

Hampton Hill Junior School Self Evaluation Framework: March 2018

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) • Strategic Partner to St Mary's University • SEMH provision on site (for 3 pupils) • 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...) • 12.2% PPG, 15.4% EAL, 9.2% SEND (7 EHCPs) • Gender- 182 boys 179 girls • Number on roll: 361 • Applications for Sept 2018: 157 applications- 87 from CIS (96 as first choice) • Attendance high- 96.9% (2015/16) 96.5% (2016/17) 96.6% (2017-18 to Spring 1) • Persistent absentees (2016/17): 5.8% (3 PPG) (2017-18 to Spring 1): 5.5% (8 PPG) • Racist Incidents: 1 (2015/16) 2 (2016/17) 0 (2017/18- Autumn term) • Exclusions: 0 (2015/16) 1x1 day (2016/17) 2x1 day 1x 1.5 days (2017/18) 	
PREVIOUS INSPECTION KEY ISSUES (December 2011)	Key Issue	Progress
	<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. 	<ul style="list-style-type: none"> • 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, Team Captains...). • 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). • Provision of community link events such as drumming workshops (Black History Month) and International Women's Day. • Pupil engagement with council officials in regard to "Village Voice" and Hampton Hill community related issues (High Street Mosaic/ Parade). • Celebration and engagement with our community- British Values Week, HH General Election, Thinking Day (uniformed organisations) and community opportunities for ex pupils- work experience, D of E... • Positive links to local community groups and events (e.g. St James' church- Harvest/ Easter/ Christmas).
	<ul style="list-style-type: none"> • To develop the effectiveness of the governing body in challenging and supporting the school. 	<ul style="list-style-type: none"> • A Federation FGB is in place with a clearer committee meeting structure. • FGB, Strategy Group and sub-committee terms of reference and action planning are aligned more tightly to the SIP and federation priority targets. • Our Clerk now leads on co-ordination and delegation of roles, with clear 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 enhance accountability. • 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 direct and review strategic priorities. • Governors are involved in school community events – widening their awareness of school outcomes, successes, events and celebrations.

<p>OVERALL EFFECTIVENESS</p> <p>School's current judgement: GOOD</p>	<p>SUMMARY</p> <ul style="list-style-type: none"> • 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). • 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, 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/ research projects/ Erasmus international attendance project... • Excellent community links are in place and enhance our curriculum (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...)).
<p>STRENGTHS</p>	<p>LEADERSHIP AND MANAGEMENT School's current judgement: GOOD</p> <ul style="list-style-type: none"> • School leaders and governors are ambitious and work in partnership to set high expectations for staff and pupils- supporting them to achieve positive outcomes (see minutes). • High quality relationships between staff and pupils are evident (observations). • 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 senior leaders to secure high quality outcomes for pupils (minutes). • 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 informs a programme of quality CPD and a school self-review schedule that supports improvements in teaching and learning. • Coherent professional support for our three NQTs is in place. • Teaching is high quality and consistent across the school (observation summary). • School leaders encourage and trust staff to take creative risks with pupils (curriculum planning). • Our broad, balanced curriculum aims to inspire pupils to learn (observation, reviews). • Pupils' spiritual, moral, social and cultural development are central to our commitment to the pupils- alongside a promotion of fundamental British values. • 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 and feel 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- networks, LA moderator... • We have developed supportive and beneficial links with other schools and seek community involvement where we feel it will be beneficial. • We have enhanced our methods of parental communication- Facebook/ Parent Hub/ New Home school diaries. • We are working with the LA to increase our SRP intake by 100%. • We are working with governors and our community to develop our new library site.
<p>AREAS FOR DEVELOPMENT-</p>	<ul style="list-style-type: none"> • Ensure the structure and focus of our governing body supports and challenges school leaders to achieve school improvement targets.

<p>to maintain good and to work towards outstanding</p>	<ul style="list-style-type: none"> • Achieve our 17/18 budget and balance 18/19 budget by taking timely actions on staff/other costs, income generation and school census. • Work with middle leaders in order for them to impact significantly on school priorities. • Cost/benefit analysis of MAT membership and draft transition plan (if appropriate).
<p>STRENGTHS</p>	<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE School's current judgement: GOOD- with outstanding features</p> <ul style="list-style-type: none"> • Standards of pupil behaviour reflect the school's efforts to promote positive outcomes for all. • Incidences of low-level disruption are dealt with to achieve positive outcomes (learning behaviours/ good to be green feedback). • 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' wellbeing, personal development and welfare. • Pupils understand how to keep themselves and others safe in different situations and settings. They trust school staff (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. • 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 transfer for all pupils. • 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).
<p>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</p>	<ul style="list-style-type: none"> • Continue to provide resources to further enhance positive pupil use of the playground. • Continue to support individual pupils and families to achieve high attendance/ punctuality. • Develop our positive approach to learning behaviours by adding Great to Be Gold. • Consolidate and enhance practice that is supportive to staff and pupil wellbeing.
<p>STRENGTHS</p>	<p>TEACHING, LEARNING AND ASSESSMENT School's current judgement: GOOD</p> <ul style="list-style-type: none"> • 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, consistent and supportive to pupil engagement and positive outcomes (behaviour records/ observations). • 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). • Homework tasks are supportive to consolidating pupil's core skills (feedback). • Teachers support and develop core curriculum skills across the wider/ foundation curriculum (book

	<p>looks).</p> <ul style="list-style-type: none"> 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, 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- Reading Challenge, Rainbow maths, invited authors, Maths Week... Children have opportunities 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.
<p>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</p>	<ul style="list-style-type: none"> Ensure that our assessment procedures are timely, fine-tuned, reliable, accurate and informing to next steps. Build on existing links with CIS to ensure a progressive, broad & balanced 7-year curriculum. Build on current good practice to maximise the impact that TAs/ LSAs have on individual pupil progress. Ensure effective use of our new library. Use feedback from school self-review and curriculum reviews to ensure consistent good practice in order for the children to be motivated, stimulated and excited by their learning.
<p>STRENGTHS</p>	<p>OUTCOMES FOR CHILDREN School's current judgement: GOOD</p> <ul style="list-style-type: none"> 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).
<p>AREAS FOR DEVELOPMENT- to maintain good and to work towards outstanding</p>	<ul style="list-style-type: none"> Continue to maintain high end of KS2 attainment 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 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 Lead oversees accountability, delivery and outcomes for PPG funded children (see PPG Strategy for further detail)- including a range of additional opportunities for pupils/ families.
PARENT/ CARER FEEDBACK (2016/17)	What we do well (agree/ strongly agree)	
	<ul style="list-style-type: none"> 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% 	What we could improve <ul style="list-style-type: none"> Improved communication in regard to additional interventions. Greater clarification of homework expectations and deadlines. Clearer communication in regard to children in danger of not achieving ARE.

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 SPRING TERM 1: 3 points expected progress per academic year)

	Maths attainment	Maths progress	Reading attainment	Reading progress	Writing attainment	Writing progress
Y3	28.2	1.4	28.8	1.8	28.6	1.8
Y4	31.1	1.7	31.6	2.3	31.4	2.3
Y5	34.0	1.4	33.8	1.3	33.9	1.6
Y6	37.5	2.3	37.4	2.1	37.4	2.4

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 SPRING 1)

	% ATTENDANCE	% ATTENDANCE (PPG)	NO OF PUPILS BELOW THRESHOLD 90%	100% ATTENDANCE AUTUMN TERM
Y3	97%	94.8%	4	29
Y4	97%	95.1%	4	32
Y5	96%	93.0%	7	25
Y6	96.6%	95.3%	5	28
TOTAL	96.6%	94.6%	20	114

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- SPRING 1)

Year 3		Year 4		Year 5		Year 6	
90	Arr: 3 Left: 2	90	Arr: 2 Left: 0	90	Arr: 4 Left: 2	90	Arr: 3 Left:2

STAFFING CHANGES 2016/17

LEAVING	ARRIVING
<p><u>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>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) Natasha Williams (LSA) HUB Staffing- Laura Taylor, Lorraine Ansell, Penny Fitzgerald Jasmine Dillon, Nicole O Toole (Apprentices)

STAFFING CHANGES 2017/18

LEAVING	ARRIVING
<p><u>WINTER 2017</u></p> <ul style="list-style-type: none"> Emma Cahill- teacher (F/T) (maternity leave) Rachel Guy- teacher (3 days) (moved) Lyn Buddell (relocated) Yolanda Mapes (career change) 	<p><u>SPRING 2018</u></p> <p>Steve Smith (teacher) (Y4) (Agency) (F/T)</p> <p>Kate Quirin (teacher) (PPA/ Leadership cover) (1 day)</p> <p>Helen Harris (teacher) (PA/ Leadership cover) (1 day)</p>