

Hampton Hill Junior School – School Improvement Plan 2016-2017

SECTION ONE		LEADERSHIP AND MANAGEMENT							
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	R A G		
							AUT	SPRI	SUM
1.1. To ensure HHJS leadership structures and systems are in place and impact positively on progress towards school improvement priorities.	To identify areas of development 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 and SIP have been reviewed and updated (summer term) and are on the website. The strategy team have reviewed the format of these documents- to improve the focus and clarity for 2017/18 – drafts will be circulated.			
	To have a staffing and leadership structure in place that supports the achievement of school priorities.	SLT	Sept.	Staffing Budget	A staffing and leadership team structure fully in place and supportive to progress towards school priorities.	The leadership team are leading on actions to progress towards achieving school development priorities (see leadership minutes/ SIP review). Our new PPG Lead is in post - with a strategic lead role and a direct teaching role. Our new SENCo is in post and working on SEND priorities – with the L.A, the leadership team and staff colleagues. A new staffing structure will be in place for September 2017/18- with new appointments impacting on the shape and balance of this team.			
	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	Sept. 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.	Performance mgt. targets have been set and reviewed with all staff- informed by teaching observations (involving YGLs), pupil progress meetings and other self-review exercises-- recommendations have been communicated to staff through CPD and fed into individual performance mgt. meetings to inform and improve 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	Sept. onwards		All staff understanding and following expectations and routines that are supportive to pupil wellbeing and outcomes.	A new staff handbook is in place and has been shared with all staff- to support consistent delivery of routines and expectations. Spring term- we hosted four trainee teachers (from St Marys) - who were inducted accordingly. One has been appointed to HHJS for September. 2017/18 induction routines are being finalised.			
	To add to our pupil leadership structure by developing roles such as Peer Mentors.	Leadership Team	Sept. and termly	Resources for	Pupil involvement and engagement in school decision making,	Peer mentor training (via the LA) has been completed- and this team of pupils is now in place to			

		Curriculum leaders		identified monitors	leading to increased pupil opportunities and experiences.	provide support to other pupils on the playground. They meet with Alan / SMSAs on a weekly basis. Enhanced roles for Pupil Parliament and School Council are in place- with a positive response. Sports Leaders, Reading Mentors, Music/ Garden leaders have all developed their roles this year. House Captains is a role to consider for 2017/18.			
	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.	Two parent workshops have been completed- with a focus on improving annual pupil reports and homework procedures. Additional PPG parent engagement sessions have been provided and well responded to.			
1.2. To promote the well-being of all staff.	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.	AW AA	Sept. onwards	Jan INSET speaker tbc	Staff wellbeing considered and supported within new initiatives and expectations.	Our spring term Federation CPD Day had a focus on staff wellbeing and was responded to positively. Staff feedback has been sought in regard to how to promote and sustain staff well-being – a staff led (and DFE informed) Action Plan is now in place and will be developed further in 2017/18. We now celebrate our staff “Heroes of the Week”. Staff have been able to access our Place to Be counselling team this term. We have put in place regular supervision for staff who work with an SEMH pupil. An updated policy will inform how we monitor and support heightened staff absence levels for identified individuals.			
	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 teams feed their forward planning ideas into the leadership team through their line managers. Staff views are sought and responded to.			
	To have a shared expectation at HHJS of a culture of trust and respect.	All staff	Always		Staff feeling valued and respected.	We have a commitment to promoting these values and have made progress towards embedding practice that is supportive to this. This has been impacted on by feelings of uncertainty – which are due to financial/ budget concerns.			
1.3. To ensure that curriculum leadership informs	For curriculum leaders to clarify curriculum action priority targets (2016-17) for their subjects.	Curriculum leaders	Sept.	Science Mark TBC	Curriculum audits and evidenced actions that lead to improved outcomes for pupils.	All Curriculum Leaders have met with C. Capon to identify and prioritise curriculum subject targets. This practice will continue to inform our curriculum leadership and delivery.			
	To have a clear structure and expectation of curriculum leadership	Curriculum	Termly	capitation bids	Best value achieved- with well-resourced	Curriculum capitation bids have all been completed- in line with an aim of best value resourcing and			

positive outcomes for pupils across a broad and balanced curriculum that is skills based, complies with NC requirements and enables pupils to be curious, creative and inspired.	(resourcing, budgeting, evidencing leadership support and reviewing impact).	leaders		totalling £9,000	and well led curriculum areas, leading to high quality curriculum delivery.	forward curriculum planning. Financial constraints have impacted on future resourcing planning, decisions have been taken with this context in mind.			
	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.	Performance mgt. meetings have informed this process. Additional time is being provided to curriculum leaders in order to ensure foundation curriculum structure and consistency.			
	To restructure the main staff area server to improve access to planning and reviews.	CC AA	Sept. onwards		Improved access to planning and documentation that is supportive to enhanced and efficient curriculum delivery.	Expectations have been clarified. Progress is ongoing. Additional time is being provided in the summer term for teams to work on this.			
	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, this has been informed by weekly curriculum leader meetings with C Capon- which have continued throughout the spring/summer. We will use White Rose maths planning from September 2017.			
1.4. To ensure a high quality learning environment for the HHJS community.	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.	Audits have been completed- priorities have been identified and actioned (with an awareness of financial constraints)- we are seeking further parental/ voluntary activity to support with aspects of this.			
	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.	A display audit has been completed- with a positive response and well received by visitors and prospective parents. Ongoing monitoring is required (alongside aspects such as making better use of wall space in the School Hall).			
	To create and monitor a sustainable asset management plan.	SLT JP	From Sept.	To consider	Best value and sustainable budget planning.	Via FGB/ finance committee. Progress is being made- there are barcode reading scanner issues.			
1.5. To re-locate our school library and ensure access and impact.	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 and agreed at Finance Committee meetings. A Fundraising Plan has been developed- with ongoing input and meetings involving SLT, FGB and PTA. Communication to our school community has been via the newsletter and has been responded to.			
	To fund, site and deliver a new library at HHJS.	AA AW SP	Spring Term (tbc)	School + PTA	A new library to be in place and well received.	As above. Progress is ongoing. Timescales are dependent on the response to summer term planning meetings.			

		JP Govs							
1.6. To ensure the promotion of British values is embedded across the curriculum and shared with our community.	To enhance pupil's understanding of British Values through our curriculum, assemblies, website and other communications.	AA EM Curr Leade rs	Autumn onwards		Children are able to articulate the school commitment to British values.	SIP input has been supportive to more explicit links being made in assembly to the specific British Values. Our practice has been informed by an external CPD session (September)- a related hall display is also in place. British Values Week highlighted this enhanced approach and was responded to positively by our children, staff and parent community. Our HHJS General Election and Pupil Parliament election were well organised and very positively responded to.			
1.7. To develop further federation links with CIS.	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	Sept. onwards		A strong partnership across the federation that ensures sustainability.	Meetings are ongoing- with regular sharing of policy and practice.			
	For FST meetings to be strategic and focused on the achievement of federation priorities.	as abov e	as above		Federation targets achieved.	SLT Performance mgt. targets have been set and will link directly to federation priorities.			
1.8. To ensure that CPD is clearly linked to improving the quality of teaching and learning.	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	Sept. and termly	to be clarified	A programme of CPD that is supportive to professional development and leads to improvements in teaching and learning,	The termly programmes have had a positive response from staff – the programmes were informed by school self-review and performance mgt procedures and linked 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	Sept. onwards	SPARK TSA SD income	as above	SPARK input has been beneficial in regard to SIP input, curriculum development and progress and reporting aspects. The TSA decision in regard to our Teaching School status will remain under review until 2017/18. We have hosted two School Direct placements in the autumn and spring term. We have developed beneficial links with St Marys' University and are one of their Strategic Partners.			
1.9. To ensure increased sport premium	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.	Our 2015/16 Impact statement is on the website and has informed planning for 2016/17.			

funding leads to enhanced and positive outcomes for pupils.	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 has been uploaded to the website and is due to be reviewed. New sport kit has been sponsored, purchased and well received- supporting pupil aspiration and pride. Funding has been used to positively support resourcing, participation (in events) and the role of our Sport Leaders.			
1.10 to keep spending under review and develop income generation strategies	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	Sept. 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 the focus of the Finance Committee, SLT and FGB. SPARK/ AFC input has been sought and responded to. Additional revenue streams have been highlighted (by the premises committee) e.g. club site hire and taking over the after school provision (The Hub). Andrew and Alison have reported to the staff team and sought their input. We are signposting national and local funding concerns to our community via the PTA and our weekly newsletter. A budget has been set for 2017/18. No staffing redundancies were required.			

SECTION TWO			OUTCOMES						
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG		
							AUT	SPRI	SUM
2.1. For 70% children to achieve the 'expected' standard in maths, reading and writing, in order to be above national averages and	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 and leadership meeting time has focused on how to make best use of progress and attainment data in order to inform performance mgt. meetings and pupil progress meetings. This process has linked into teaching observations, which had a focus on differentiation and pupil questioning. Some aspects of data analysis remain ongoing (see Pt3.1)			
	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	Our self-review schedule is being completed, with an increased Year Group Leader role and SPARK input- identifying areas for development e.g. consistent delivery and achievement of age related			

closer to LA averages.					progress and pride in books.	expectations (ARE). This process is being reviewed, to inform 2017/18 expectations and timescales.			
	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/ spring term observations of teachers and LSAs identified 90-100% teaching as good or better- areas of development have been fed back through Performance Mgt. and CPD sessions in order to inform and improve the delivery of individual staff.			
	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 was reviewed in January- two members of our SEND team retired at Christmas which impacted on our delivery- our new SENCo has been in post since April. End of summer term data will inform our success towards this target.			
2.2. To narrow the gap in outcomes for identified cohorts (e.g. PPG/ Disadvantaged pupils).	To summarise PPG 2015/16 spending impact (based on progress data) and use this to inform proposed 2016/17 PPG funding. To produce a summary action plan documenting our PPG priority actions for 2016/17.	PJ AW AA	Sept. onwards	PPG Fund	Improved outcomes with gaps closing for PPG funded pupils (making at least four point of progress).	Our 2015/16 impact statement has been completed and has informed 2016/17 planning. Our 2016/17 PPG strategy is in place and is being monitored for impact- informed by our PPG SPARK audit. PPG Action planning is being led by our PPG lead (Polly)- and aligned to performance mgt. meetings and Pupil Progress meetings. A recent PPG Learning walk will feed into forward planning for 2017/18.			
	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.	Spring data informed a new intervention programme for Spring/ summer term- with a focus on children in danger of not achieving ARE (Age Related Expectations). We have refocused some additional support to the lower school, post Y6 SATs. Outcomes will be fully reviewed when we receive end of KS2 data.			
	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). Analysis of data has led to the introduction of mixed ability sets for Y3 maths- which will be widened across the school. Additional booster interventions have been focused on Y6. Additional LSA support has been targeted towards identified, individual Y3 pupil need.			

SECTION THREE		TEACHING, LEARNING AND ASSESSMENT								
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG			
							AUT	SPRI	SUM	
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.	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	Sept. 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.	Pupil progress meetings were fully informed by Classroom Monitor data. We have used a range of new summative assessment materials. These will inform teaching assessment judgements in regard to attainment and progress. Our Assessment Policy is being aligned to our Marking and Feedback Policy.				
	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 has informed and improved our procedures- this is ongoing. Our annual pupil report format has been reviewed and re-structured- following consultation, and with an awareness of related workload concerns. Transition procedures were well received and effective for our current Y3. The 2017/18 schedule is fully in place and supportive to KS1 and KS3 links. Assessment procedures are aligned to our school self-review schedule- timescales have been met, with procedures informing our planning and delivery. The way that pupil data is presented has been improved- to better ensure that the process of analysis and identification of children who are operating significantly below ARE informs positive outcomes- this requires ongoing input.				

SECTION FOUR		PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE								
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG			
							AUT	SPRI	SUM	
4.1. To embed our Learning Behaviours and Good to be Green model across	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.	This was reviewed by the leadership team and included wider staff view. The relevant NPQML projects successfully achieved the national qualification. Identified Y3 and SEMH pupils have required additional and focused input- including outside				

all settings, to support positive behaviour for learning outcomes for all pupils.						multi-agency support. Additional EP hours have been supportive to this. Identified pupils are requiring additional reward systems – staff CPD and our new SENCo (Tracey) have impacted positively on this.			
	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	Sept.		All staff following clear and positive expectations that support positive learning behaviours and wellbeing for all pupils in all settings.	The SMSA Team have had additional CPD input to support their involvement in this system. Positive responses from guest teachers and other colleagues (through P.Mgt.) have been received in regard to the positive and consistent impact of Good to Be Green. Areas identified as requiring improved clarity have been responded to.			
	To monitor, review and respond on a termly basis.	JE EC EM	termly		Positive systems that are fully embedded and sustainable.	Autumn term data highlighted the additional needs and challenges presented by newly arrived and SEMH pupils. Spring/Summer term data has informed next steps. We have referred to the LA for additional input/ advice for three pupils with challenging behavioural needs and arranged restraint training for a further three staff members. SENCo summer term input and parental engagement has been supportive to positive outcomes.			
4.2. To improve the quality of opportunity and interaction that the children experience on the playground	To audit the views of pupils and other stakeholders as to their experience on the playground.	AA AW	Aut.		Pupil view (and the views of others) informing improved resourcing and delivery.	A summer term audit was completed and has informed resourcing and delivery.			
	To prioritise required responses in terms of resourcing, organisation and CPD.	AA AW	Aut. onward		As above- with a focus on priority decision making.	We now have a set of new resources- purchased through The School Association, Sainsbury's vouchers and parental donation. These are managed on a rota basis by the SMSA team- this is reviewed on a weekly basis at team meetings.			
	To implement required changes and review the impact.	AA	Aut. onward	TBC	Improved playground access, engagement and enjoyment for all pupils.	The role of Sport Leaders and Peer Mentors has been very effective and had a positive response from pupils. Further pupil feedback is being sought in the summer term and will be responded to.			
4.3. To progress towards the Healthy	To clarify the criteria required for this level of award	CW & CW	Aut.		Progress toward the award.	The Green Mile is being trialled across the school- although it is dependent on timetabling considerations.			
	To complete the application process and forward our bid.	CW & CW	Aut.	TBC	Action plan completed and accreditation	Ongoing progress towards the award is being monitored and responded to.			

School Silver Award.					achieved – promoting, celebrating and supporting improved healthy outcomes for the HHJS community.	We successfully bid to be involved in the London picnic ‘Food Matters.’ A very positive event for our pupils.			
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SECTION FIVE		PREVIOUS INSPECTION RECOMMENDATIONS							
Targets	Steps to Success	Who	When	Funding	Outcomes	Progress	RAG		
							AUT	SPRI	SUM
5.1. To support pupils at HHJS to gain a deeper understanding of the way that people in Britain from different backgrounds live and think.	To provide opportunities for our pupils to develop their awareness of other communities in the UK.	YGL/ curr leade rs	Aut onward		Increased pupil awareness of different setting and experiences.	We have supported improved pupil awareness and understanding through more explicit use of whole school assembly times. British Values Week (Spring term) was very successful and well responded to by our pupils and community.			
	To provide opportunities for our children to develop links and communications with people in Britain who come from different backgrounds.	YGL curr leads	Aut onward		Increased awareness of and engagement with other communities.	As above- further work is required to develop sustainable links in regard to this target. School residential trips and visits are supportive to this aim. British Values Week was also supportive to this aim.			
5.2. To ensure governance provides challenge and support.	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	Aut.	TBC	A clear set of short term and longer term goals that are aspirational, communicated and achievable.	Governor related School Improvement Priorities have been delegated to sub-committees- with clear Terms of Reference and termly expectations. Progress has been reviewed, and will inform 2017/18 priorities.			
	For these priorities to be delegated to our FGB, strategy group and committee structure and actioned as required.	ADL AW FGB	Aut. onward		Delegated targets with clear lines of responsibility and timescales that are achievable.	All committees have clear Terms of Reference and termly schedules/ agendas- responsibility for our policy review timetable has been successfully aligned to sub- committees. We are looking to make use of local/national comparative data in our KPIs’- to better highlight and identify priorities.			

	For progress towards these priorities to be evidenced and reviewed with appropriate levels of challenge and support.	com mitte chairs	Aut. onward		Targets achieved and evidenced – leading to positive outcomes for pupils and the HHJS community.	2016/17 SEF and SIP have been fully reviewed in order to inform 2017/18 priorities.			
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