

Hampton Hill Junior School self-evaluation framework (update: July 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) • Teaching School Alliance and School's Direct link/ Strategic Partner to St Mary's University • SEMH provision on site (for 3 pupils) • Breakfast Club on site (well attended) • Wide range of external validations (Garden, Sing Up, International links, Healthy Schools Bronze, Sainsbury's Silver School Games Award...) • 15% PPG, 20% EAL, 13% SEND (spring 2017) • Gender- 51.5% boys 48.5% girls • Number on roll: 360 • 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% (2017 summer 1) • Persistent absentees summer 1: 5.5% (13% PA are PPG- 5 children) • 7 EHCPs- 4 referrals currently under consideration • Racist Incidents: 1 (2015/16) 2 (2016/17) • Exclusions: 0 (2015/16) 1x1 day (2016/17) 	
PREVIOUS INSPECTION KEY ISSUES (December 2011)	Key Issue <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. • To develop the effectiveness of the governing body in challenging and supporting the school. 	Progress <ul style="list-style-type: none"> • Enhanced pupil leadership and decision making opportunities- in and beyond school (Pupil Parliament, School Council, Sports/ Garden/ Music Leaders, JSO's, Peer Mentors). • An assembly structure that is supportive to pupils developing a greater community and cultural awareness. • Pupil's having 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 (Oct '16). • Pupil engagement with Council officials in regard to "Village Voice" and Hampton Hill community related issues. • Celebration and engagement with our community through our "British Values Week" and our HH General Election. • Linking to local community groups and events (e.g. St James' church) • Federation FGB 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. • New Clerk in place to improve co-ordination, delegation of roles and clear communication. (see related documents). • A culture of challenging questioning to improve outcomes (see minutes) • Skills audit and 360 feedback (chair) completed informing our sub-committee structure and delegation of roles and responsibilities. • A meeting structure which includes regular contact between the chair and HTs to direct and review strategic priorities.

		<ul style="list-style-type: none"> • Governor involvement in community events – widening their awareness of school successes and celebrations.
<p>OVERALL EFFECTIVE-NESS</p> <p>School's current judgement: GOOD</p>	<p>Strengths</p> <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 ("Did you have a good week at school?" - 97% positive response (pupil survey) (see 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/ IOE... • 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>Areas for development- to maintain good and to work towards outstanding</p> <ul style="list-style-type: none"> • To forward plan as a Federation, in order to ensure that strategic thinking, financial decision making and allocation of resources improves outcomes for all pupils. • To ensure all teaching is at least good and increase the percentage of outstanding teaching.
<p>LEADERSHIP AND MANAGE-MENT</p> <p>School's current judgement: GOOD</p>	<p>Strengths</p> <ul style="list-style-type: none"> • An outwards facing and ambitious culture (see leadership minutes). • A commitment to professional development for leaders that impacts on school priorities, supports our delivery of a high quality curriculum and is responded to positively by staff (SPARK link, CPD records). • Completion of NPQML projects by four middle leaders- impacting positively on whole school systems (behaviour for learning, growth mind-set and transition). • A leadership team that is committed to achieving strategic priorities (SIP). • Leaders learning from and sharing best practice with colleagues from other settings (locality links- core curriculum, SBMs, SENCO DHT). • Systems in place that are conducive to positive partnerships and engagement with parents, carers and the wider community (see School Association and network meeting minutes). • A leadership structure and approach which proactively supports pupil wellbeing and 	<p>Areas for development- to maintain good and to work towards outstanding</p> <ul style="list-style-type: none"> • To ensure that monitoring of performance management and school self-review procedures is robust and leads to improved pupil outcomes. • To ensure that close financial monitoring and income generation is supportive to current financial challenges • To ensure initiatives and expectations are not counter-productive to staff wellbeing. • To ensure procedures are clear and supportive- in regard to staff absence and illness. • To ensure that proactive curriculum leadership informs positive outcomes for all pupils across a broad and balanced curriculum. • To lead on the development of our school library as a new resource to be proud of.

	<p>safety (safeguarding is on all leadership meeting agendas with issues and actions communicated as required).</p> <ul style="list-style-type: none"> • A performance management system for all staff that informs and leads improvements in teaching and learning (PM Profiles). • The positive promotion of British Values (British Values Week, display, website, assemblies, curriculum...) with a culture of vigilance and CPD to support our work in regard to identifying and responding to potential extremism (Prevent/ FGM). • A 'can do' culture which encourages pupil and staff ambition and aspiration (see Admin/ Leadership minutes/ newsletter/ school diary). • Clarity in leadership communications and meetings that is efficient and supportive to positive working relationships and expectations (minutes). • An inclusive and aspirational approach to sport leadership (Sports-mark Silver). • A reflective professional approach (e.g. termly curriculum reviews, weekly curriculum leader meetings...) that supports improvements in our practice. • A commitment to equality of opportunity for all children (SEMH/ nurture provisions, individualised support programmes, provision of breakfast, support on residential trips, celebration of achievement, Learners of the Week, Place to Be...). • A commitment to staff wellbeing and a supportive, pastoral culture (weekly briefings and leadership team input) at a time of financial uncertainty (wellbeing Action Planning). 	
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>School's current judgement: GOOD- with outstanding features</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Pupils are confident, enthusiastic learners who are proud of their school (parent survey: children enjoy school 97% + positive response). • Pupils are safe, feel safe and can make safe choices. (Pupil survey- 98% feel safe: 100% enjoy the playground and know what to do if they feel unsafe). • A positive community response towards our pupils is evident from visits and visitors letters. • The children understand and respond positively to our pastoral and anti-bullying commitment- incidents are rare and always resolved (see letter/ records). • We have an ethos of mutual respect and trust between staff and pupils (weekly pupil review, observations). • Pupils understand how to support others. • Routines are supportive to an efficient and orderly learning culture (admin notes, staff handbook). • Safeguarding procedures and communications are well established, proactive and supportive to positive outcomes (see safeguarding audit/ record keeping). • Attendance and punctuality systems are clear and proactive and support positive outcomes- 	<p>Areas for development- to maintain good and to work towards outstanding</p> <ul style="list-style-type: none"> • To embed our Learning Behaviours and "Good to Be Green" model across all settings, to support positive behaviour learning outcomes for all pupils in all locations • To impact positively on behavioural/ emotional needs of identified Y3 pupils and pupils with SEMH needs (with EHCPs and without) • To progress toward a Healthy Schools Silver Award (Bronze was achieved summer term 2016).

	<p>with weekly class attendance figures published and celebrated (see newsletter/ celebration assembly and data).</p> <ul style="list-style-type: none"> • Attentive, collaborative and co-operative pupil behaviour is evident across the school day (lesson observation feedback) (SMSA weekly minutes) (Good To Be Green monitoring). • Wider wellbeing support is in place for pupils (access to school garden, school counselling service on site, friendship clubs/ benches, nurture group...) • On-line safety CPD and support is in place and well responded to by pupils (Safer Internet Day). • Rare occurrences of bullying, exclusions, racist or discriminatory behaviour are recorded and responded to proactively (see records and letters- all responded to) with very clear messages communicated (assemblies, newsletter). • Pupils who transfer to HHJS for our SEMH provision make evident progress towards (EHCP) targets. 	
<p>TEACHING LEARNING AND ASSESSMENT</p> <p>School's current judgement: GOOD</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Curriculum planning and resourcing is supportive to the children's understanding of and engagement in vibrant learning opportunities (see observation feedback/ curriculum reviews). • Teachers and all staff demonstrate a professional enthusiasm and commitment, which helps pupils to access a width of curricular and extra-curricular opportunities to participate and excel in (e.g. music, sport, garden, leadership roles...). • Secure teacher subject knowledge is supportive to the use of quality questioning and the delivery of a vibrant curriculum ("have your lessons been interesting this week"-100% positive response). • Teachers work to support pupils to improve through feedback and encouragement (year group reviews/ Book Looks). • The introduction and promotion of a growth mind-set/ learning behaviour approach has encouraged pupils to feel able to learn from their errors, take risks with their learning and supports qualities such as resilience, aspiration collaboration and independence (celebrated on a weekly basis- see newsletter). • Class teaching is enhanced by focused additional interventions (SST/LSA teams). • An improved model of regular shared year group PPA time has improved the sharing of best practice and developed the role of year group leaders in holding their teams to account (informed by input from our SIP). • An improved annual report format (following parental engagement) is in place, highlighting curriculum skill progression. • Stereotypes are actively challenged through assemblies, curriculum content and resourcing. • The school is committed to providing an 	<p>Areas for development- to maintain good and to work towards outstanding</p> <ul style="list-style-type: none"> • To ensure we have core curriculum assessment procedures in place that inform early and responsive interventions, evidence progress and lead to improved outcomes for pupils. • To develop the impact of parent engagement workshops (working alongside staff and pupils) on identified priorities (annual report format, homework).

	<p>equality of opportunity (see extra-curricular opportunities, trips/ visits, newsletter celebrating participation...).</p> <ul style="list-style-type: none"> • Parent, staff and pupil engagement is planned to lead to improvements in consistency and impact of homework. • Community links are supportive to high quality outcomes (e.g. LEH, Hampton Boys, Radnor House...) 	
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<p>OUTCOMES FOR CHILDREN</p> <p>School's current judgement: GOOD</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Overall achievement for high attaining pupils/ Reading achievement/ Average scaled score (reading and maths)/ Higher standards in maths/ Grammar, punctuation and spelling (KS2 SATS data 2015/16) (FFT) • Current (core) progress trends (to add - summer 2017). • An enhanced transition programme is in place for KS1 and KS3 and between year groups and supportive to progress in next stages of education- "Do you feel confident about moving to your next year group?" (97% positive response) (Transition schedule). • Pupils respond positively and fluently to reading opportunities provided by staff and a range of volunteer helpers (reading diaries). • A broad and balanced foundation curriculum (see pupil and teacher assessment grids and curriculum review grids). 	<p>Areas for development- to maintain good and to work towards outstanding</p> <ul style="list-style-type: none"> • To improve maths achievement for low attaining pupils (KS2 SATs data (2015/16) (FFT) • To improve writing/ Overall achievement for low attaining pupils (KS2 SATs data (2015/16) (FFT) • For 70% of children to achieve the expected standard in maths, reading and writing by end of summer term KS2 assessments.
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<p>SIGNIFICANT GROUPS</p>	<p>SEND</p> <ul style="list-style-type: none"> • Our new SENCO is now in place (summer term)- leading the delivery of interventions, SEND performance mgt., supporting QFT, LSA leadership, leading SEMH provision, nurture provision, SEND transition. • We will respond to our SEMH audit from the LA (Spring 2017).
	<p>EAL</p> <ul style="list-style-type: none"> • We are reviewing current data to inform areas of specific EAL need. A small number of additional teaching interventions are in place for identified EAL pupils with specific needs (currently three stage 1 learners).
	<p>FSM</p> <ul style="list-style-type: none"> • Our new PPG Lead is in place, with a more transparent leadership and teaching structure-to improve accountability, delivery and outcomes.

PPG INFO (2016/17)

Number	Gender (M/F)	Children in Care / LAC	Year Group Pattern	% with SEND
55	55% 45%	LAC: 5 Adopted: 8	Y3: 8 Y4: 17 Y5:14 Y6: 16	42

(See PPG strategy for further details)

STAKEHOLDER FEEDBACK 2016/17	What we do well	What we could improve
	<ul style="list-style-type: none"> • Successful transition procedures (see surveys). • Children enjoy school, feel safe and work hard (surveys/PPG audit). • Children are well prepared for next stages of education (parental / secondary schools feedback). • Children get the chance to participate in a wide range of vibrant and exciting cross and extra-curricular opportunities. 	<ul style="list-style-type: none"> • Aspects of communication to parents - how we use the website / home school diaries to best effect. • A consistent and clearer homework strategy. • An improved Annual reporting format through staff and parent engagement sessions.

PUPIL ACHIEVEMENT DATA (end of KS2 2015/16)

Y6 2015/16		School	National		School	National
Reading (% ARE)		76%	66%	% higher score	35%	19%
Writing (% ARE)		65%	74%	% higher score	10%	15%
Maths (% ARE)		71%	70%	% higher score	25%	17%
GPS (% ARE)		82%	72%	% higher score	48%	23%

2015/16 Year 6	Number	READING	GPS	MATHS
		(National: 103)	(National: 103)	(National: 104)
ALL	89	105.5	108	103.6
Boys	47	105.5	107	105
Girls	42	105.4	108.8	102
SEND	8	93.4	93.6	88.9
SEND only	2	97.5	93.5	87.5
PPG	18	97.4	102	97.3
PPG only	112	100.2	106.2	101.3

End of KS2 Progress data (Y6 2015/16)

READING	1.3
WRITING	-4.2
MATHS	-0.6

CURRENT 2016/17 DATA- May 2017

	Maths attainment	Maths progress	Reading attainment	Reading progress	Writing attainment	Writing progress
Y3	29.4	2.2	29.4	2.4	29.1	2.3
Y4	32.3	2.6	32.4	2.7	32.5	2.8
Y5	35.3	2.6	35.2	2.4	35.2	2.7
Y6	38.7	3.1	38.7	3.2	38.4	3.5

(Expected progress over the year- 3 points: one more data point to follow (in July))

ATTENDANCE SUMMARY 2016/17 (Autumn- Summer 1)

	% ATTENDANCE	% ATTENDANCE (PPG)	NO OF PUPILS BELOW THRESHOLD 90%	100% ATTENDANCE
Y3	97.1	98.4	2	25
Y4	96.1	92.8	8	25
Y5	96.6	91.4	7	28
Y6	96.0	96.8	3	17
TOTAL	96.5	94.6	17	95

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

<p><u>LEAVING (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>ARRIVING (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>APRIL 2017</u></p> <ul style="list-style-type: none"> Tracey Bannister (SENco)

STAFFING CHANGES 2016/17

<p><u>LEAVING (JULY 2017)</u></p> <ul style="list-style-type: none"> 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) 	<p><u>ARRIVING (SEPT 2017)</u></p> <ul style="list-style-type: none"> 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 TBC) Natasha Williams (LSA TBC) HUB Staffing- TBC