

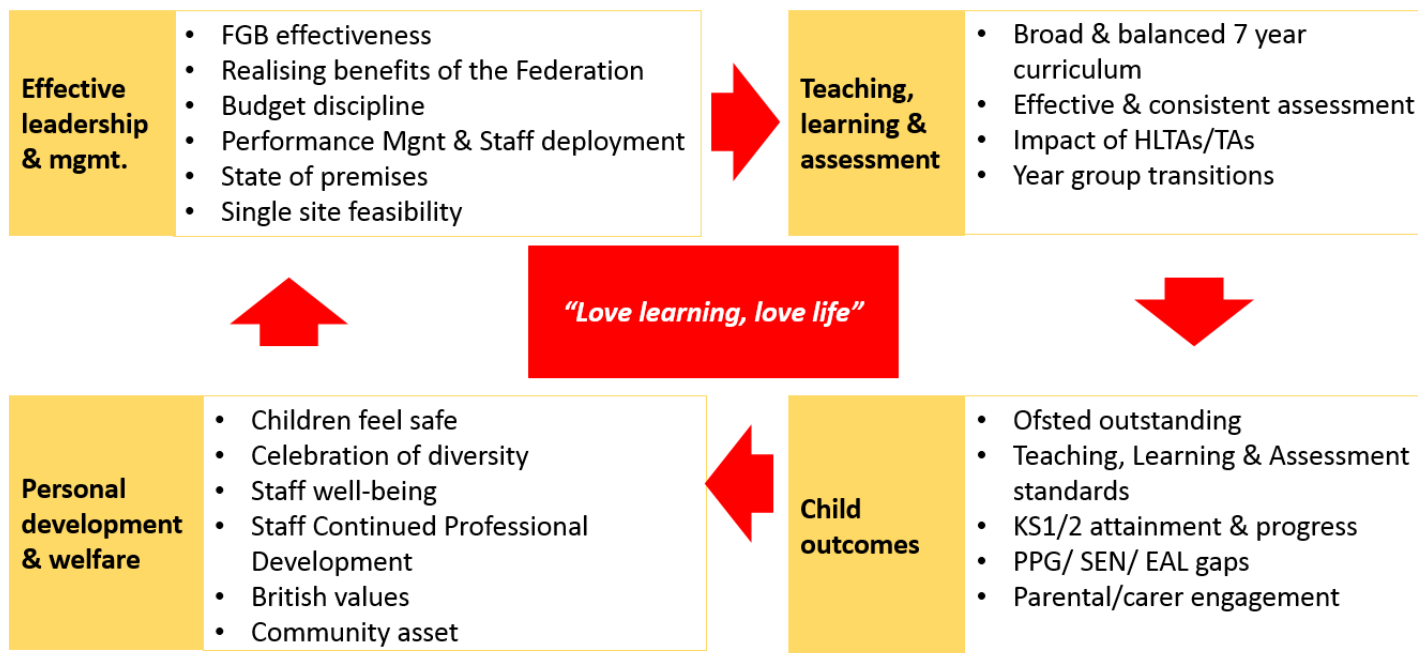
Hampton Hill Junior School– School Improvement Plan 2018-19

Strategic Context

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

The FGB set the strategic priorities with a view to fulfilling the following objectives for the Federation in the next 3 years:

Strategic objective measures (3 year plan)



Key Priorities: (Informed by a range of stakeholder inputs and audits):

Pupil progress and attainment

Secure school finances

The impact of curriculum leadership on outcomes

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Maintained areas from previous SIP

<p>To develop the effectiveness of the governing body in challenging and supporting the school</p>	<ul style="list-style-type: none"> • Use School Improvement Partner Report questions to inform sub-committee meetings. • Ensure an FGB and sub-committee structure and scope that is supportive to positive outcomes for children. • Link governor CPD to school priorities. • Ensure school reporting and visits to school and events inform governor awareness of school judgements. 	<p>OWNER HT DHT FGB</p>
<p>To ensure benefits of the Federation are reviewed regularly</p>	<ul style="list-style-type: none"> • RAG rate progress towards SIP priorities and provide updates to the FGB. 	<p>SLT FGB</p>
<p>To continue to maximise the impact of LSA on pupil outcomes</p>	<ul style="list-style-type: none"> • Provide regular CPD input that is directed by school and team priorities. • Provide feedback from observations to improve practice. • Review the impact of interventions on a termly basis. 	<p>SENCO A/F</p>
<p>To improve staff well-being</p>	<ul style="list-style-type: none"> • Embed and develop strategies that are informed by the staff wellbeing policy, our annual staff survey and other feedback. 	<p>SLT P/P</p>
<p>To continue to support pupil awareness of British Values</p>	<ul style="list-style-type: none"> • Continue to plan opportunities to enhance pupil understanding of British Values through our curriculum- communicated through the website and monitored by governors. 	<p>SLT A/F</p>
<p>To support community cohesion</p>	<ul style="list-style-type: none"> • Continue to develop community links that are supportive to our pupils gaining a wider perspective and deeper understanding of different social attitudes and lifestyles. • Continue to develop links with local community groups and locality schools that enhance opportunities for the children. 	<p>SLT FGB</p>
<p>To ensure effective and timely engagement with parents and carers</p>	<ul style="list-style-type: none"> • Arrange curriculum information evenings and targeted workshops to support and inform parents. • Use parent engagement sessions to inform improvements in school procedures. 	<p>SLT FGB</p>
<p>To comply with GDPR requirements</p>	<ul style="list-style-type: none"> • Continue to monitor the successful implementation of required duties and practices. 	<p>SLT FGB</p>
<p>To ensure high standards of site maintenance</p>	<ul style="list-style-type: none"> • Ensure the site is safe, secure and enhances what we provide for our children and community. 	<p>SLT F/P</p>

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1 The effectiveness of leadership and management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	Mar 19	July 19
1.1 To contribute to a feasibility study for an all through primary school on the Clarendon site (after 2021)	<ul style="list-style-type: none"> Hold discussions with the local authority to identify suitable locations and sources of capital investment available, to conduct high level feasibility assessment. 	FGB F/ P Committee	<ul style="list-style-type: none"> Contact made with AfC. Vince Cable update shared with Governors. Ongoing conversations held with AfC and wider- including site visits- to be ongoing into 2019/20 as required. Parental/community queries responded to as received. 			
1.2 To achieve our 18/19 budget and balance the 19/20 budget by taking timely actions on income generation and costs	<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. Identify cost savings and revenue opportunities to enable revenues to equal costs in 2019/20. 	F/P Committee P&P Committee	<ul style="list-style-type: none"> Ongoing work to ensure a balanced budget (2018/19)- with AfC staff supporting and significant work in regard to addressing historic coding errors. Compensation received from WeSupportIT. Draft budget 2019-20 ratified- with significant carry forward achieved. 			
1.3 To further develop and embed the role of curriculum leaders	<ul style="list-style-type: none"> Complete curriculum action plans that link to identified SIP priorities. Participation in relevant locality links to share and inform best practice e.g. moderation of writing. Widen YGL (Year Group Leader) input into our school self-review schedule. Ensure the structure of leadership meetings and CPD is supportive to positive outcomes. 	HT DHT C Capon A/F Committee	<ul style="list-style-type: none"> Action plans are in place for all curriculum subject areas and due for completion- with all key actions due to be reviewed prior to the end of this academic year. Locality links are in place for identified subjects (e.g. Y4/ Y6 writing/ DT/ English/ Maths) with positive feedback and outcomes. YGL Learning Walks have informed our practice - with identified actions responded to- ongoing. The leadership team have considered and progressed against all key priorities this year and are due to review the year before the end of term. 			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	Mar 19	July 19
	<ul style="list-style-type: none"> Use SPARK credits to provide required support. Further develop the role of curriculum leaders and year group leaders in the analysis and response to data patterns and trends. 		<ul style="list-style-type: none"> SPARK credits are being used to support best practice and linked to school priorities (some shared with CIS). This has been a focus of leadership meetings and SIP termly visits- with further work to follow 			
1.4 To develop and extend the impact of volunteers at HHJS	<ul style="list-style-type: none"> Provide opportunities for volunteers to support and engage with pupils at HHJS- Parents/ community/ locality links/ work experience/ Teach Again/ St Mary's University/secondary school links/ D of E) Clarify and promote the role of the PTA at HHJS to support community events and fund raising. Introduce a consistent model of Class Reps across the school to support communication of accurate and supportive messages and engagement. 	HT DHT SENCO CW A/F Committee	<ul style="list-style-type: none"> Volunteer helper CPD has been provided / Teach-again and St Marys links are in place and positive. New PTA Chair and committee are in place - impacting on community events and fundraising (alongside the significant and developing impact of FFWG- governor/ staff/ PTA link). Class Reps are now in place for 12 classes – we are currently seeking some review feedback to further inform and develop this for 2019/20. 			

2 The quality of teaching, learning & assessment

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
2.1 To ensure efficient and accurate assessment procedures inform next steps and support pupil progress	<ul style="list-style-type: none"> Ensure school self-review procedures are communicated and fully in place. Continue to embed assessment procedures that impact positively on pupil awareness of their targets, informed class teaching and the delivery of early and effective additional interventions. 	HT DHT SENCO PPG Lead YGLs A&F Committee	<ul style="list-style-type: none"> The school self-review schedule is in place and on schedule with required actions being responded to and communicated accordingly. Data input dates (2 per term) are in place and have informed termly pupil progress meetings and responses/ interventions- end of summer term meeting has been scheduled. 			

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	<ul style="list-style-type: none"> • Provide termly parental updates to support the above. • Use FFT data to support target setting procedures. • Ensure foundation curriculum assessments inform planning and delivery and annual pupil reports. • Use baseline assessments to inform starting points and highlight gaps. • Ensure KS1 moderation procedures are supportive to a positive transition process. 		<ul style="list-style-type: none"> • Parental progress updates were communicated to all parents at consultation meetings (follow up communications were offered to all non-attendees) • FFT predictions are informing our Y6 programme of focused teaching and additional interventions. • This has been a focus of leadership team meetings and curriculum CPD sessions. Work is ongoing- to be aligned to the new Ofsted framework for 2019/20). • Baseline assessments have been completed to inform starting point judgements and progress measures (alongside ongoing teacher assessment). • All Y2 pupils will complete pieces of independent writing - to support assessment and planning procedures. 			
<p>2.2 To build on existing links with CIS to ensure a progressive, broad & balanced six year curriculum across KS1 and KS2 that enthuses motivates stimulates pupils</p>	<ul style="list-style-type: none"> • Provide joint federation CPD to curriculum leaders- with opportunities to meet and review the status of their subjects and ensure consistent delivery and progression of skills and knowledge (in line with age related expectations across the federation). • Identify new resources which are needed. • Submit capitation bids- with resources purchased and distributed to year groups. • Enhance our curriculum through a range of strategies and resources (e.g.: Growth Mind-set approach/ access to outdoor learning opportunities/ responding to barriers to learning). 	<p>HT DHT A&F Committee C Capon</p> <p>Curr. Leaders YGLs</p>	<ul style="list-style-type: none"> • The session was delivered (led by C Capon) to a positive federation response from curriculum leaders- work ongoing for 2019/20. • Subject action plans are in place- with a positive response to new schemes of work (computing, PSHE and PE). They have been reviewed and forwarded to link governors. Curriculum leaders for science, computing and PSHE have presented to governors. • Capitation bids have been completed – identifying resource priorities. The PTA are supportive to these (with a focus on technology). • Two successful residential trips have been completed with a wide range of additional opportunities provided for pupils on site and 			

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			through visits (Roman Day / Evacuation/ Fiver Challenge...)			
2.3 To build on current good practice to ensure high standards of Quality First Teaching are consistently delivered to all pupils	<ul style="list-style-type: none"> Ensure strategic support is in place to enable us to improve outcomes for all children- with a focus on children with additional identified needs. Ensure a commitment to high quality, resourced and differentiated teaching that impacts on all pupils consistently. 	HT DHT TB PJ A/F Committee	<ul style="list-style-type: none"> All teachers have been observed (95% + good or better). Additional support is in place as required. This is further informed by regular “drop ins”. CPD sessions, links to other networks and school self-review schedules have informed teaching and resourcing. 			
2.4 To develop Maths Mastery across the school	<ul style="list-style-type: none"> Develop external (CPD) links that are supportive to maths developments across the federation. Participate in a Maths Mastery project along with CIS colleagues. Review and enhance curriculum planning and resourcing accordingly. 	LOC DHT HT A/F Committee	<ul style="list-style-type: none"> Maths, English and Science CPD projects are in place (NCETM / SPARK) with best practice/ resourcing implications being circulated Maths Mastery project (year 1) has had a positive impact – positive links are in place with the Hub lead (Barnes). Related staff CPD has been provided- alongside SPARK led CPD (manipulatives) that has impacted directly on resourcing- match funding for text books is also available through the Mastery Hub). Sharing of resources and best practice (e.g. White Rose) is in place with CIS colleagues and through locality and AFC links. 			
2.5 To ensure efficient use of new resources and developments to enhance what we provide at HHJS	<ul style="list-style-type: none"> Ensure regular use of our new library by pupils across the school. Ensure positive and inclusive practice in our enhanced SRP, which is supportive to individual outcomes- whilst not impacting negatively on others (with forward planning in place for next year’s increase in numbers). 	DHT SENCO SRP Lead HT A/F Committee	<ul style="list-style-type: none"> New librarians are in place with a positive response from staff, pupils and community- supportive to daily pupil usage. Five pupils are in our SRP (including two emergency placements). We have developed proactive involvement in locality SRP networks, and carry out termly reviews. Forward planning for September is underway. 			

3 Outcomes for pupils

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
<p>3.1 To continue to maintain high end of KS2 attainment by achieving in advance of FFT 20 target for ‘expected’ standard in maths, reading and writing (individually and combined)</p>	<ul style="list-style-type: none"> Track children regularly through Classroom Monitor data. Use this data to inform termly pupil progress meetings. Respond to the above- with quality class teaching and targeted additional interventions and inputs that are effective. Provide clear leadership routines, support and resourcing- to ensure high quality and consistent teaching and learning. Ensure efficient marking/feedback procedures are in place to inform teachers and to engage children to know how to make next steps progress. 	<p>DHT HT A&F Committee YGLs</p>	<ul style="list-style-type: none"> Pupil data points have informed termly progress/ attainment analysis. Focused end of KS2 data analysis is informing Y6 delivery and additional interventions. We await the SAT results. Pupil progress meetings have informed planning, delivery and additional interventions – end of summer term meetings are scheduled to inform 2019/20 planning. Termly SIP reports (R Hafeez) has been received, with positive judgements. Key questions have fed into leadership considerations and been supportive to improving outcomes. Leadership team meetings have been used to regularly review our practice- with clear decision making in place to inform our delivery and forward planning. A trial of whole class marking has been positively received and will be in place for the next academic year. 			

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3.2 To work towards ensuring progress for all pupils is at least expected (3 point per year- 12 points across the key stage) from their starting points- with a focus on narrowing gaps for vulnerable pupils	<ul style="list-style-type: none"> Analyse data (half termly) to inform our teaching delivery and expectations. Ensure termly pupil progress meetings inform class teaching input and decisions as to the need for additional interventions for identified pupils. Implement a clear and effective PPG strategy. Ensure our SEN/ EAL procedures are fully in place and supportive to children achieving at least expected outcomes. 	HT DHT A&F Committee PPG Lead SENCO EAL Lead	<ul style="list-style-type: none"> Half termly data points have fed into termly analysis (see SEF)- end of summer term data to be analysed. Termly meetings have informed and impacted directly on resourcing and provision. The PPG strategy is on the website- progress has been made towards objectives and shared at leadership team meetings and with the wider staff team (End of year review due). SEN/ EAL action plans are in place- with progress made towards priorities. Our EAL focus has been on new arrivals, and parental engagement (including a very successful international day). 			

4 Personal development, behaviour & welfare

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec	Mar	Jul
4.1 To ensure consistent and high quality safeguarding and wellbeing practice is in place	<ul style="list-style-type: none"> Implement all actions from the LA safeguarding audit (July 2018). Arrange meetings with the safeguarding lead at CIS. Provide staff training as required. Ensure consistent practice is in place and supportive to pupil wellbeing and any barriers to learning (e.g. attendance/ punctuality, pupil voice, Healthy Schools Award, Green Mile). Ensure safeguarding policy and practice is in line with updated Keeping Children Safe in Education (September 2018) Ensure transitions around the school are consistent and supportive to children 	DSO HT DHT A&F Committee	<ul style="list-style-type: none"> LA audit was completed with actions identified and responded to. Meetings ongoing. Training needs have been identified and completed (external for DSO and internal for staff). This has been an ongoing focus- The Green Mile has been re-introduced. A new PSHE scheme is in place- with mental health related CPD informing our practice –supported by proactive links with external agencies and parent awareness sessions. The policy has been updated in line with our review schedule and informs our practice. Keeping Children Safe updates (for 2019) have been circulated and considered for implications. 			

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	<p>being safe and ready to learn when they enter the building.</p>		<ul style="list-style-type: none"> Ongoing work is in place and supportive to this outcome. Further input in regard to behaviour related routines is currently being considered prior to circulation. 			
<p>4.2 To improve the lunch-time experience for children</p>	<ul style="list-style-type: none"> Work with teams (e.g. Lunch Leaders) to ensure consistent behaviour management, a wide range of enjoyable and inclusive lunchtime opportunities and a positive eating experience- with required resources in place. Embed librarian, sports leader and music leader roles to support a positive playground experience. 	<p>DHT/HT/ SENCO PPG Lead A/F Committee</p> <p>SB/ JH SN</p>	<ul style="list-style-type: none"> The school council's view has been sought and is being responded to - feeding into our resourcing and decision making. New SMSA in post has been supportive to our team of lunch leaders. PTA links have been supportive to resourcing. LEH girls in playground 4 days a week to support children. New traversing wall has been well received by pupils- as has summer term packed lunches outside. All pupil leaders in place (sports/ music leaders, peer mentors, librarians) and having positive impact 			