

# Hampton Hill Junior School – School Improvement Plan 2016-2017

SECTION ONE		LEADERSHIP AND MANAGEMENT						
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	R A G	
							AUT	SPRI
<b>1.1. To ensure HHJS leadership structures and systems are in place and impact positively on progress towards school improvement priorities.</b>	To identify areas of development and strengths through our self-evaluation (SEF) and use this to inform school improvement priorities.	Leadership team	July 2016 onwards		A clear and accurate SEF in place that is reviewed on a termly basis and informs school priorities	Our SEF and SIP have been reviewed and updated (spring term) and are on the website. The strategy team are currently looking at formats to improve the focus of these documents for 2017/18.		
	To have a staffing and leadership structure in place that supports the achievement of school priorities.	SLT	Sept.	Staffing Budget	A staffing and leadership team structure fully in place and supportive to progress towards school priorities.	The leadership team are leading on progress towards school development priorities (see leadership minutes/ SIP review). Our new PPG Lead is in place- with a strategic and direct teaching role. Our new SENCo will start in the summer term- initial meetings have been held to identify key SEND priorities for the summer term and beyond. Staffing structures for 2017/18 are under review.		
	To implement performance mgt and school self-review procedures that support progress towards school priorities, with clarity in accountability and timescales and an increased role for the leadership team in these procedures.	Leadership team	Sept. onwards	Termly release time (to add)	Performance mgt. and self-review procedures in place and communicated to all staff with clear expectations and lines of responsibility and impacting on the quality of teaching and learning.	Performance mgt. targets have been set and reviewed with all staff- informed by teaching observations (involving YGLs), pupil progress meetings and other self-review exercises-- recommendations have been communicated to staff and fed into performance mgt. meetings to inform practice.		
	To have a clear set of induction routines, school systems and expectations that are understood and adhered to by staff, and revisited to ensure awareness and consistency of practice.	Leadership Team	Sept. onwards		All staff understanding and following expectations and routines that are supportive to pupil wellbeing and outcomes.	A new staff handbook is in place for all staff to support consistent delivery of routines. Spring term- we are currently hosting four trainee teachers- who are being inducted accordingly.		
	To add to our pupil leadership structure by developing roles such as Peer Mentors.	Leadership Team Curriculum leaders	Sept. and termly	Resources for identified monitors	Pupil involvement and engagement in school decision making, leading to increased pupil opportunities and experiences.	Peer mentor training (via the LA) has been completed- and this team of pupils is now in place to provide support to other pupils on the playground. Enhanced roles for Pupil Parliament and School Council are in place- with a positive response. Sports Leaders, Reading Mentors, Music/ Garden leaders have all developed their roles. House Captains- to consider.		
	To develop further engagement with parents to reflect on key aspects of our provision and delivery for 2016/17	CW AA FGB	Termly	Refresh	Parental engagement that feeds into decision making processes and leads to	Two parent workshops have been completed- with a focus on annual pupil reports and homework-feedback from these meetings is being fed into our		

	such as homework, annual reports, communications/website.	HF YM		ments	improvements in our delivery.	planning, in order to clarify and improve delivery.		
<b>1.2. To promote the well-being of all staff.</b>	For all systems and initiatives to be developed and communicated with an awareness of staff wellbeing and within appropriate timescales and with a wider awareness of other pressures and demands.	AW AA	Sept. onwards	Jan INSET speaker tbc	Staff wellbeing considered and supported within new initiatives and expectations.	A Federation CPD Day (January) had a focus on staff wellbeing and was responded to positively. Staff feedback has been sought in regard to how promote and sustain well-being- actions are due to follow. We now celebrate our Heroes of the Week. Staff have been able to access our Place to Be counselling team this term. We have put in place regular supervision for staff who work with an SEMH pupil.		
	For staff to have opportunities to be involved in discussing and reviewing decisions made and for their thinking to feed into decision making processes.	AW AA	At least termly	Staff Ideas box tbc	Staff involvement in decision making that informs and supports our commitment to their wellbeing.	Staff teams feed their forward planning ideas into the leadership team through their line managers.		
	To have a shared expectation at HHJS of a culture of trust and respect.	All staff	Always		Staff feeling valued and respected.	We have a commitment to promoting these values but need to embed practice that improves outcomes- this has been impacted on by feelings of uncertainty- due to current financial concerns.		
<b>1.3. To ensure that curriculum leadership informs positive outcomes for pupils across a broad and balanced curriculum that is skills based, complies with NC requirements and enables pupils to be curious,</b>	For curriculum leaders to clarify curriculum action priority targets (2016-17) for their subjects.	Curric ulum leade rs	Sept.	Science Mark TBC	Curriculum audits and evidenced actions that lead to improved outcomes for pupils.	Curriculum leaders have met C. Capon to identify and prioritise curriculum subject targets. This practice will continue to inform our curriculum leadership and delivery.		
	To have a clear structure and expectation of curriculum leadership (resourcing, budgeting, evidencing leadership support and reviewing impact).	Curric ulum leade rs	Termly	capitatio n bids totalling £9,000	Best value achieved- with well-resourced and well led curriculum areas, leading to high quality curriculum delivery.	Capitation bids have all been completed- in line with an aim of best value resourcing and forward curriculum planning. Financial constraints will impact on future planning.		
	To monitor the impact of curriculum leadership through PM meetings.	AA AW	Termly	Supply cover @ £180 pd	Curriculum leadership that impacts positively on identified targets.	Spring term performance mgt. meetings will inform this process for the summer term.		
	To restructure the main staff area server to improve access to planning and reviews.	CC AA	Sept. onwards		Improved access to planning and documentation that is supportive to enhanced and efficient curriculum delivery.	Expectations have been clarified- Progress is ongoing.		
	To review and clarify how planning informs and supports coverage of curriculum content and skills	CC AA AW			Improved clarity of planning- improving delivery and evidenced outcomes.	As above- informed by weekly curriculum leader meetings with C Capon- which have continued throughout the spring term.		

<b>creative and inspired.</b>								
<b>1.4. To ensure a high quality learning environment for the HHJS community.</b>	To complete half termly site audits and respond to recommendations.	SLT JP	Half termly		A safe and ordered environment that is supportive to pupil/staff wellbeing and positive outcomes.	Audit completed- resultant actions have been identified and responses are being actioned (with an awareness of financial constraints)- we will look to encourage further parental/ voluntary activity		
	To monitor and respond to the quality and consistency of display in line with our display policy.	JM	Termly	Display resources	An improved school environment with displays that inform and enhance learning.	A display audit has been completed- with a positive response- well received by visitors and prospective parents. Ongoing monitoring required.		
	To create and monitor a sustainable asset management plan.	SLT JP	From Sept.	To consider	Best value and sustainable budget planning.	Via FGB/ finance committee.		
<b>1.5. To re-locate our school library and ensure access and impact.</b>	To appoint a contractor and clarify a fundraising plan in line with building regulations and other requirements.	AA AW SP Sch. Assoc .	Autumn	£2,000 working party budget	Progress towards a new library.	Discussed and agreed at Finance Committee. A Fundraising Plan has been developed- with ongoing input and meetings involving SLT, FGB and PTA. Communication to our community is via the newsletter.		
	To fund, site and deliver a new library at HHJS.	AA AW SP JP Govs	Spring Term (tbc)	School + PTA	A new library to be in place and well received.	As above		
<b>1.6. To ensure the promotion of British values is embedded across the curriculum and shared with our community.</b>	To enhance pupil's understanding of British Values through our curriculum, assemblies, website and other communications.	AA EM Curr Leade rs	Autumn onwards		Children are able to articulate the school commitment to British values.	Following R.Hafeez's input, more explicit links are being made in assembly to the specific British Values. Practice has been informed by an external CPD session (September)- a related hall display is in place. British Values week highlighted our more explicit approach and was responded to positively by our children, staff and parent community		
<b>1.7. To develop further federation links with CIS.</b>	To engage in regular FST meetings and develop further models of collaborative working and best practice that inform our delivery.	AW AA KA JJ SP	Sept. onwards		A strong partnership across the federation that ensures sustainability.	Meetings are ongoing- with regular sharing of policy and practice.		
	For FST meetings to be strategic and	as	as above		Federation targets achieved.	SLT Performance mgt. targets have been set and will		

	focused on the achievement of federation priorities.	above				link directly to federation priorities.		
<b>1.8. To ensure that CPD is clearly linked to improving the quality of teaching and learning.</b>	To have a CPD programme that links to SIP priorities and has clear outcomes (in line with the Standard for teaching professional development (2016)) and is revisited in order to embed practice.	AA AW	Sept. and termly	to be clarified	A programme of CPD that is supportive to professional development and leads to improvements in teaching and learning,	The autumn and spring programmes had a positive response from staff – informed by school self-review and performance mgt procedures and with clear links to SIP/ curriculum priorities.		
	To be seen as a learning organisation with a commitment to individual and whole staff development, developing locality, SPARK, TSA/SD, EEF/research links as relevant and available.	AA AW	Sept. onwards	SPARK TSA SD income	as above	The SPARK link has been beneficial (SIP, PPG, SEF, FFT, Maths, English...) The TSA decision in regard to our status will remain under review until 2017. We will be hosting two School Direct placements in the autumn and spring term. We have developed beneficial links with St Marys and are a Strategic Partner.		
<b>1.9. To ensure increased sport premium funding leads to enhanced and positive outcomes for pupils.</b>	To evaluate 2015/16 spending and impact.	CF	July 2016	Sports Premium	An awareness of successes and areas of development from 2015/16 that informs progress towards priorities for 2016/17.	Our 2015/16 Impact statement is on the website and informing future planning.		
	To draw together a spending plan for 2016/17 with identified outcomes and to put this plan into action – reviewed on a termly basis.	TR	Sept onwards	As above	Funding that impacts positively on opportunity and outcomes for pupils.	The spending plan for 2016/17 has been uploaded to the website. New kit has been sponsored, purchased and well received- supporting pupil aspiration and pride. Funding has positively supported resourcing, participation (in events) and the role of our Sport Leaders.		
<b>1.10 to keep spending under review and develop income generation strategies</b>	To ensure school finances are managed responsibly and financial/ strategic decision making is informed by our financial situation: with consideration as to how we reduce costs and develop additional funding streams.	FGB SLT	Sept. termly		Operating within agreed budgets with savings made as required.  Increased and new fund raising streams that are supportive to our commitment to remaining in budget.	This has been the focus of the Finance Committee, SLT and FGB. SPARK/ AFC input has been sought and responded to. Additional revenue streams are being highlighted (by Premises committee) e.g. club site hire. Andrew and Alison have reported to the staff team and sought their input. We are signposting the national and local funding concerns to our community via the PTA and our weekly newsletter.		

SECTION TWO		OUTCOMES						
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG	
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<b>2.1. For 70% children to achieve the 'expected' standard in maths, reading and writing, in order to be above national averages and closer to LA averages.</b>	To use data effectively to inform decision making that is supportive to high quality teaching and learning.	Leadership team	September onwards	SPARK SLA	Data systems in place and informing improved outcomes for pupils.	Additional CPD and leadership meeting time has focused on progress data and informed performance mgt. meetings, pupil progress meetings and teaching observations- with a focus on differentiation and pupil questioning to improve outcomes.		
	For school self-review procedures to inform systems and decision making that leads to improved outcomes for pupils.	as above	as above	release time @ £180 pd	School self-review procedures that improve outcomes- including progress and pride in books.	Autumn/ Spring Term schedules have been fully completed- with an increased Year Group Leader role and SPARK input- identifying areas for development e.g. consistent delivery of age related expectations (ARE).		
	For the above structures to be in place and for all teaching to be at least good- with clear support in place when this is not the case.	as above	as above		All teaching to be at least good with a commitment to ensuring we deliver outstanding teaching on a regular basis.	Autumn/ spring term observations of teachers and LSAs identified 90-100% teaching as good or better- areas of development are due to be fed back from spring term observations- through Performance Mgt. and CPD sessions.		
	For quality first teaching to be supported by additional interventions that are supportive to this target being achieved.	as above	as above	SEND/ PPG funding	Improved outcomes for all pupils.	SEND CPD input has been delivered through two twilight sessions. Our intervention programme is fully in place and was reviewed in January- two team members retired at Christmas- which has impacted on our delivery- new SENCo in post from April.		
<b>2.2. To narrow the gap in outcomes for identified cohorts (e.g. PPG/ Disadvantaged pupils).</b>	To summarise PPG 2015/16 spending impact (based on progress data) and use this to inform proposed 2016/17 PPG funding. To produce a summary action plan documenting our PPG priority actions for 2016/17.	PJ AW AA	Sept. onwards	PPG Fund	Improved outcomes with gaps closing for PPG funded pupils (making at least four point of progress).	2015/16 impact statement has been completed and is informing to future decision making. 2016/17 draft spending plan has been uploaded to the website and is being monitored for impact- informed by our PPG SPARK audit. PPG Action planning is being led by our PPG lead (Polly)- and aligned to performance mgt. meetings and Pupil Progress meetings. We are due to schedule a PPG Learning Walk		
	To review the impact of 2015/16 SEND/EAL interventions and respond accordingly for 2016/17 (see SEND annual report).	HP	Sept onwards	SEND Budget	SEND/EAL Pupils to achieve individual targets. Improved progress in school data measures.	Data was presented at January pupil progress review meetings- which led to a new intervention programme for Spring/ summer term- with a focus on children in danger of not achieving ARE (Age Related Expectations). We will look to refocus some additional support to the lower school, post Y6 SATs		
	To analyse all 2015/16 pupil progress and attainment data to identify any	AW AA YM	Sept	TBC	Children / cohorts making at least expected progress.	As above- with a wider cohort focus (dependent on need). Analysis of data has led to the introduction of mixed		

	other cohorts where progress or attainment concerns are evident and identify and action required responses.	PJ	onwards			ability sets for Y3 maths- to be reviewed and possibly widened across the school. Additional booster interventions have been focused on Y6. Additional LSA support has been targeted on Y3 pupil need.		
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SECTION THREE		TEACHING, LEARNING AND ASSESSMENT						
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG	
							AUT	SPRI
<b>3.1 To ensure we have core curriculum assessment procedures in place that inform early and responsive interventions and lead to improved outcomes for pupils.</b>	To research appropriate summative materials to feed into our procedures. To refine the use of Classroom Monitor to support high quality and responsive teaching and interventions.	AA AW  Leads rship team	Sept. Termly	CPD funding	Assessment procedures to be fully operational across the key stage and informing teaching and additional inputs that lead to improved outcomes for pupils.	Our spring term pupil progress meetings were fully informed by Classroom Monitor data. We are still trialling a range of summative assessment materials- to feed into current practice. Our Assessment Policy is due to be aligned to our Marking and Feedback Policy and reviewed by CA committee (Spring term meeting)		
	For our (formative and summative) assessment procedures to be informed by best external practice (SPARK/ FFT/ ROL/ locality links...) and have appropriate timescales to be supportive to early intervention and improved outcomes for pupils. For our assessment procedures to inform KS1 and KS3 transition, be aligned to our annual pupil report format and able to evidence cohort patterns.	as above	as above	Curriculum Resources (TBC)	Formative and summative assessments that successfully inform, identify and support transition links, annual pupil reporting requirements and cohort patterns.	SPARK input has informed and improved our processes- this is ongoing. Our annual pupil report format is being finalised for summer 2017- following consultation and awareness of workload issues. Transition procedures were well received and effective (for current Y3)- the 2017/18 schedule is currently being drawn up – contact has been made with KS3 partners. Assessment procedures are aligned to our school self-review schedule- timescales have been met and are informing our planning and delivery.		

SECTION FOUR		PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE						
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG	
							AUT	SPRI
<b>4.1. To embed our Learning Behaviours</b>	To review the success of the first year of these new initiatives and make any adaptations or amendments for 2016/17.	JE EC EM	July 2016		Reviewed procedures and identified recommendations that feed into 2016/17 priorities and improved	This was reviewed through the leadership team and included wider staff view- the relevant NPQML projects successfully achieved the national qualification.		

<b>and Good to be Green model across all settings, to support positive behaviour for learning outcomes for all pupils.</b>					outcomes.	Identified Y3 pupils have required additional and focused input- including outside multi-agency support. Additional EP hours have been supportive. Identified pupils are requiring additional reward systems- to monitor. Mandy to lead a CPD Session (Summer term).		
	To clarify clear expectations to all stakeholders so that children receive the same learning behaviour interactions, engagement and expectations across all HHJS settings.	JE EC EM All	Sept.		All staff following clear and positive expectations that support positive learning behaviours and wellbeing for all pupils in all settings.	The SMSA Team have had additional CPD input to support their involvement in this system. Positive responses from guest teachers and other colleagues (through P.Mgt.) have been received- in regard to the positive and consistent impact of Good to Be Green.		
	To monitor, review and respond on a termly basis.	JE EC EM	termly		Positive systems that are fully embedded and sustainable.	Autumn term data highlighted the additional needs and challenges of newly arrived and SEMH pupils. Spring term data- due to be collated. We have referred to the LA for additional input/ advice for three pupils with extreme behavioural needs and arranged restraint training for a further three staff members.		
<b>4.2. To improve the quality of opportunity and interaction that the children experience on the playground</b>	To audit the views of pupils and other stakeholders as to their experience on the playground.	AA AW	Aut.		Pupil view (and the views of others) informing improved resourcing and delivery.	A summer term audit was completed and informs resourcing and delivery.		
	To prioritise required responses in terms of resourcing, organisation and CPD.	AA AW	Aut. onward		As above- with a focus on priority decision making.	We now have improved access to new resources- purchased via The School Association and parental donation and managed by the SMSA team- reviewed on a weekly basis at team meetings.		
	To implement required changes and review the impact.	AA	Aut. onward	TBC	Improved playground access, engagement and enjoyment for all pupils.	The role of Sport Leaders and Peer Mentors has been very effective and had a positive response. Further pupil feedback will be sought in the summer term.		
<b>4.3. To progress towards the Healthy School Silver Award.</b>	To clarify the criteria required for this level of award	CW & CW	Aut.		Progress toward the award.	The Green Mile is being trialled across the school- although it is dependent on timetabling considerations.		
	To complete the application process and forward our bid.	CW & CW	Aut.	TBC	Action plan completed and accreditation achieved – promoting, celebrating and supporting improved healthy outcomes for the HHJS community.	Ongoing progress towards the award will be monitored and responded to across the next term. We have successfully bid to be involved in the London picnic- Cheryl to look to run a recipe competition to identify who will represent HHJS.		

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SECTION FIVE		PREVIOUS INSPECTION RECOMMENDATIONS						
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG	
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<b>5.1. To support pupils at HHJS to gain a deeper understanding of the way that people in Britain from different backgrounds live and think.</b>	To provide opportunities for our pupils to develop their awareness of other communities in the UK.	YGL/ curr leade rs	Aut onward		Increased pupil awareness of different setting and experiences.	We have supported improved pupil awareness and understanding through more explicit use of whole school assembly times. British Values Week (Spring term) was successful and well responded to by pupils.		
	To provide opportunities for our children to develop links and communications with people in Britain who come from different backgrounds.	YGL curr leads	Aut onward		Increased awareness of and engagement with other communities.	As above- further work is required to develop sustainable links.		
<b>5.2. To ensure governance provides challenge and support.</b>	For the FGB to clarify federation priorities- both short term and longer term (within the context of the retirement of our Executive Head).	ADL AW FGB	Aut.	TBC	A clear set of short term and longer term goals that are aspirational, communicated and achievable.	School Improvement Priorities have been delegated to sub-committees- with clear Terms of Reference and termly expectations. Progress will be reviewed, in order to improve formats and outcomes for 2017/18		
	For these priorities to be delegated to our FGB, strategy group and committee structure and actioned as required.	ADL AW FGB	Aut. onward		Delegated targets with clear lines of responsibility and timescales that are achievable.	All committees have clear Terms of Reference and termly schedules/ agendas- responsibility for our policy review timetable has been successfully aligned to sub- committees. We are currently revisiting how to best use KPIs to highlight/ identify priorities.		
	For progress towards these priorities to be evidenced and reviewed with appropriate levels of challenge and support.	com mitte chairs	Aut. onward		Targets achieved and evidenced – leading to positive outcomes for pupils and the HHJS community.	As above- to be reviewed during the summer term		