

## Hampton Hill Junior School Self Evaluation Framework: JUNE 2019

SECTIONS	SUMMARY EVALUATION	
<b>SCHOOL CONTEXT</b>	<ul style="list-style-type: none"> <li>• 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 an overall prosperous area, but with pockets of deprivation, a women's refuge and adjacent to the Hanworth ward (borough of Hounslow)- which is in the top 20% of deprived wards in the country- a percentage of our pupils reside in this ward.</li> <li>• Specialist Resourced Provision on site (for 4 pupils) (to increase to 6 pupils from September)</li> <li>• Breakfast Club and After School Provision (The Hub) on site and well attended</li> <li>• Wide range of external validations (Garden, Sing Up, International links, Healthy Schools Bronze, Sainsbury's Silver School Games Award...)</li> <li>• Strategic Partner to St Mary's University</li> <li>• 12.8% PPG, 15% EAL, 17% SEND (7 EHCPs)</li> <li>• Gender- 192 boys 171 girls</li> <li>• Number on roll: 363</li> <li>• Applications for Sept 2019: 146 applications- 83 from CIS</li> <li>• Attendance high- 96.9% (2015/16) 96.5% (2016/17) 96.7% (2017-18) 96.4% (2018/19- to date)</li> <li>• Persistent absentees (2016/17): 5.8% (3 PPG) (2017-18): 4.7% (7 PPG) (2018-19): 2.8 % (10 PPG pupils)</li> <li>• Racist Incidents: 1 (2015/16) 2 (2016/17) 4 (2017/18) 1(2018/19)</li> <li>• Exclusions: 0 (2015/16) 1x1 day (2016/17) 2x1 day 3x 1.5 days 2x 0.5 days (2017/18) 1x 2 day/ 5 x 1 day/ 1 x ½ day (2018/19)</li> </ul>	
<b>PREVIOUS INSPECTION KEY ISSUES</b> (December 2011)	<b>Key Issue</b>	<b>Progress</b>
	<ul style="list-style-type: none"> <li>• To improve community cohesion by helping pupils to gain a wider perspective and deeper understanding of different social attitudes and lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced pupil leadership and decision making opportunities are in place- in and beyond school (Pupil Parliament, School Council, Sports/ Garden/ Music Leaders, JTA's, Peer Mentors, Librarians...).</li> <li>• An improved assembly structure is in place and supportive to pupils developing a greater community and cultural awareness.</li> <li>• Pupil's take lead roles in charitable, sustainability and community events and projects (Sports Relief, RHS/ garden links, Red Nose Day, Harvest, Christmas gifts, Shooting Stars, NSPCC).</li> <li>• Positive links are made to local community groups and events (e.g. St James' church- Harvest/ Easter/ Christmas, our MP, council officials and Hampton Hill community related issues (High Street Mosaic/ village voice/ Parade)).</li> <li>• Wider community considerations are proactively encouraged and discussed- British Values Week, HH General Election, Thinking Day (uniformed organisations), drumming workshops (Black History Month), links with local religious leaders and International Women's Day.</li> <li>• Community opportunities are provided to ex-pupils- work experience, DoE....</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop the effectiveness of the governing body in challenging and supporting the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A Federation FGB is in place- with a clearer committee meeting structure.</li> <li>• FGB, Strategy Group and sub-committee terms of reference and action plans are now aligned more tightly to the SIP.</li> <li>• Our Clerk leads on co-ordination and delegation of roles, with clearer communication, responsibilities and timelines (see related documents).</li> <li>• A culture of challenging questioning of the school SLT is aimed at improving outcomes (see minutes).</li> <li>• Governors are linked to specific curriculum areas and curriculum leaders- to support improved awareness and accountability.</li> <li>• Systems are in place, to monitor value for money and to respond to current financial challenges positively and proactively.</li> </ul>

		<ul style="list-style-type: none"> <li>• FGB skills audits and 360 feedback of our chair inform our sub-committee structure, governor CPD and delegation of roles and responsibilities.</li> <li>• A meeting structure is in place to ensure regular contact between the Chair and SLT- to inform and review strategic priorities.</li> <li>• Governors are involved in school community events – widening their awareness of school outcomes, successes, events and celebrations (e.g. Dragons Den/ Fiver Challenge).</li> </ul>
<p><b>OVERALL EFFECTIVENESS</b></p> <p><b>School's current judgement: GOOD TO OUTSTANDING</b></p>	<p><b>SUMMARY</b></p> <ul style="list-style-type: none"> <li>• HHJS is a positive and supportive learning environment which the children enjoy attending (pupil feedback/ attendance data).</li> <li>• All key judgements are at least good (see SEF, SIP reports).</li> <li>• Federation targets have been achieved (see action planning and reviews).</li> <li>• 95+% of observed teaching is good or better (see observation schedule).</li> <li>• The school is ambitious and committed to providing stimulating learning experiences to all pupils (Parent survey / curriculum reviews/ newsletters).</li> <li>• Positive communications and relationships with parents and our community inform school priorities and actions (newsletter, HHA magazine, parent hub, social media, individual communications).</li> <li>• Proactive safeguarding procedures are in place and well received by our community (safeguarding audits/individual responses).</li> <li>• External links feed into improvements in our practice - SPARK/ locality and cluster networks/ CPD projects.</li> <li>• Excellent community links are in place and enhance what we provide (e.g. St James's church, NJC children's centre, music links, local traders, school association...)</li> <li>• Pupil SMSC development and wellbeing is at the forefront of our planning and practice (see additional provisions (e.g. Place to Be, extra- curricular opportunities, assembly schedule, pupil leadership opportunities, nurture support/ Garrick Garden, trips/ visitors...)).</li> <li>• We are committed to developing awareness of British Values and cultural diversity- through visitors and events. (International Day)</li> </ul>	
<p><b>STRENGTHS</b></p>	<p><b>LEADERSHIP AND MANAGEMENT School's current judgement: GOOD TO OUTSTANDING</b></p> <ul style="list-style-type: none"> <li>• School leaders and governors have a vision for the school. They are ambitious and work in partnership to set high expectations for staff and pupils- supporting them to achieve positive outcomes (see leadership/ FGB minutes).</li> <li>• School leaders work to promote a culture of mutual respect and trust (Staff survey and view).</li> <li>• High quality relationships between staff and pupils are evident (observation/ admin notes).</li> <li>• School leaders and governors focus on improving outcomes for all pupils (reviewed SIP, SEN action planning and PPG strategy).</li> <li>• The school's actions have secured improvements in progress for disadvantaged pupils (FFT/ data).</li> <li>• Governors challenge and hold to account senior leaders to secure high quality outcomes for pupils (minutes) and communicate the school vision to the school community.</li> <li>• Clear and proactive planning for Pupil Premium and Sports Premium funding is in place (action plans/ website).</li> <li>• Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SIP/ surveys).</li> <li>• Clear and transparent appraisal/ performance management procedures inform a programme of quality CPD and a school self-evaluation schedule that supports improvements in teaching and learning (see schedule).</li> <li>• School leaders encourage and trust staff to take creative risks that enthuse pupils and support a broad, balanced curriculum that inspires pupils to learn (observation, reviews, planning)</li> <li>• Pupils' spiritual, moral, social and cultural development is central to our commitment to the pupils.</li> <li>• Leaders, staff and pupils do not tolerate prejudiced behaviour- and work to promote a culture of equality and respect for diversity (behaviour records).</li> <li>• Safeguarding and pupil wellbeing are actively monitored and promoted. Pupils are listened to. They</li> </ul>	

	<p>feel safe and are kept safe. Staff are trained to identify and support need. Leaders and staff work effectively with external partners (records).</p> <ul style="list-style-type: none"> <li>• Leaders' work to protect pupils from any sense of radicalisation and extremism- and are able to engage with pupils in related discussion and debate.</li> <li>• We are involved in LA professional development opportunities to inform our practice- LA moderator role, Maths Mastery Hub input and locality links with other local schools.</li> <li>• We have reviewed and improved our methods of parental communication- Class Reps/Facebook/ Parent Hub/ Home School Diaries.</li> <li>• We have proactively worked to ensure a balanced 18/19 budget (and forward plan for 2019/20 with a carry forward) by taking timely actions on staff/other costs, income generation and school census.</li> <li>• We have worked with governors and our community to fund and develop our new library- officially opened and well received.</li> </ul>
<p><b>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</b></p>	<ul style="list-style-type: none"> <li>• Ensure the committee structure and focus of our governing body supports and challenges school leaders to achieve school improvement targets.</li> <li>• Continue to develop the impact that curriculum subject leaders have on school priorities (aligned to the new Ofsted framework).</li> <li>• Ensure that high quality professional development informs school improvement.</li> <li>• Ensure stakeholder opinions are accessed and supportive to proactive decision making.</li> </ul>
<p><b>STRENGTHS</b></p>	<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>  <b>School's current judgement: OUTSTANDING</b></p> <ul style="list-style-type: none"> <li>• Standards of pupil behaviour reflect the school's efforts to promote high quality outcomes for all.</li> <li>• Incidences of low-level disruption are dealt with to achieve positive outcomes (learning behaviours/ Good to be Green feedback/ introduction of Great to be Gold).</li> <li>• Children with behavioural needs are identified and supported to progress (SEMH/ SRP/ SEN records).</li> <li>• Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language (see records).</li> <li>• The school actively looks to promote and support pupils' confidence, wellbeing, personal development and welfare.</li> <li>• Pupils understand how to keep themselves and others safe in different situations and settings. They trust school staff and can make informed decisions (pupil feedback).</li> <li>• 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.</li> <li>• Pupils' have positive attitudes to their learning and show respect to the ideas and views of others. They take pride in their work and are proud of their school (books, displays, feedback).</li> <li>• Pupils respond positively to the expectation that they are ready to learn and understand the positive benefits of this approach.</li> <li>• 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.</li> <li>• The school has a positive and purposeful feel. Pupils are respectful to staff instructions and interventions.</li> <li>• Teachers and other adults promote clear messages about the impact of prejudiced behaviour on pupils' well-being. We work with pupils and families to address any occurrences of bullying. Teachers and other adults are quick to tackle the rare use of derogatory language.</li> <li>• The school promotes and supports all aspects of pupils' welfare. They have access to supportive areas (school garden and Garrick Garden). Their emotional and mental health is supported and positive relationships are promoted- including how to prevent misuse of technology.</li> <li>• A clear and comprehensive transition programme is in place to support all pupils at transition points.</li> <li>• Pupils' spiritual, moral, social and cultural development is supported to encourage them to be reflective about their actions as good citizens in our community (PSHE/ Assembly rota).</li> <li>• Our PSHE curriculum has been enhanced by implementing a new scheme across KS2 (Jigsaw).</li> <li>• Processes are introduced that are supportive to staff wellbeing (Low profile week, access to P2B, social events, governor input and action planning...).</li> </ul>
<p><b>AREAS FOR DEVELOPMENT-</b></p>	<ul style="list-style-type: none"> <li>• Review our behaviour systems to ensure they are supportive to a consistent approach and tailored to meet the needs of all pupils.</li> <li>• Continue to support individual pupils and families to achieve high attendance and punctuality.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have systems in place to further support positive choices by pupils/ families in regard to eating, fitness and mental wellbeing</li> </ul>
<b>STRENGTHS</b>	<b>TEACHING, LEARNING AND ASSESSMENT School's current judgement: GOOD TOWARDS OUTSTANDING</b>
	<ul style="list-style-type: none"> <li>• Teachers deliver a curriculum that demonstrates their confident subject knowledge and an awareness of how to best help pupils to learn well (observations/ curriculum reviews).</li> <li>• Behaviour for learning expectations are clear and supportive to pupil engagement and positive outcomes (behaviour records/ observations).</li> <li>• Quality teaching impacts positively on pupils' knowledge, understanding and skills. Teachers identify and respond to pupils who might need additional interventions (progress/ attainment data).</li> <li>• Teachers use a range of approaches and resources to sustain and develop pupil engagement, interest and understanding.</li> <li>• Teachers give pupils clear and specific feedback to help them to improve (observation/ books) (including a trial of whole class marking).</li> <li>• Reliable and accurate assessment procedures are in place for teachers to know who is falling behind and respond accordingly (pupil progress minutes).</li> <li>• Groupings are used to support progress toward positive outcomes (Y6 booster groupings/ intervention schedule).</li> <li>• Homework tasks are linked to the core curriculum and supportive to consolidating pupil's core skills.</li> <li>• Teachers support and develop core curriculum skills across the wider curriculum.</li> <li>• Teachers encourage pupils to develop and demonstrate positive attitudes and are able to intervene when this is not the case (observations/ behaviour records).</li> <li>• Learning behaviours are promoted, in order to encourage pupils to be curious, resilient and keen learners who understand that mistakes are part of the process of improving their work (Celebration Assembly/ lesson observations).</li> <li>• Extra-curricular activities, visits, visitors and residential trips are supportive to the width and depth of what we provide- Wider Ops (Y3 music)/ World Book Day... (Newsletter).</li> <li>• Additional learning opportunities are provided and regularly celebrated- Reading Challenge, Rainbow maths, invited authors, Maths Week, Reading Adventure Days, STEM Week...</li> <li>• Children are encouraged to understand the benefit of practising key skills.</li> <li>• Parents receive curriculum information in regard to how their child is progressing towards age related expectations and what they need to do to improve (parent's eve/ Y6 SATS info/ newsletter/ SEN communications/ annual reports).</li> <li>• Links are developed to provide additional opportunities to pupils (LEH, Hampton Boys, St Mary's Univ. French students, D of E, work experience...).</li> <li>• Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity.</li> </ul>
<b>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</b>	<ul style="list-style-type: none"> <li>• Ensure our assessment procedures efficiently inform pupils' next steps.</li> <li>• Use feedback from our school self-review schedule to ensure appropriately differentiated quality first teaching is supported by targeted interventions in order for the children to be motivated and progress.</li> <li>• Ensure core curriculum skills are embedded across a lively and challenging (foundation) curriculum and supportive to pupil progress.</li> <li>• Continue to build on existing links with CIS to ensure a progressive, broad &amp; balanced 7-year curriculum.</li> <li>• Ensure the ongoing development of our newly enhanced SRP.</li> </ul>
<b>STRENGTHS</b>	<b>OUTCOMES FOR CHILDREN School's current judgement: GOOD TO OUTSTANDING</b>
	<ul style="list-style-type: none"> <li>• The attainment of most groups of pupils is at least in line with national averages- if below, we are working to secure improvements (see FFT /ASP/ Inspector Dashboard / SEF)</li> <li>• Pupils from different starting points and across all year groups are making good progress- where this is not the case, action is being taken.</li> <li>• The progress of disadvantaged pupils and pupils who have special educational needs and/or</li> </ul>

	<p>disabilities is improving.</p> <ul style="list-style-type: none"> <li>• Pupils can articulate their knowledge and understanding and hold engaging conversations with peers and adults.</li> <li>• Pupils read widely and to a high standard, with fluency and comprehension appropriate to their age (FFT/ year group data).</li> <li>• Pupils are well prepared for the next stage of their education through a coherent transition programme (transition feedback).</li> </ul>	
<b>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</b>	<ul style="list-style-type: none"> <li>• Continue to maintain high end of KS2 attainment that is in advance of national averages and in line with FFT 20 estimates.</li> <li>• Work towards ensuring progress for all pupils is at least expected (3 points per year- 6 points lower/ upper school- 12 points across the key stage) from their starting points.</li> <li>• Use our involvement in an NCTEM Maths Mastery project to inform our commitment to supporting improved pupil attainment in maths.</li> <li>• Narrow gaps for PPG/ SEN/ SEMH/EAL pupils against national averages- with an increased percentage of children making at least expected progress (3 points per year).</li> <li>• Ensure KS1-2 transition is fully supportive to positive outcomes for pupils.</li> </ul>	
<b>SIGNIFICANT GROUPS</b>	<b>SEND</b>	Our SENCO leads on the identification and coordination of the delivery of interventions, Pupil Profiles, SEND performance mgt./ CPD, LSA leadership, our SEMH provision (SRP)/ nurture provision and SEND transition (see SEN Report for further details).
	<b>EAL</b>	Our EAL leader is reviewing current data to inform areas of specific need. A small number of additional teaching interventions are in place for identified pupils with specific EAL needs.
	<b>FSM</b>	Our PPG leader coordinates our PPG Strategy, ensuring accountability, delivery and outcomes for PPG funded children- including a range of additional interventions and opportunities for pupils/ families (see PPG Strategy for further detail).
<b>PARENT/ CARER FEEDBACK</b>	<b>What we do well (agree/ strongly agree)</b>	<b>What we could improve</b>
	<p>From our annual pupil report feedback:</p> <ul style="list-style-type: none"> <li>• Y3: “a massive thank you for your teaching skills, kindness and encouragement this year”.</li> <li>• Y4: “her teacher is respected by all- she always enjoys coming to school”.</li> <li>• Y5: “we are so glad with his progress and effort and emotional development”.</li> <li>• Y6: “thank you so much to HHJS for all your dedication and commitment”.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to respond to feedback from our class reps / Y3 transition and parent engagement input: playground monitoring/ pop ins/ curriculum newsletters/ green mile/ P4C Philosophy/ aspects of communication</li> </ul>

**END OF KS2 PUPIL ACHIEVEMENT DATA (2017/18)**

	School	National		School	National (2016)
Reading (% ARE)	88%	75%	% higher score	49%	28%
Writing (% ARE)	92%	78%	% higher score	22%	TBC
Maths (% ARE)	85%	76%	% higher score	41%	24%
RWM Combined	82%	64%	--	--	--
GPS (% ARE)	90%	78%	% higher score	53%	34%
SCIENCE (% ARE)	88%				

<b>APS</b>						
		<b>READING</b>	<b>WRITING</b>	<b>GPS</b>	<b>MATHS</b>	
	<b>HHJS- all pupils</b>	88	109	---	110	107
	<b>National figures</b>		105	---	106	104
	<b>Boys</b>	TBC				
	<b>Girls</b>	TBC				
	<b>SEN SUPPORT</b>	TBC				
	<b>EHCP</b>	TBC				
	<b>PPG</b>	TBC				
	<b>EAL</b>	TBC				
<b>PROGRESS DATA</b>						
	<b>READING</b>			<b>+2.9</b>		
	<b>WRITING</b>			<b>+1.2</b>		
	<b>MATHS</b>			<b>+2.4</b>		

**KS2 2018/19 DATA (3 points expected progress per academic year) (Middle OF SUMMER TERM DATA):**  
**Progress from end of KS1 data)**

	<b>Maths attainment</b>	<b>Maths progress</b>	<b>Reading attainment</b>	<b>Reading progress</b>	<b>Writing attainment</b>	<b>Writing progress</b>
<b>Y3</b>	28.89	2.1	29.08	2.3	28.80	2.0
<b>Y4</b>	31.88	5.0	32.31	5.4	32.07	5.4
<b>Y5</b>	35.42	8.3	35.09	8.1	34.91	8.1
<b>Y6</b>	37.9	11.2	38.1	11.5	38.3	12.1

**ATTENDANCE SUMMARY 2017/18**

	<b>% ATTENDANCE</b>	<b>% ATTENDANCE (PPG)</b>	<b>NUMBER OF PUPILS BELOW THRESHOLD 90%</b>	<b>NUMBER OF PUPILS WITH 100% ATTENDANCE</b>
<b>Y3</b>	96.6%		2	8
<b>Y4</b>	97.1%		3	11
<b>Y5</b>	97.0%		7	6
<b>Y6</b>	95.1%		5	9
<b>TOTAL</b>	96.7%	94.0%	17	34

**ATTENDANCE SUMMARY 2018/19 (TO DATE)**

	% ATTENDANCE	% ATTENDANCE (PPG)	NUMBER OF PUPILS BELOW THRESHOLD 90%	NUMBER OF PUPILS WITH 100% ATTENDANCE
YEAR 3	97.4%		0	6
YEAR 4	96.3%		2 (2 PPG)	7
YEAR 5	96.3%		4 (2 PPG)	8
YEAR 6	95.8%		9 (5 PPG)	7

**NUMBER ON ROLE / PUPIL MOBILITY 2017-18**

Year 3		Year 4		Year 5		Year 6	
89	Arr: 4 Left: 2	91	Arr: 3 Left: 0	91	Arr: 4 Left: 2	91	Arr: 5 Left: 2

**NUMBER ON ROLE / PUPIL MOBILITY 2018-19**

Year 3		Year 4		Year 5		Year 6	
90	Arr: 7 Left: 5	90	Arr: 7 Left: 0	89	Arr: 2 Left: 2	92	Arr: 4 Left: 2

**GARRICK GARDEN/ SRP:** 3 pupils (with two temporary/ unofficial placements)

**STAFFING CHANGES 2016/17**

LEAVING	ARRIVING
<p><b><u>JULY 2017</u></b></p> <ul style="list-style-type: none"> <li>Emily Matthews- teacher (moving/ promotion)</li> <li>Hannah Wheatley- teacher (moving)</li> <li>Tom Rose- teacher (career change)</li> <li>James Ellard- teacher (emigrating)</li> <li>Trudi Morgan- teacher (retiring)</li> <li>Stacey Morin- LSA (moving)</li> <li>Simon Hall- LSA ((going to university)</li> <li>Cat Foster- teacher (maternity leave)</li> </ul>	<p><b><u>SEPT 2017</u></b></p> <ul style="list-style-type: none"> <li>Joanne Harvey- NQT (Y3) (F/T)</li> <li>Claire Kistner- NQT (Y5) (F/T)</li> <li>Maeve Duffy- NQT (Y5) (F/T)</li> <li>Joanna Miles- YGL (Y5) (F/T)</li> <li>Charlotte Crinion- teacher (Y6) (2 days)</li> <li>Diana Saradin (LSA)</li> <li>Natasha Williams (LSA)</li> <li>HUB Staffing- Laura Taylor, Lorraine Ansell, Penny Fitzgerald</li> <li>Jasmine Dillon, Nicole O Toole (Apprentices)</li> </ul>

### STAFFING CHANGES 2017/18

LEAVING	ARRIVING
<p><b><u>AUTUMN 2017</u></b></p> <ul style="list-style-type: none"> <li>• Emma Cahill- teacher (F/T) (maternity leave)</li> <li>• Rachel Guy- teacher (3 days) (moved)</li> <li>• Lyn Buddell (moved)</li> <li>• Yolanda Mapes (career change)</li> </ul> <p><b><u>JULY 2018</u></b></p> <ul style="list-style-type: none"> <li>• Sue Parkin- SBM (career change)</li> <li>• Natasha V Williams- LSA (post finished)</li> <li>• Steve Smith- Teacher (end of agency contract)</li> <li>• Ashlea Holloway- LSA (starting PGCE)</li> <li>• Vanada Beli- Breakfast Club/ SMSA (leaving her SMSA Role)</li> </ul>	<p><b><u>SPRING 2018</u></b></p> <ul style="list-style-type: none"> <li>• Steve Smith (teacher) (Y4) (Agency) (F/T)</li> <li>• Kate Quirin (teacher) (PPA cover) (P/T)</li> </ul> <p><b><u>SUMMER 2018</u></b></p> <ul style="list-style-type: none"> <li>• Diana Saradin (office team) (P/T)</li> <li>• Danielle Fawcett (SBM) (F/T with CIS)</li> </ul> <p><b><u>SEPT 2018</u></b></p> <ul style="list-style-type: none"> <li>• Cecily Davey (Y3 NQT) (F/T)</li> <li>• Yolanda Mapes (GDPR DPO) (P/T)</li> <li>• Laura Grogan (SRP Lead Teacher) (F/T)</li> </ul>

### STAFFING CHANGES 2018/19

LEAVING	ARRIVING
<p><b><u>AUTUMN 2018</u></b></p> <ul style="list-style-type: none"> <li>• Rachel Sheldrake- teacher (1 day) (maternity leave)</li> <li>• Tracey Smith- teacher (2 days) (change of circumstances)</li> <li>• Kate Quirin- teacher (3 days) end of Y4 contract</li> </ul> <p><b><u>SPRING 2019</u></b></p> <ul style="list-style-type: none"> <li>• Cecily Davey (NQT) (resigned)</li> <li>• Vanada Beli (promotion in other post) (Breakfast Club)</li> </ul> <p><b><u>SUMMER 2019</u></b></p> <ul style="list-style-type: none"> <li>• C Platts (LSA) (Retiring)</li> <li>• M Giza (SEN Teacher) (Retiring)</li> <li>• N Moore (LSA) (relocating)</li> </ul>	<p><b><u>AUTUMN 2018</u></b></p> <ul style="list-style-type: none"> <li>• Sue Hamblin- Hub team</li> <li>• Becky Shaw- SMSA (2 days)</li> </ul> <p><b><u>SPRING 2019</u></b></p> <ul style="list-style-type: none"> <li>• Emma Cahill- returning from maternity leave</li> <li>• Lynn Watts – Finance (1 day per week)</li> </ul> <p><b><u>SUMMER 2019</u></b></p> <ul style="list-style-type: none"> <li>• 3D Nicola Welch/ Claire Simms (Protocol agency)</li> <li>• Jackie Trussler (Hub)</li> <li>• Donna Adams Tull (Breakfast Club)</li> </ul>