

## Hampton Hill Junior School – School Improvement Plan 2016-2017

SECTION ONE		LEADERSHIP AND MANAGEMENT					
Targets	Steps to Success	Who	When	Funding	Outcomes	Autumn Review	R A G Evaluation
<b>1.1. To ensure HHJS leadership structures and systems are in place and impact positively on progress towards school improvement priorities.</b>	To identify areas and strengths through our self-evaluation (SEF) and use this to inform school improvement priorities.	Leadership team	July 2016 onwards		A clear and accurate SEF in place that is reviewed on a termly basis and informs school priorities	Our SEF is in place and has been forwarded to the LA with a positive response- it is due to be updated for the spring term. SIP targets were shared with FGB/ staff/parents- Autumn Review completed (attached).	
	To have a staffing and leadership structure in place that supports the achievement of school priorities.	SLT	September	Staffing Budget	A staffing and leadership team structure fully in place and supportive to progress towards school priorities.	New PPG Lead in place- with a strategic role and direct teaching input for PPG pupils. New Y6 leader and 3 Y3 TAs in post (with a focus on PPG pupils). New SENCo appointed from Easter- Spring term plan required (in their absence).	
	To implement performance mgt and school self-review procedures that support progress towards school priorities, with clarity in accountability and timescales and an increased role for the leadership team in these procedures.	Leadership team	September onwards	Termly release time (to add)	Performance mgt. and self-review procedures in place and communicated to all staff with clear expectations and lines of responsibility and impacting on the quality of teaching and learning.	Targets set for all staff- with a focus on pupil progress. Autumn term reviews completed. Book looks and Year Leader learning walk completed- recommendations have been communicated to staff to inform practice.	
	To have a clear set of induction routines, school systems and expectations that are understood and adhered to by staff, and revisited to ensure awareness and consistency of practice.	Leadership Team	September onwards		All staff understanding and following expectations and routines that are supportive to pupil wellbeing and outcomes.	A new staff handbook is in place for all staff to support routines. Behaviour expectations have been reiterated to all (new) pupils.	

	To add to our pupil leadership structure by developing roles for peer mentors and House Captains.	Leadership Team Curriculum leaders	September and termly	Resources for identified monitors	Pupil involvement and engagement in school decision making, leading to increased pupil opportunities and experiences.	Peer mentor training with L.A has been completed- due to roll out to support pupils on the playground. Enhanced roles for Pupil Parliament and School Council are in place- with a positive response.	
	To develop further engagement with parents to reflect on key aspects of our provision and delivery for 2016/17 such as homework, annual reports, communications/website.	CW AA FGB HF YM	Termly	Refreshments	Parental engagement that feeds into decision making processes and leads to improvements in our delivery.	First workshop undertaken- with a focus on annual pupil reports which will inform our format. Spring term focus will be on homework.	
<b>1.2. To promote the well-being of all staff.</b>	For all systems and initiatives to be developed and communicated with an awareness of staff wellbeing and within appropriate timescales and with a wider awareness of other pressures and demands (including: 1/2 termly strategy forward planning meetings, a clear and communicated calendar of events, a termly review of events and initiatives).	AW AA	September onwards	Jan INSET speaker tbc	Staff wellbeing considered and supported within new initiatives and expectations.	A termly review will identify potential areas for improvement. Our January Federation CPD Day will focus on staff wellbeing. Staff have accessed our Place to Be counselling team this term.	
	For staff to have opportunities to be involved in discussing and reviewing decisions made and for their thinking to feed into decision making processes.	AW AA	At least termly	Staff Ideas box tbc	Staff involvement in decision making that informs and supports our commitment to their wellbeing.	Staff Ideas box to be trialled- we will monitor its impact.	
	To have a shared expectation at HHJS of a culture of trust and respect.	All staff	Always		Staff feeling valued and respected.	Leadership meetings have been used to monitor our working culture- suggestions have been acted upon.	
<b>1.3. To ensure that curriculum leadership informs positive outcomes for pupils across a broad and balanced curriculum that is</b>	For curriculum leaders to clarify curriculum action priority targets (2016-17) for their subjects.	Curriculum leaders	September	Science Mark TBC	Curriculum audits and evidenced actions that lead to improved outcomes for pupils.	Curriculum leaders have met C. Capon to identify and prioritise curriculum subject targets for 2016/17.	
	To have a clear structure and expectation of curriculum leadership (resourcing, budgeting, evidencing)	Curriculum leaders	Termly	capitation bids totalling £9,000	Best value achieved- with well-resourced and well led curriculum areas, leading to high quality curriculum delivery.	Capitation bids all completed- aimed at clarifying best value	

<b>skills based, complies with NC requirements and enables pupils to be curious, creative and inspired.</b>	leadership support and reviewing impact).					resourcing and forward curriculum planning.	
	To monitor the impact of curriculum leadership through PM meetings.	AA AW	Termly	Supply cover @ £180 pd	Curriculum leadership that impacts positively on identified targets.	Will be considered at autumn term review meetings.	
	To restructure the main staff area server to improve access to planning and reviews.	CC AA	September onwards		Improved access to planning and documentation that is supportive to enhanced and efficient curriculum delivery.	Expectations clarified- Progress underway.	
	To review and clarify how planning informs and supports coverage of curriculum content and skills	CC AA AW			Improved clarity of planning- improving delivery and evidenced outcomes.	As above.	
<b>1.4. To ensure a high quality learning environment for the HHJS community.</b>	To complete half termly site audits and respond to recommendations.	SLT JP	Half termly		A safe and ordered environment that is supportive to pupil/staff wellbeing and positive outcomes.	Audit completed- resultant actions have been identified and responses are being actioned.	
	To monitor and respond to the quality and consistency of display in line with our display policy.	JM	Termly	Display resources	An improved school environment with displays that inform and enhance learning.	Display audit completed- with a positive response- well received by visitors and prospective parents.	
	To create and monitor a sustainable asset management plan.	SLT JP	From September	To consider	Best value and sustainable budget planning.	Via FGB/ finance committee.	
<b>1.5. To re-locate our school library and ensure access and impact.</b>	To appoint a contractor and clarify a fundraising plan in line with building regulations and other requirements.	AA AW SP Sch. Assoc.	Autumn	£2,000 working party budget	Progress towards a new library.	Discussed at Finance Committee. Fundraising Plan developed- through our School Association and SLT.	
	To fund, site and deliver a new library at HHJS.	AA AW SP JP Govs	Spring Term (tbc)	School + PTA	A new library to be in place and well received.	As above	
<b>1.6. To ensure the promotion of British values is embedded across the curriculum and shared with our community.</b>	To enhance pupil's understanding of British Values through our curriculum, assemblies, website and other communications.	AA EM Curr Leaders	Autumn onwards		Children are able to articulate the school commitment to British values.	Following R.Hafeez's input, more explicit links are being made in assembly to specific British Values. Practice is being informed by an external CPD session (September)- a related hall display is in place.	

<b>1.7. To develop further federation links with CIS.</b>	To engage in regular FST meetings and develop further models of collaborative working and best practice that inform our delivery.	AW AA KA JJ SP	September onwards		A strong partnership across the federation that ensures sustainability.	Meetings ongoing- with regular sharing of policy and practice.	
	For FST meetings to be strategic and focused on the achievement of federation priorities.	as above	as above		Federation targets achieved.	SLT Performance mgt. targets have been set and will link directly to federation priorities.	
<b>1.8. To ensure that CPD is clearly linked to improving the quality of teaching and learning.</b>	To have a CPD programme that links to SIP priorities and has clear outcomes (in line with the Standard for teaching professional development (2016)) and is revisited in order to embed practice.	AA AW	September and termly	to be clarified	A programme of CPD that is supportive to professional development and leads to improvements in teaching and learning,	The autumn programme had a positive response from staff. Planning our Spring term CPD programme is underway- with clear links to SIP/ curriculum priorities.	
	To be seen as a learning organisation with a commitment to individual and whole staff development, developing locality, SPARK, TSA/SD, EEF/research links as relevant and available.	AA AW	September onwards	SPARK TSA SD income	as above	The SPARK link has been beneficial (SIP, FFT, Maths, English...) The TSA decision will remain under review until 2017. We are planning to host two School Direct placements.	
<b>1.9. To ensure increased sport premium funding leads to enhanced and positive outcomes for pupils.</b>	To evaluate 2015/16 spending and impact.	CF	July 2016	Sports Premium	An awareness of successes and areas of development from 2015/16 that informs progress towards priorities for 2016/17.	2015/16 Impact statement is on the website	
	To draw together a spending plan for 2016/17 with identified outcomes and to put this plan into action – reviewed on a termly basis.	TR	Sept onwards	As above	Funding that impacts positively on opportunity and outcomes for pupils.	The spending plan for 2016/17 is due to be uploaded to website. New kit has been sponsored, purchased and well received	
<b>1.10 to keep spending under review and develop income generation strategies</b>	To ensure school finances are managed responsibly and financial/ strategic decision making is informed by our financial situation: with consideration as to how we reduce costs and develop additional funding streams.	FGB SLT	September termly		Operating within agreed budgets with savings made as required.  Increased and new fund raising streams that are supportive to our commitment to remaining in budget.	This has been a focus of the finance Committee. SPARK/ AFC input sought and responded to. Club site hire is now embedded.	

						Staff CPD federation session booked- Andrew (Dec).	
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SECTION TWO		OUTCOMES					
Targets	Steps to Success	Who	When	Funding	Outcomes	Autumn Review	RAG Evaluation
<b>2.1. For 70% children to achieve the 'expected' standard in maths, reading and writing, in order to be above national averages and closer to LA averages.</b>	To use data effectively to inform decision making that is supportive to high quality teaching and learning.	Leadership team	September onwards	SPARK SLA	Data systems in place and informing improved outcomes for pupils.	Additional CPD (SPARK/FFT) alongside locality input will feed into our target setting procedures. Pupil Progress meetings are planned for January.	
	For school self-review procedures to inform systems and decision making that leads to improved outcomes for pupils.	as above	as above	release time @ £180 pd	School self-review procedures that improve outcomes- including progress and pride in books.	Autumn Term schedule completed- with an increased Year Leader role and SPARK input- identifying areas for development e.g. consistent delivery of age related expectations (ARE).	
	For the above structures to be in place and for all teaching to be at least good- with clear support in place when this is not the case.	as above	as above		All teaching to be at least good with a commitment to ensuring we deliver outstanding teaching on a regular basis.	Autumn term observations identified 100% teaching as Good (but with a need to ensure consistent delivery of ARE).	
	For quality first teaching to be supported by additional interventions that are supportive to this target being achieved.	as above	as above	SEND/ PPG funding	Improved outcomes for all pupils.	SEND CPD input has been delivered through two twilight sessions. Our intervention programme is fully in place and due to be reviewed prior to Pupil Progress meetings (January).	
<b>2.2. To narrow the gap in outcomes for identified cohorts (e.g. PPG/</b>	To summarise PPG 2015/16 spending impact (based on progress data) and use this to inform proposed 2016/17 PPG funding.	PJ AW AA	September onwards	PPG Fund	Improved outcomes with gaps closing for PPG funded pupils (making at least four point of progress).	2015/16 impact statement completed- 2016/17 draft spending plan needs to be uploaded to the website and monitored for impact.	

<b>Disadvantaged pupils).</b>	To produce a summary action plan documenting our PPG priority actions for 2016/17.					Action planning being led by PPG lead (Polly)- in weekly meetings with Mandy. Autumn term class impact plans due to be reviewed.	
	To review the impact of 2015/16 SEND/EAL interventions and respond accordingly for 2016/17 (see SEND annual report).	HP	Sept onwards	SEND Budget	SEND/EAL Pupils to achieve individual targets. Improved progress in school data measures.	Data will be collated for January pupil progress review meetings- which will focus on the progress of vulnerable pupils.	
	To analyse all 2015/16 pupil progress and attainment data to identify any other cohorts where progress or attainment concerns are evident and identify and action required responses.	AW AA YM PJ	Sept onwards	TBC	Children / cohorts making at least expected progress.	As above- with a wider cohort focus (dependent on need).	

<b>SECTION THREE</b>		<b>TEACHING, LEARNING AND ASSESSMENT</b>					
Targets	Steps to Success	Who	When	Funding	Outcomes	Autumn Review	RAG Evaluation
<b>3.1 To ensure we have core curriculum assessment procedures in place that inform early and responsive interventions and lead to improved outcomes for pupils.</b>	To research appropriate summative materials to feed into our procedures. To refine the use of Classroom Monitor to support high quality and responsive teaching and interventions.	AA AW  Leadership team	September Termly	CPD funding	Assessment procedures to be fully operational across the key stage and informing teaching and additional inputs that lead to improved outcomes for pupils.	Decision making will be informed by FFT Aspire CPD (recent sessions).	
	For our (formative and summative) assessment procedures to be informed by best external practice (SPARK/ FFT/ ROL/ locality links...) and have appropriate timescales to be supportive to early intervention and improved outcomes for pupils. For our assessment procedures to inform KS1 and KS3 transition, be aligned to our annual pupil report format and able to evidence cohort patterns.	as above	as above	Curriculum Resources (TBC)	Formative and summative assessments that successfully inform, identify and support transition links, annual pupil reporting requirements and cohort patterns.	SPARK input sought to improve our processes- ongoing. Our annual pupil report format Is under review for summer 2017. Transition procedures were well received and effective (for current Y3). Assessment procedures are aligned to our school self-review schedule- timescales were met and	

						informing to planning and teaching.	
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SECTION FOUR		PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE					
Targets	Steps to Success	Who	When	Funding	Outcomes	Autumn Review	RAG Evaluation
<b>4.1. To embed our Learning Behaviours and Good to be Green model across all settings, to support positive behaviour for learning outcomes for all pupils.</b>	To review the success of the first year of these new initiatives and make any adaptations or amendments for 2016/17.	JE EC EM	July 2016		Reviewed procedures and identified recommendations that feed into 2016/17 priorities and improved outcomes.	Reviewed through the leadership team and staff view- NPQML projects achieved the national qualification. Y3 pupils have required additional and focused input- to monitor in the spring for progress.	
	To clarify clear expectations to all stakeholders so that children receive the same learning behaviour interactions, engagement and expectations across all HHJS settings.	JE EC EM All staff (including Office staff and SMSAs)	September		All staff following clear and positive expectations that support positive learning behaviours and wellbeing for all pupils in all settings.	SMSA Team have had additional CPD input to support their involvement in this structure. Positive responses from guest teachers in regard to the impact of Good to Be Green.	
	To monitor, review and respond on a termly basis.	JE EC EM	termly		Positive systems that are fully embedded and sustainable.	Autumn term data- due to be collated.	
<b>4.2. To improve the quality of opportunity and interaction that the children experience on the playground</b>	To audit the views of pupils and other stakeholders as to their experience on the playground.	AA AW	Autumn		Pupil view (and the views of others) informing improved resourcing and delivery.	Audit completed (summer term) and informing resourcing and delivery.	
	To prioritise required responses in terms of resourcing, organisation and CPD.	AA AW	Autumn onwards		As above- with a focus on priority decision making.	We now have improved accessibility to new resources- purchased via School Association and parental donation.	
	To implement required changes and review the impact.	AA	Autumn onwards	TBC	Improved playground access, engagement and enjoyment for all pupils.	Further pupil feedback will be sought.	

<b>4.3. To progress towards the Healthy School Silver Award.</b>	To clarify the criteria required for this level of award	CW & CW	Autumn		Progress toward the award.	The Green Mile is being trialled across the school (on a weekly basis)	
	To complete the application process and forward our bid.	CW & CW	Autumn	TBC	Action plan completed and accreditation achieved – promoting, celebrating and supporting improved healthy outcomes for the HHJS community.	Ongoing progress towards the award to be monitored across the next two terms.	

SECTION FIVE		PREVIOUS INSPECTION RECOMMENDATIONS					
Targets	Steps to Success	Who	When	Funding	Outcomes	Autumn Review	RAG Evaluation
<b>5.1. To support pupils at HHJS to gain a deeper understanding of the way that people in Britain who come from different backgrounds live and think.</b>	To provide opportunities for our pupils to develop their awareness of other communities in the UK.	YGL/ curr leaders	Autumn onwards		Increased pupil awareness of different setting and experiences.	Ongoing work required. We are making clearer links during assembly time- to support pupil awareness.	
	To provide opportunities for our children to develop links and communications with people in Britain who come from different backgrounds.	YGL curr leaders	Autumn onwards		Increased awareness of and engagement with other communities.	As above.	
<b>5.2. To ensure governance provides challenge and support.</b>	For the FGB to clarify federation priorities- both short term and longer term (within the context of the retirement of our Executive Head).	ADL AW FGB	Autumn	TBC	A clear set of short term and longer term goals that are aspirational, communicated and achievable.	The School Improvement Plan has been aligned to the sub-committee structure and their terms of reference/ termly expectations.	
	For these priorities to be delegated to our FGB, strategy group and committee structure and actioned as required.	ADL AW FGB	Autumn onwards		Delegated targets with clear lines of responsibility and timescales that are achievable.	Autumn term committee meetings are currently underway- progress will be reported at FGB.	
	For progress towards these priorities to be evidenced and reviewed with appropriate levels of challenge and support.	As above committee chairs	Autumn onwards		Targets achieved and evidenced – leading to positive outcomes for pupils and the HHJS community.	As above	