across KS1 and KS2 that enthuses motivates stimulates pupils</p>	<ul style="list-style-type: none"> • Provide joint federation CPD to curriculum leaders- with opportunities to meet and review the status of their subjects and ensure consistent delivery and progression of skills and knowledge (in line with age related expectations across the federation). • Identify new resources which are needed. • Submit capitation bids- with resources purchased and distributed to year groups. • Enhance our curriculum through a range of strategies and resources (e.g.: Growth Mind-set approach/ access to outdoor learning opportunities/ responding to barriers to learning). 	<p>HT DHT A&F Committee C Capon</p> <p>Curr. Leaders YGLs</p>	<ul style="list-style-type: none"> • The session was delivered (led by C Capon) to a positive federation response from curriculum leaders • Subject action plans are in place- with a positive response to new schemes of work (computing, PSHE and PE). They have been reviewed and forwarded to link governors. • Capitation bids have been completed – identifying resource priorities. The PTA are supportive to these (with a focus on technology) • Two successful residential trips have been completed with a wide range of additional opportunities provided for pupils (Y3 Roman Day / Y6 Evacuation...) 			
<p>2.3 To build on current good practice to ensure high</p>	<ul style="list-style-type: none"> • Ensure strategic support is in place to enable us to improve outcomes for all 	<p>HT DHT TB</p>	<ul style="list-style-type: none"> • All teachers have been observed (92 - 96% + good or better). Additional support is in place as 			

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standards of Quality First Teaching are consistently delivered to all pupils	<p>children- with a focus on children with additional identified needs.</p> <ul style="list-style-type: none"> Ensure a commitment to high quality, resourced and differentiated teaching that impacts on all pupils consistently. 	PJ A/F Committee	<p>required. This is further informed by regular “drop ins”</p> <ul style="list-style-type: none"> Our review schedule is a key focus for our leadership team CPD sessions have informed teaching and resourcing (see CPD schedule) 			
2.4 To develop Maths Mastery across the school	<ul style="list-style-type: none"> Develop external (CPD) links that are supportive to maths developments across the federation. Participate in a Maths Mastery project along with CIS colleagues. Review and enhance curriculum planning and resourcing accordingly. 	LOC DHT HT A/F Committee	<ul style="list-style-type: none"> Maths, English and Science CPD projects are in place (NCETM / SPARK) with best practice/ resourcing implications being circulated Maths Mastery project is underway – positive links are in place with the Hub lead (Barnes). Related staff CPD has been provided- alongside SPARK led CPD (manipulatives) that has impacted directly on resourcing. Sharing of resources and best practice (e.g. White Rose) is in place with CIS colleagues 			
2.5 To ensure efficient use of new resources and developments to enhance what we provide at HHJS	<ul style="list-style-type: none"> Ensure regular use of our new library by pupils across the school. Ensure positive and inclusive practice in our enhanced SRP, which is supportive to individual outcomes- whilst not impacting negatively on others (with forward planning in place for next year’s increase in numbers). 	DHT SENCO SRP Lead HT A/F Committee	<ul style="list-style-type: none"> New librarians are in place with a positive response from staff, pupils and community-supportive to daily pupil usage Four pupils are in our SRP (including one emergency placement) We have developed proactive involvement in locality SRP networks, and carry out termly reviews. Forward planning for September is underway. 			

3 Outcomes for pupils

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
3.1 To continue to maintain high end of KS2 attainment by achieving in advance	<ul style="list-style-type: none"> Track children regularly through Classroom Monitor data. 	DHT HT A&F Committee	<ul style="list-style-type: none"> Pupil data points have informed autumn and spring term progress/ attainment analysis. Focused end of KS2 data analysis is informing Y6 delivery and additional interventions 			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
<p>of FFT 20 target for 'expected' standard in maths, reading and writing (individually and combined)</p>	<ul style="list-style-type: none"> Use this data to inform termly pupil progress meetings. Respond to the above- with quality class teaching and targeted additional interventions and inputs that are effective. Provide clear leadership routines, support and resourcing- to ensure high quality and consistent teaching and learning. Ensure efficient marking/feedback procedures are in place to inform teachers and to engage children to know how to make next steps progress. 	<p>YGLs</p>	<ul style="list-style-type: none"> Pupil progress meetings (autumn) have informed spring term priorities and interventions – spring term meetings are scheduled. SIP autumn term report (R Hafeez) has been received, with positive judgements – her key questions will inform leadership considerations and our own judgements. Spring report to follow. The leadership team have reviewed how core curriculum targets are shared with pupils (and to be supportive to workload issues). We are currently considering whole class marking with this in mind. 			
<p>3.2 To work towards ensuring progress for all pupils is at least expected (3 point per year- 12 points across the key stage) from their starting points- with a focus on narrowing gaps for vulnerable pupils</p>	<ul style="list-style-type: none"> Analyse data (half termly) to inform our teaching delivery and expectations. Ensure termly pupil progress meetings inform class teaching input and decisions as to the need for additional interventions for identified pupils. Implement a clear and effective PPG strategy. Ensure our SEN/ EAL procedures are fully in place and supportive to children achieving at least expected outcomes. 	<p>HT DHT A&F Committee</p> <p>PPG Lead SENCO EAL Lead</p>	<ul style="list-style-type: none"> Autumn data points have fed into end of term analysis (see SEF) Spring meetings are scheduled to take place and inform summer term provision The PPG strategy is on the website- progress has been made towards objectives and shared at leadership team meetings and with the wider staff team. PPG and SEN/ EAL action plans are in place- with progress made towards priorities. Our EAL focus has been on new arrivals, and parental engagement. 			

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4 Personal development, behaviour & welfare

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
4.1 To ensure consistent and high quality safeguarding and wellbeing practice is in place	<ul style="list-style-type: none"> Implement all actions from the LA safeguarding audit (July 2018). Arrange meetings with the safeguarding lead at CIS. Provide staff training as required. Ensure consistent practice is in place and supportive to pupil wellbeing and any barriers to learning (e.g. attendance/ punctuality, pupil voice, Healthy Schools Award, Green Mile). Ensure safeguarding policy and practice is in line with updated Keeping Children Safe in Education (September 2018) Ensure transitions around the school are consistent and supportive to children being safe and ready to learn when they enter the building. 	DSO HT DHT A&F Committee	<ul style="list-style-type: none"> LA audit was completed with actions identified and are being addressed (ongoing). Training needs have been identified and are underway (external for DSO and internal for staff) The Green Mile has been re-introduced with a positive response. Mental health related CPD will inform our practice –supported by proactive links with external agencies. The policy has been updated in line with our review schedule and informs our practice. Ongoing work is in place and supportive to this outcome. Further input throughout the summer term will follow. 			
4.2 To improve the lunch-time experience for children	<ul style="list-style-type: none"> Work with teams (e.g. Lunch Leaders) to ensure consistent behaviour management, a wide range of enjoyable and inclusive lunchtime opportunities and a positive eating experience- with required resources in place. Embed librarian, sports leader and music leader roles to support a positive playground experience. 	DHT/HT/ SENCO PPG Lead A/F Committee SB/ JH SN	<ul style="list-style-type: none"> The school council’s view has been sought and is being responded to - feeding into our resourcing and decision making New SMSA in post has been supportive to our team of lunch leaders. PTA links have been supportive to resources. New traversing wall has been well received by pupils All pupil leaders in place (sports/ music leaders, peer mentors, librarians) and having positive impact 			