



Hampton Hill Junior School Development Plan 2019-2020

' Love Learning, Love Life'



Chair of Governors : Billy Day
Head teacher : Alan Went

Hampton Hill Junior School Development Plan 2019-2020

Priority 1: To demonstrate high quality intent, implementation and impact across our curriculum

Why was this chosen as a priority: SIP input// to align to new Ofsted requirements// to enhance our curriculum delivery
 What will success look like: A high quality curriculum- where our intent, implementation and impact are all evident

What is our intent?	How will we implement this?	When will it happen?	What will the impact be?	Cost	Monitoring: How do we know? Who is leading: SLT/ Subject leaders/ YGL	Actual Impact		
						Dec19	April 20	July 20
To ensure our planned curriculum is fully aligned to new national expectations.	<ul style="list-style-type: none"> Clarify and communicate our curriculum intent. Review the content and structure of our curriculum and amend/enhance as needed. Continue to ensure that core curriculum skills are embedded across our curriculum (prioritising reading) - to ensure children can access all aspects of age related learning. Ensure key documents are fully in place (Sports Premium/ PPG Plan) and informing our practice. Respond to new curriculum updates and developments (e.g. RSE) and implement these into our curriculum. 	Sept onwards 4.09 4.11 6.01	A sequential, logically planned HHJS curriculum that is fully aligned to national expectations.	CPD costs	Subject leader action plans. Year group curriculum reviews.	Draft intent statement completed. CPD being directed towards this outcome.		
		Sept onwards	Staff awareness and ownership of the above.	Capitation bids	SIP termly reports.			
		September	High quality interventions and improved outcomes for pupils- including our most able and disadvantaged pupils.	PPG/ Sports Premium funding	FGB/ sub-committee input/ reports. Pupil progress meeting data (termly).		In place and on the website.	
Sept onwards								

	<ul style="list-style-type: none"> • Provide CPD and resourcing that is supportive to teacher expertise and delivery. • Ensure our curriculum reflects our local context and addresses related gaps in pupil knowledge and skills- and is supportive to their cultural capital and awareness of sustainability issues. • Involve governors in this process as required. 	<p>Sept onwards</p> <p>Sept onwards</p>	<p>High quality teaching and learning for all pupils. Memorable and vibrant opportunities for pupils- with an increased awareness of local/ sustainability based issues and potential actions.</p> <p>An informed FGB- providing support and challenge.</p>		<p>Teaching observations/ CPD feedback.</p> <p>Pupil and parent feedback.</p> <p>Pupil voice surveys.</p> <p>FGB/ sub-committee meeting reports.</p>	<p>A focus of our CPD schedule.</p> <p>Cultural capital gaps identified and linked to our intent.</p> <p>Input at meetings.</p>		
<p>To have assessment procedures (that are mindful of staff workload) that inform our curriculum provision and delivery and ensure that pupils are on track to reach clear end points and achieve well in end of key stage assessments.</p>	<ul style="list-style-type: none"> • Provide CPD support to staff as identified (NQT, SPARK/ locality, external links...). • Ensure that our self-review schedule is fully in place, communicated and operational- and then monitored for deliverability and impact. 	<p>Sept onwards</p> <p>Sept onwards</p>	<p>Pupil's successfully accessing required skills and knowledge, transferring this to long term memory and being prepared for the next stages of their education.</p> <p>Pupils on track across the key stage High end of key stage outcomes- in comparison to national and local data.</p>	<p>CPD/ Release time (termly)</p>	<p>Pupil progress data (Y3-6)- termly.</p> <p>School self-review schedule.</p> <p>Curriculum reviews (termly).</p> <p>IDSR</p>	<p>School self-review schedule in place and communicated</p>		

Priority 2: To further develop the impact that curriculum and year group leaders have on the quality of teaching and learning

Why was this chosen as a priority: SIP feedback and input// in line with new Ofsted requirements// to build capacity across the school
 What will success look like: subject and year group leaders having a positive and sustained impact on our curriculum

What is our intent?	How will we implement this?	When will it happen?	What will the impact be?	Cost	Monitoring: How do we know? Who is leading? YGL/ Subject leaders	Actual Impact		
						Dec19	April 20	July 20
For year group leaders to lead on aspects of our school self-review procedures to inform our decisions about teaching/ learning, interventions and resourcing.	<ul style="list-style-type: none"> Ensure school self-review procedures are communicated and deliverable, with clear YGL input. Monitor and review on a termly basis, to ensure impact and consistency across the year group cohorts. 	September onwards Termly Pupil progress meetings	Patterns (in progress/ attainment) are identified. Gaps are targeted/ resolved. Children know more/do more/ remember more. Learning is transferred to their long term memory.	YGL Release time CPD	Pupil Progress Meetings. A/F committee reports. School self-review procedures. 360 feedback.	School self-review schedule in place and communicated.		
For subject leaders to ensure that curriculum planning and teaching is logical, progressive and sequential and is in line with our curriculum vision and intent and leads to clear end points (with the national	<ul style="list-style-type: none"> Clarify subject vision and intent. Identify subject priorities and complete updated curriculum action plans for each subject area. Use this detail to inform our curriculum development and design. Communicate a distinctive curriculum vision, content and progression to 	On-going Locality curriculum project (1 st October onwards)	A clarity to our curriculum across all subject areas. A distinctive curriculum vision which is understood and communicated. Consistent outcomes, curriculum width and opportunities	Release time// CC meetings CPD	Joint monitoring (planning, book looks, pupil voice). Curriculum action plan and year group termly evaluations. AF committee reports			

curriculum being fully delivered).	stakeholders (e.g. through our website).		for pupils across the school.					
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<p>To improve teacher subject knowledge to support our delivery of a mastery approach consistently across our maths curriculum.</p>	<ul style="list-style-type: none"> • School Mastery Leads to link into Maths Hub expertise, engage with Y2 of this programme and disseminate accordingly. • School Mastery Leads to engage with outreach work and related opportunities. • Deliver additional content (e.g. through assemblies) to develop pupil awareness and inform parents. • Work with KS1 CIS Leads as part of this programme to support a federation mastery approach. 	<p>Sept onwards- Review termly</p>	<p>Improved staff confidence in delivering maths mastery concepts, using correct vocabulary.</p> <p>Improved pupil and parental awareness.</p> <p>Smooth progression and transition for Y2 pupils.</p>	<p>CPD/ SPARK</p>	<p>Teaching observations. Monitoring of planning. Staff/ CPD feedback.</p> <p>Transition survey feedback.</p>	<p>Maths planning CPD delivered to teachers.</p>		
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Priority 4: To improve the quality of writing across the foundation curriculum.

Why was this chosen as a priority: To build on high quality core curriculum outcomes// identified through school self-review procedures
 What will success look like: children producing written work in foundation subjects that is in line with what they produce in English lessons

What is our intent?	How will we implement this?	When will it happen?	What will the impact be?	Cost	Monitoring: How do we know? Who is leading? PJ/ subject leaders/ SLT	Actual Impact		
						Dec19	April 20	July 20
To ensure consistently high quality writing opportunities, expectations and outcomes are in place across the foundation curriculum.	<ul style="list-style-type: none"> Identify where additional input is required to improve practice and outcomes through quality first teaching and respond. Provide CPD and resourcing as required. Deliver additional interventions- where identified as required (e.g. Y5/6 late arrivers (FFT)). Engage parents in this process. 	September onwards. Termly review	High quality writing in evidence across the year groups and across the curriculum- with evidence of differentiated delivery and outcomes impacting positively on progress across the key stage.	CPD Resource costs TBC	School self-review schedule (Book looks/ teaching observations work scrutinies) A/F committee reports	Additional interventions in place- to be reviewed.		

Priority 5: To embed practice that is supportive to positive behaviour choices for all pupils

Why was this chosen as a priority: In response to feedback from staff and pupils

What will success look like: an approach to supporting pupil's behaviour that is responded to positively by all pupils and staff

What is our intent?	How will we implement this?	When will it happen?	What will the impact be?	Cost	Monitoring: How do we know? Who is leading? TB/ MA/ SLT	Actual Impact		
						Dec19	April 20	July 20
Ensure behaviour systems, routines and expectations are in place, communicated and understood by all.	<ul style="list-style-type: none"> Review current procedures and update and implement new routines (communicating with staff, pupils and parents to seek active engagement). Review on a regular basis and respond to input. Ensure our approach/ expectations are consistently evident in all settings and locations. Provide a wide range of enjoyable and inclusive lunchtime and playtime opportunities and ensure a positive eating experience for all. Involve pupil leadership and voice to promote positive outcomes. 	Sept INSET Day onwards 04.09	<p>Routines understood by all staff and followed consistently. A positive and consistent culture where pupils are responsible, respectful, motivated and resilient. Positive pupil, staff and parental engagement and relationships.</p> <p>All staff able to respond confidently to incidents of challenging behaviour- and feeling supported</p>	CPD Staff release time	<p>Half termly SLT review.</p> <p>Staff/ pupil/ parent feedback.</p> <p>AF Committee meeting reports.</p> <p>Pupil voice/ surveys.</p>	<p>New procedures and expectations shared with all staff, pupils and parents- to a positive response.</p> <p>Lunchtime Sports leader CPD delivered.</p> <p>Additional resourcing purchased (PTA).</p>		

	<ul style="list-style-type: none"> Ensure links to external agencies positively support identified and individual needs: responding to any bullying/ exclusion/ attendance or mental health pattern or concern. 		<p>by colleagues where needed. Pupil voice impacting positively on school culture and systems. Positive impact on pupil attendance/ behaviour/ wellbeing and mental health.</p>	P2B	<p>Termly returns to LA. CWP/ Trailblazer/ P2B feedback CPOMS Behaviour tracking.</p>	<p>Involvement in Trailblazer pilot agreed- CW to lead. Positive end of autumn term data recorded.</p>		
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Priority 6: To ensure support is in place for staff wellbeing

Why was this chosen as a priority: Staff team feedback and response

What will success look like: All staff feeling listened to and supported

What is our intent?	How will we implement this?	When will it happen?	What will the impact be?	Cost	Monitoring: How do we know? Who is leading? AW/ MA/ SLT	Actual Impact		
						Dec19	April 20	July 20
Clearer engagement and communication with staff that identifies wellbeing and workload issues and informs/ improves our procedures and practice.	<ul style="list-style-type: none"> Provide opportunities for regular check-ins with staff and respond proactively to issues as identified. Communicate dates, expectations and deadlines and monitor for deliverability (and respond accordingly). 	Office vibe - termly Staff survey - spring Termly	Staff feeling able to highlight issues and concerns that are responded to positively. A shared awareness of expectations and deadlines- to help with planning, preparation and deliverability- with a positive impact on staff wellbeing and workload concerns.		Staff survey/ Office vibe. Leadership Team input. PP committee meeting reports.	Wellbeing issues included in SDP and discussed at leadership meetings.		
Staff feeling able to manage their workload and enjoying coming to work.	<ul style="list-style-type: none"> Provide regular and additional professional time for identified priorities- with an awareness of and response to potential pressure points. Promote and respond to wellbeing initiatives 	Ongoing Sept onwards	Positive staff response and targets achieved/ events delivered. A positive professional culture	Release costs	Staff survey/ view Leadership Team feedback. PP committee reports.		Social events planned and delivered- and well responded to. Low profile week well responded to.	

	<p>(building on working party inputs 2018/19).</p> <ul style="list-style-type: none"> • Ensure site and resourcing issues (e.g. availability of rooms and additional spaces) are identified and resolved- in order to be supportive to work load and wellbeing issues. 		<p>and staff cohesiveness.</p> <p>A working environment that is supportive to the above.</p>	<p>Costs as identified</p>	<p>Leadership team/ working party input (CS).</p> <p>Termly site audits/ admin briefings.</p>	<p>Site audits completed and being responded to.</p>		
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Priority 7: To ensure federation transition procedures are fully in place and inform a smooth and supportive process for all.

Why was this chosen as a priority: in line with governor and SLT focus// parental feedback and expectations of the federation

What will success look like: a successful transition for all pupils with positive parental and staff feedback

What is our intent?	How will we implement this?	When will it happen?	What will the impact be?	Cost	Monitoring: How do we know? Who is leading? SLT/ CW/CW	Actual Impact		
						Dec19	April 20	July 20
A smooth and successful transition from KS1- KS2 for all (federation) pupils.	<ul style="list-style-type: none"> Create a timeline of dates and expectations- to ensure early and rigorous preparation for the successful transition of all pupils from KS1- KS2- involving all relevant professionals across the two sites (class teachers/ LSAs/ SENCo/ DSOs) and including detail of pupil visits and parental links and communications that will support this process. 	<p>Spring term introduction.</p> <p>Summer term completion.</p> <p>Autumn term 2020- review and updates.</p>	<p>All Y2 pupils feel prepared for a smooth and supportive transition to HHJS.</p> <p>A shared understanding by KS1 and KS2 staff in regard to the transition process and expectations.</p> <p>Parental awareness of timescales and expectations.</p>	Release time	<p>Pupil transition surveys.</p> <p>Staff feedback.</p> <p>Y2-3 staff/ SENCo/ safeguarding/ PPG/ EAL records and feedback.</p> <p>Parent transition survey and feedback.</p>	Spring term introduction.		
A KS1-2 curriculum that is aligned to new national requirements and supportive to	<ul style="list-style-type: none"> Ensure curriculum coverage and progression are supportive to a successful KS1-2 transition- with details being 	Autumn term onwards	Children accessing a curriculum that has clear endpoints that are fully aligned to the requirements of	Release time	Curriculum reviews. Transition meetings- Y2-3 teams			

successful pupil transition.	<p>communicated between Y2 and Y3 teams.</p> <ul style="list-style-type: none"> • Opportunities provided for shared texts and experiences across Y2-Y3. 	Summer term	the national curriculum and supportive to successful transition.			feeding into our planning.		
Clear procedures that ensure the needs of all pupils who are transitioning (including disadvantaged pupils, those with SEND and the most able) are identified and communicated, with consideration of required next step actions.	<ul style="list-style-type: none"> • Communication of pupil records and profiles and details of additional inputs and interventions shared between Y2 and Y3 teams. • Joint moderation exercises completed. • Communication of behaviour concerns and expectations. • HHJS team invited to network/ EHCP meetings for Y2 pupils pre-transition. • CIS team to visit as required, post transition- for ongoing advice and input. 	Spring term onwards	All professionals and parents involved in supporting pupils with additional needs have shared communications and clear expectations which are supportive to successful transitions.	Staff release time	<p>SEN/ EAL/ PPG/ CLA reviews and records</p> <p>Transition feedback- pupil and parent</p> <p>Staff feedback- pre and post transition</p>	SRP outreach link in place for Y2 CIS pupil.		