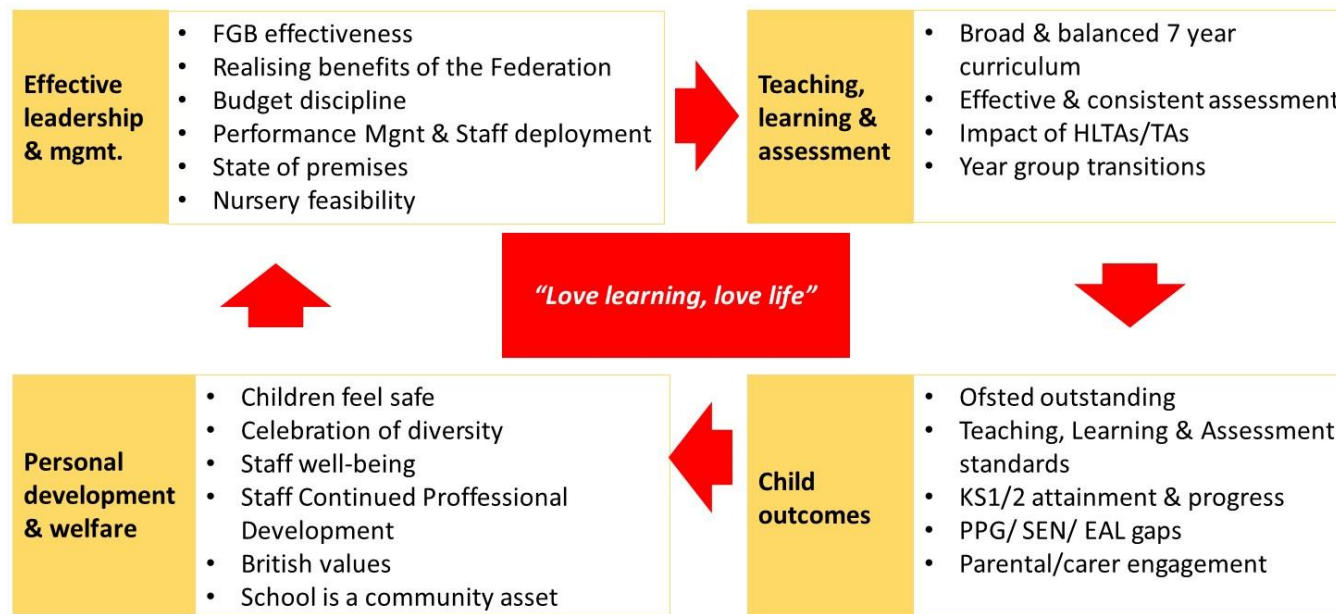


Strategic Context

The Strategic Improvement Plan provides an overview as to how the school intends to deliver against the 2017-18 strategic priorities set by the FGB, all of which are listed in the left-hand column of the tables that follow.

The FGB set the 2017-18 strategic priorities with a view to fulfilling the following strategic objective measures for the Federation in the next 3 years:

Strategic objective measures (3 year plan)



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1) Leadership & Management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
1.1 Ensure appropriate support and challenge through Governing Body input.	<ul style="list-style-type: none"> Complete a 360 degree review of the chair. Completion of governor skills audits. 	Chair of FGB	All committee members to score at least 3 in all skills areas most directly relevant to the committee they participate in.			
	<ul style="list-style-type: none"> FGB attendance at school finance training. 	Clerk of FGB	Governor CPD log to show at least 50% of board have attended an AFC (or equivalent) finance course.			
	<ul style="list-style-type: none"> Annual governor visit plan in place to inform FGB awareness of HHJS judgements and progress towards each Ofsted category. SLT Performance Mgt. procedures in place- informing progress towards key priorities. Staff absence monitored- with identified support in place. 	Clerk/ Sub comm. Chairs	Visit plan delivered and achieved. Performance Management targets achieved. Improved staff attendance with support in place as required.			
1.2 Review the benefits of the Federation.	<ul style="list-style-type: none"> Review FGB achievements against the list of expected Federation benefits (outlined in 2014- prior to the formation of the Federation) and use this process to inform SIP priorities. 	Chair of FGB HT	SIP strategic priorities achieved.			
1.3 Hit 17/18 budget and balance 18/19 budget by taking timely actions on staff/other costs, income generation and school census.	<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. 	Finance Comm.	The actual gap between expenses and revenues to be no larger than budgeted for in 2017/18.			
	<ul style="list-style-type: none"> Identify cost savings and revenue opportunities to enable costs to equal revenues in 2018/19. Identify a programme of priority site maintenance issues (library, decoration, external furniture, boiler room). 	Finance Comm. Premises Comm.	2018/19 budget is submitted without the need for the school to enter a funding deficit or any recovery planning. Site surveys and premises committee tours that identify and resolve issues raised.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
	<ul style="list-style-type: none"> All parents to be encouraged to return admissions info with increased detail (following LA input)- to inform PPG funding decisions. 	Head / PPG lead	100% return rate and income generated-with a focus on families who may be eligible for additional school funding.			
1.4 Further develop the role of middle leaders to impact on school priorities.	<ul style="list-style-type: none"> Identify middle leader priority actions. Implement accordingly (informed by LA and SPARK input e.g. joint observations/ moderations with R.Hafeez). Ensure the structure of leadership meetings and CPD is supportive to positive outcomes. 	Head / DHT C Capon CA Comm.	Achievement of action plan targets (aligned to SIP priorities). Leadership minutes demonstrating achieved actions.			
1.5 Cost/benefit analysis of MAT membership and draft transition plan (if appropriate).	<ul style="list-style-type: none"> Initiate discussions with local MATs to identify (i) the local MAT with the most aligned values; (ii) the pros and cons of MAT membership; and (iii) the sponsorship and transition process and resourcing required. 	Strategy Comm.	Report submitted to the FGB outlining: <ul style="list-style-type: none"> (i) The criteria for joining a MAT; (ii) Cost / benefit analysis of joining a MAT; (iii) Process and resource requirements for joining a MAT; (iv) Recommended next steps. 			

2) Teaching, Learning & Assessment

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
2.1 Ensure assessment procedures are timely, reliable, accurate and informing to next steps.	<ul style="list-style-type: none"> Ensure school self-review procedures are communicated, fully in place and operational (e.g. moderated triangulation- Book Look, observations and pupil feedback). Develop the use of data by year group leaders to impact positively on pupil progress and closing of gaps within teams. 	Head / DHT C&A Comm.	Positive impact of school self-review procedures- 100% teaching good or better. Progress data that informs an increased number of children operating at (at least) age related expectations (ARE)- with			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
	<ul style="list-style-type: none"> Ensure these processes inform early, effective and communicated intervention/ provision that is supportive to pupil and parent awareness of any progress issues. Ensure foundation curriculum assessments are in place and inform planning and annual pupil reports. 		a focus on identified priorities (Maths for lower attaining/ disadvantaged pupils). Foundation curriculum data demonstrating most children are on track to achieve age related targets.			
2.2 Build on existing links with CIS to ensure a progressive, broad & balanced 7-year curriculum.	<ul style="list-style-type: none"> Provide CPD for curriculum leaders from each school to meet and review the status of their subject in each school. Colleagues from both schools to work together to produce a summary of the knowledge and skills taught across the 7 years. 	Head / DHT C&A Comm.	Curriculum leader action plan targets achieved. Positive response to a vibrant and progressive 7 year curriculum across the federation.			
2.3 Build on current good practice to maximise the impact that TAs/ LSAs have on individual pupil progress.	<ul style="list-style-type: none"> Strategic support in place that enables us to improve outcomes for children with additional identified needs (with SPARK input as required). 	SENCO SEN Gov. C&A Comm.	SEN reviews. Progress data showing improved outcomes for individuals against ARE.			
2.4 Implement and evaluate a new approach to homework.	<ul style="list-style-type: none"> Finalise our procedures and implement. Communicate to our parents (through website and new home school diaries). Implement and monitor for impact and manageability. 	HT/DHT YGLs C&A Comm.	Year group reviews (termly). Parental feedback.			
2.5 Review and amend the curriculum as necessary to ensure that children are motivated, stimulated and excited by their learning	<ul style="list-style-type: none"> Year groups/curriculum leaders identify new resources which are needed. Capitation bids submitted and approved. Resources purchased and distributed to year groups. Enhance our curriculum through a range of strategies e.g. : Growth Mind-set resources/ access to outdoor learning opportunities/ responding to barriers to learning (Attendance/ punctuality)/ refining our Good to be Green 	HT/ DHT Leadership team CA Comm.	Curriculum reviews- identifying a well-resourced curriculum. Termly year group curriculum reviews. Pupil feedback. Pupil Progress meeting data.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
	system for identified pupils/ participating in the LA Children’s Wellbeing Project.					
2.6 Ensure effective use of our new library.	<ul style="list-style-type: none"> Continue fund raising towards resources (PTA/ local community) Celebrate the opening of our library Organise beneficial access for pupils (e.g. break/lunchtime/after school) 	SLT Premises/ Finance comm.	Community/ school response. Costs in line with projected budget.			

3) Pupil outcomes

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
3.1 Continue to maintain high end of KS2 attainment by achieving 79%+ ‘expected’ standard in maths, reading and writing combined (4% in advance of FFT 20 target for 2017/18).	<ul style="list-style-type: none"> Provide clear leadership, routines, support and resourcing, to ensure high quality and consistent teaching and learning in order to deliver this action. Ensure marking/feedback procedures inform and engage children to know how to make next steps progress. 	HT DHT C&A Committee	Attainment and progress data- identifying improved outcomes. Termly pupil progress meeting minutes.			
3.2 Work towards ensuring progress for all pupils is at least good (3 point per year-12 points across the key stage) from their starting points.	<ul style="list-style-type: none"> As above 	HT DHT C&A Committee	Progress data. Termly pupil progress meeting minutes			
3.3 Raise the achievement in maths for children with lower prior attainment (22%	<ul style="list-style-type: none"> Teach children in mixed ability settings in Y3-5 and review for impact. Introduce the White Rose maths scheme. 		Pupil Progress data- identifying progress towards targets.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
2016-17) and disadvantaged pupils (PPG 50% 2016-17).	<ul style="list-style-type: none"> Carry out start of year baseline assessments to inform forward planning and delivery. Review how a new homework policy is supportive to pupil progress. Promote the role of volunteer helpers. 					
3.4 Narrow gaps for PPG/ SEN/ SEMH/EAL pupils against National averages- with an increased percentage of children making at least good progress (3 points per year).	<ul style="list-style-type: none"> Review pupil data and our PPG strategy 2016/17 in order to inform our 2018/19 strategy. Implement a PPG strategy that has clarity, is deliverable and focuses on improved outcomes for vulnerable pupils from their starting points. Review our identification processes for pupils with additional needs. Monitor all SEN/EAL/SEMH support provided to children who are falling behind to ensure impact and respond proactively if this is not the case to improve progress outcomes. 	PPG lead SENCo HT DHT C&A Committee SEN gov.	Pupil data PPG strategy (reviewed termly and uploaded on to our website) SEND/ SEMH lists, intervention tracker and provision reviews (with SPARK)			

4) Personal development, behaviour & welfare

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
4.1 Consolidate and enhance practice that is supportive to staff wellbeing.	<ul style="list-style-type: none"> Implement new policy and practice that is informed by DFE guidance and includes a range of new initiatives and practice, such as: A review of and response to work load issues 'Secret friends' Promotion of 'Heroes of the Week' Shared lunches Acknowledgements of length of service Clearer induction for new staff/ teams 	HT P&P Committee	Staff feedback that is positive and indicates progress towards well-being aims- via performance management and staff reviews.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
4.2 Clearly articulate the school's promotion of British values.	<ul style="list-style-type: none"> Communicate (through our website etc.) our commitment to British Values- as demonstrated through assembly themes, curriculum opportunities, visitors and trips. Enhance and embed the programme we already have in place. Continue to develop and promote pupil voice and leadership opportunities (e.g. introducing Team Captains). 	HT/ DHT CFC Committee	School Council feedback- identifying the school's role in developing pupil understanding of British values.			
4.3 Widen aspects of our community engagement.	<ul style="list-style-type: none"> Liaise with the local community to develop supportive links (e.g. Love Hampton Hill traders Association). Promote and support a new Chair of our School Association. Promote parental workshop sessions (volunteer helpers/PPG/ Curriculum) that inform and engage. Ensure regular updates to our website and respond to feedback and usage. Consider the benefits of other social communication (e.g Facebook). 	HT CFC Committee	<p>Positive community response that is supportive to school priorities.</p> <p>Annual programme of well received events.</p> <p>Positive response and engagement- through feedback received.</p>			
4.4 Introduce a quality after school facility (The Hub).	<ul style="list-style-type: none"> Communicate and promote our new provision. Provide required staff training and input (NVQ/ Apprentices) and regular team meetings. Support the planning, delivery and monitoring of a quality programme of activities and resources. 	SLT P and P Comm.	<p>Positive parental / pupil feedback.</p> <p>Numbers of attendees and increased revenue.</p> <p>Staff team feedback.</p>			
4.5 Further enhance pupil use of the playground.	<ul style="list-style-type: none"> Support the SMSA team to implement and monitor a range of new resources. Develop The Sports Leader and Music Leader playground roles to support peers. 	SLT PE lead Music Lead	Positive pupil feedback.			
4.6 Develop aspects of our school vision and values to	<ul style="list-style-type: none"> Ensure our new cohort of pupils has an awareness and understanding of HHJS vision and values. 	HT DHT	Pupil awareness of our vision and values.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
support improved outcomes.	<ul style="list-style-type: none"> • Work towards and achieve potential accreditations- such as Healthy School’s Silver Award. • Respond to an AFC request to increase the intake into our SEMH provision through a thorough review process and communicate accordingly. 	Leadership team CFC Comm. SEN Gov	Successful completion of application process- evidencing high quality practice. Feasibility process completed and decision communicated.			