Hampton Hill Junior School Self Evaluation Framework: JUNE 2018

SECTIONS	SUMMARY EVALUATION	
SCHOOL CONTEXT Information additional to RAISE/ FFT	- Three form entry community junior school- federated with Carlisle Infant School (CIS) - Specialist Resourced Provision on site (for 3 pupils) (extending to four pupils from Sept 2018) - Breakfast Club and After School Provision (The Hub) on site and well attended - Wide range of external validations (Garden, Sing Up, International links, Healthy Schools Bronze, Sainsbury's Silver School Games Award…) - Strategic Partner to St Mary's University 12.2% PPG, 15.4% EAL, 9.2% SEND (7 EHCPs) - Gender- 182 boys 180 girls - Number on roll: 362 - Applications for Sept 2018: 157 applications- 87 from CIS (96 as first choice) - Attendance high- 96.9% (2015/16) 96.5% (2016/17) 96.5% (2017-18 to Summer 1) - Persistent absentees (2016/17): 5.8% (3 PPG) **(**2017-18 to Summer 1): 4.6% (5 PPG) - Racist Incidents: 1 (2015/16) 2 (2016/17) 3 (2017/18) - Exclusions: 0 (2015/16) 1x1 day (2016/17) 2x1 day 3x 1.5 days 2x 0.5 days (2017/18)	
	Key Issue	**Progress**
PREVIOUS INSPECTION KEY ISSUES (December 2011)	To improve community cohesion by helping pupils to gain a wider perspective and deeper understanding of different social attitudes and lifestyles.	- Enhanced pupil leadership and decision making opportunities are in place- in and beyond school (Pupil Parliament, School Council, Sports/ Garden/ Music Leaders, JSO's, Peer Mentors, Librarians…). - An improved assembly structure is in place and supportive to pupils developing a greater community and cultural awareness. - Pupil's take 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). - 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)). - Wider community are proactively encouraged and discussed- British Values Week, HH General Election, Thinking Day (uniformed organisations), drumming workshops (Black History Month), and International Women's Day and community opportunities for ex-pupils- work experience, D of E....
	To develop the effectiveness of the governing body in challenging and supporting the school.	- A Federation FGB is in place- with a clearer committee meeting structure. - FGB, Strategy Group and sub-committee terms of reference and action plans are now aligned more tightly to the SIP and federation priority targets. - Our Clerk leads on co-ordination and delegation of roles, with clearer communication, responsibilities and timelines (see related documents). - A culture of challenging questioning of the school SLT is aimed at improving outcomes (see minutes). - Governors are linked to specific curriculum areas- to support improved awareness and accountability. - Systems are in place, to monitor value for money and to respond to current financial challenges positively and proactively. - FGB skills audits and 360 feedback of our chair inform our sub-committee structure, governor CPD and delegation of roles and responsibilities. - A meeting structure is in place to ensure regular contact between the Chair and SLT- to inform and review strategic priorities. - Governors are involved in school community events – widening their awareness of school outcomes, successes, events and celebrations.

	SUMMARY
OVERALL EFFECTIVENESS School's current judgement: **GOOD**	• HHJS is a positive and supportive learning environment which the children enjoy attending (pupil feedback/ attendance data). • All key judgements are at least good (see SEF, LA SIP reports). • Federation targets have been achieved (2014-17) (see action planning and reviews). • 95% of observed teaching is good or better (2017/18) (See observation schedule). • The school is ambitious and committed to providing stimulating learning experiences to all pupils (Parent survey July 2017/ curriculum reviews/ newsletters). • Positive communications and relationships with parents and our community inform school priorities and actions (newsletter, HHA magazine, parent hub, social media, 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/ curriculum research projects… • 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…) • 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…). • We are committed to developing awareness of British Values and cultural diversity- through visitors and events.
	LEADERSHIP AND MANAGEMENT School's current judgement: GOOD
STRENGTHS	• 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). • School leaders work to promote a culture of mutual respect and trust (Staff survey). • High quality relationships between staff and pupils are evident (observation/ admin notes). • School leaders and governors focus on improving outcomes for all pupils (reviewed SIP, SEN action planning and PPG strategy). • The school's actions have secured improvements in progress for disadvantaged pupils (FFT/ data). • 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. • Clear and proactive planning for Pupil Premium and Sports Premium funding is in place (website). • Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SIP/ surveys). • Clear and transparent performance management procedures inform a programme of quality CPD and a school self-evaluation schedule that supports improvements in teaching and learning (see schedule). • Coherent professional support for our three NQTs has been supportive to positive outcomes. • Staff have led on outreach CPD sessions across KS1 – 3 (to develop links and share practice). • 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). • Pupils' spiritual, moral, social and cultural development are central to our commitment to the pupils. • Leaders, staff and pupils do not tolerate prejudiced behaviour- and work to promote a culture of equality and respect for diversity (behaviour records). • Safeguarding and pupil wellbeing are actively monitored and promoted. Pupils are listened to. They feel safe and are kept safe. Staff are trained to identify and support need. Leaders and staff work effectively with external partners (records). • Leaders' work to protect pupils from any sense of radicalisation and extremism- and are able to engage with pupils in related discussion and debate. • We are involved in LA professional development opportunities to inform our practice- research networks, LA moderator, locality links… • We have reviewed and improved our methods of parental communication- Facebook/ Parent Hub/

		new Home School Diaries.
		• We have worked with governors and our community to fund and develop our new library- officially opened and well received.
AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding		• Ensure the new committee structure and focus of our governing body supports and challenges school leaders to achieve school improvement targets.
		• Continue to ensure a balanced 18/19 budget by taking timely actions on staff/other costs, income generation and school census.
		• Further develop the impact of curriculum leaders on school priorities.
		• Use recent audits- staff survey, leadership meeting review, pupil view and parental engagement input to inform target setting in our SIP 2018/19.
STRENGTHS	**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE** **School's current judgement: GOOD- with outstanding features**	
	• Standards of pupil behaviour reflect the school's efforts to promote high quality outcomes for all.	
	• 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).	
	• Children with behavioural needs are identified and supported to progress (SEMH/ SEN records).	
	• Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language (see records).	
	• The school actively looks to promote and support pupils' confidence, wellbeing, personal development and welfare.	
	• 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).	
	• 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.	
	• 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).	
	• Pupils respond positively to the expectation that they are ready to learn and understand the positive benefits of this approach.	
	• 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.	
	• The school has a positive and purposeful feel. Pupils are respectful to staff instructions and interventions.	
	• 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, discriminatory or aggressive language.	
	• The school promotes and supports all aspects of pupils' welfare. They have opportunities to learn how to keep themselves safe and healthy and have access to supportive areas (outside garden and Garrick Garden). Their emotional and mental health is supported and positive relationships are promoted- including how to prevent misuse of technology.	
	• A clear and comprehensive transition programme is in place to support all pupils at transition points.	
	• Pupils' spiritual, moral, social and cultural development is supported to encourage them to be reflective about their actions as good citizens in our community (British Values Week).	
AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding		• Continue to provide resources to further enhance positive pupil use of the playground at lunchtimes.
		• Continue to support individual pupils and families to achieve consistently high attendance and punctuality.
		• Consolidate and enhance practice that is supportive to staff and pupil wellbeing.
		• Review behaviour records- to ensure a consistent approach across the school is supportive to positive behaviour outcomes.
STRENGTHS	**TEACHING, LEARNING AND ASSESSMENT School's current judgement: GOOD**	
	• 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).	
	• Behaviour for learning expectations are clear and supportive to pupil engagement and positive outcomes (behaviour records/ observations).	

	• Quality teaching impacts positively on pupils' knowledge, understanding and skills. Teachers identify and respond to pupils who might need additional interventions (progress/ attainment data).
	• Teachers use a range of approaches and resources to sustain and develop pupil engagement, interest and understanding.
	• Teachers give pupils clear and specific feedback to help them to improve (observation/ books).
	• Reliable and accurate assessment procedures are in place for teachers to know who is falling behind and respond accordingly (pupil progress minutes).
	• Groupings are used to support progress toward positive outcomes (Y6 maths sets and booster groupings/ intervention schedule).
	• Homework tasks are linked to core curriculum and supportive to consolidating pupil's core skills.
	• Teachers support and develop core curriculum skills across the wider curriculum (book looks).
	• Teachers encourage pupils to develop and demonstrate positive attitudes and are able to intervene when this is not the case (observations).
	• 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).
	• 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/ school diary/ feedback).
	• Additional learning opportunities are provided and regularly celebrated- Reading Challenge, Rainbow maths, invited authors, Maths Week…
	• Children are encouraged to understand the benefit of practising key skills.
	• Parents receive curriculum information in regard to how their child is progressing towards age related expectations and what they need to do to improve (maths evening/ parent's eve/ newsletter/ SEN communications/ annual reports).
	• Links are developed to provide additional opportunities to pupils (LEH, Hampton Boys, St Mary's Univ. French students).
	• Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity.
AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding	• Continue to monitor the impact assessment procedures have in efficiently informing next steps.
	• Use feedback from school self-review and curriculum reviews to ensure appropriately differentiated quality first teaching is supported by targeted interventions in order for the children to be motivated and progress
	• Continue to build on existing links with CIS to ensure a progressive, broad & balanced 7-year curriculum.
	• Plan for the development of our enhanced SRP.
	• Ensure effective use of our new library- now officially opened.
	OUTCOMES FOR CHILDREN School's current judgement: GOOD
STRENGTHS	• The attainment of most groups of pupils is at least in line with national averages- if below, we are working to secure improvements.
	• Pupils from different starting points and across all year groups are making good progress- where this is not the case, action is being taken.
	• The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is improving.
	• Pupils can articulate their knowledge and understanding and hold engaging conversations with peers and adults.
	• Pupils read widely and to a high standard, with fluency and comprehension appropriate to their age (FFT/ year group data).
	• Pupils are well prepared for the next stage of their education through a coherent transition programme (transition feedback).

AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding	- Continue to maintain high end of KS2 attainment that is at least in line with national averages- by achieving 70- 75%+ 'expected' standard in maths, reading and writing (10%+ in advance of FFT estimate for 2017/18) and support pupils (with higher prior attainment) to progress towards greater depth in writing. - Work towards ensuring progress for all pupils is at least expected (3 points per year- 12 points across the key stage) from their starting points. - Raise the achievement in maths for children with lower prior attainment (22% 2016-17) and disadvantaged pupils (PPG 50% 2016-17). - 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). - Ensure KS1-2 transition is fully supportive to positive outcomes for pupils.

SIGNIFICANT GROUPS	**SEND**	Our SENCO leads on the identification, entry and exit assessment and 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).
	EAL	We are 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.
	FSM	Our PPG Coordinator leads on our PPG Strategy- accountability, delivery and outcomes for PPG funded children (see PPG Strategy for further detail)- including a range of additional interventions and opportunities for pupils/ families.

	What we do well (agree/ strongly agree)	**What we could improve**
PARENT/ CARER FEEDBACK (2016/17)	- My child has enjoyed this year at school and worked hard: 95.5% - My child has progressed well this year: 88.3% - We were pleased with the home school relationship:85.3% - My child was well prepared for the next stage of education: 88%	- Improved communication in regard to additional interventions (progress made). - Greater clarification of homework expectations and deadlines (progress made). - Clearer communication in regard to children in danger of not achieving ARE (progress made). - Responses from Parent engagement evening (June 2018) - to inform forward planning for 2018/19.

END OF KS2 PUPIL ACHIEVEMENT DATA (2016/17)

		School	National		School	National (2016)
	Reading (% ARE)	94%	71%	% higher score	42%	19%
	Writing (% ARE)	89%	76%	% higher score	21%	15%
	Maths (% ARE)	83%	75%	% higher score	38%	17%
	GPS (% ARE)	88%	77%	% higher score	48%	23%
	SCIENCE (% ARE)	89%				
	APS		READING	WRITING	GPS	MATHS
	ALL	90	108.7	103.8	108.9	106.6
	Boys	49	109.1	103.1	108.2	108.5
	Girls	41	108.3	104.6	109.7	104.4
	SEN SUPPORT	12	101.2	97.8	101.8	98.2
	EHCP	2	106.0	97.0	95.5	100.0
	PPG	16	104.1	101.4	103.4	100.1
	EAL	12	106.8	103.7	109.8	106.9
	PROGRESS DATA					
	READING	+3.4				
	WRITING	+0.9				
	MATHS	+1.4				

KS2 2016/17 DATA (3 points expected progress per academic year)

	Maths attainment	Maths progress	Reading attainment	Reading progress	Writing attainment	Writing progress
Y3	29.4	2.3	29.4	2.4	29.2	2.4
Y4	32.6	2.9	32.6	2.9	32.4	2.8
Y5	35.4	2.7	35.3	2.5	35.3	2.8
Y6	38.7	3.1	38.7	3.2	38.6	3.5

KS2 2017/18 DATA (to JUNE: 3 points expected progress per academic year) (* Y6 to April)

	Maths attainment	Maths progress	Reading attainment	Reading progress	Writing attainment	Writing progress
Y3	29.4	2.5	29.4	2.4	29.3	2.5
Y4	32.4	3.1	32.3	2.9	31.6	2.5
Y5	35.0	2.4	35.0	2.5	34.7	2.4
Y6*	37.9	2.7	38.2	3.0	38.1	3.1

ATTENDANCE SUMMARY 2016/17

	% ATTENDANCE	% ATTENDANCE (PPG)	NO OF PUPILS BELOW THRESHOLD 90%	100% ATTENDANCE
Y3	97.1	98.4	1	10
Y4	96.1	92.8	2	7
Y5	96.6	91.4	9	13
Y6	96.0	96.8	9	4
TOTAL	96.5	94.5	21	34

ATTENDANCE SUMMARY 2017/18 (AUTUMN TO JUNE 2018)

	% ATTENDANCE	% ATTENDANCE (PPG)	NO OF PUPILS BELOW THRESHOLD 90%	100% ATTENDANCE AUTUMN TERM
Y3	96.8%	94.5%	3	13
Y4	97.0%	95.1%	3	12
Y5	96.0%	92.8%	5	7
Y6	96.3%	94.9%	5	11
TOTAL	96.5%	93.1%	16	43

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

NUMBER ON ROLE / PUPIL MOBILITY 2017-18 (AUTUMN- JUNE 2018)

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

STAFFING CHANGES 2016/17

LEAVING	ARRIVING
JULY 2017 • 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)	**SEPT 2017** • Joanne Harvey- NQT (Y3) (F/T) • Claire Kistner- NQT (Y5) (F/T) • Maeve Duffy- NQT (Y5) (F/T) • Joanna Miles- YGL (Y5) (F/T) • Charlotte Crinion- teacher (Y6) (2 days) • Diana Saradin (LSA) • Natasha Williams (LSA) • HUB Staffing- Laura Taylor, Lorraine Ansell, Penny Fitzgerald • Jasmine Dillon, Nicole O Toole (Apprentices)

STAFFING CHANGES 2017/18

LEAVING	ARRIVING
WINTER 2017 • Emma Cahill- teacher (F/T) (maternity leave) • Rachel Guy- teacher (3 days) (moved) • Lyn Buddell (relocated) • Yolanda Mapes (career change) **JULY 2018** • Sue Parkin- SBM • Natasha V Williams (returning to LSA post-CIS) • Steve Smith (end of contract) • Ashlea Holloway (LSA- starting PGCE)	**SPRING 2018** • Steve Smith (teacher) (Y4) (Agency) (F/T) • Kate Quirin (teacher) (PPA cover) **SUMMER 2018** • Diana Saradin (office team) • Danielle Fawcett (SBM) **SEPT 2018** • Cecily Davey (Y3 NQT) (F/T) • Yolanda Mapes (GDPR DPO)