



# Hampton Hill Junior School Development Plan 2020-21

## 'Love Learning, Love Life'



Chair of Governors : Billy Day

Head teacher : Alan Went

# Hampton Hill Junior School Development Plan 2020-2021

## Key Priorities for 2020-21

**Priority 1: to ensure we deliver an inspiring and inclusive curriculum.**

**Why was this chosen as a priority?**

- To enhance and improve our curriculum offer.
- To ensure alignment to national requirements and expectations.

**What will success look like?**

- The delivery of a high-quality curriculum that engages pupils and supports their progress and attainment.

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/ curriculum and YGLs	Actual Impact		
						Dec 20	April 21	July 21
To ensure our planned and delivered curriculum is fully aligned to new national expectations.	Curriculum leaders will clarify our curriculum intent- including for each subject area. This detail will then be communicated accordingly.	Sept onwards	Intent statements in place and accessible (e.g. website) - informing a sequential, logically planned HHJS curriculum that is fully aligned to national expectations.	CPD costs	Subject leader action plans/ reviews. Year group termly curriculum reviews.	MA/ PJ met with each curriculum leader to finalise subject intent statements- detail is being added to our website.	Detail is on the website- with further additions to follow (e.g. Music)	Content is in place for all subjects- with further detail to follow
	Identify gaps in subject area programmes of study and amend/ enhance as needed. Liaise with CIS curriculum leaders to ensure a cohesive approach from EY through KS1 to KS2.	Sept onwards- with termly reviews	Engaging and inclusive KS2 programmes of study in place for all subjects that are fully aligned to statutory requirements and supportive to positive federation outcomes.	CPD costs	As above.	Year group curriculum overviews have been updated and uploaded to our website- FST and CIS links are in place – to be developed further in Spring.	Lockdown has impacted on this priority- with some progress ongoing.	Positive work has been ongoing- links with CIS have been impacted on by CV19.

	Deliver all required skills and knowledge across our curriculum.	As above	Children accessing all aspects of age-related learning.	Cap bids	Website. SIP termly reports. School self-review schedule. Math mastery input.	Our autumn curriculum delivery has responded to the challenges of lockdown and is due to be reviewed.	Spring term curriculum delivery has been remote – but in line with the expected offer.	We have worked hard to prioritise and deliver required summer term skills.
	Ensure our curriculum reflects our local context, is supportive to children's cultural capital, develops their awareness of inclusivity and understanding of British Values, ensures a BAME perspective is represented across our curriculum and develops sustainability awareness.	As above	Memorable and vibrant opportunities for pupils- who all feel represented by an inclusive ethos and curriculum, with an increased awareness of local and sustainability issues.		Pupil and parent feedback. Pupil voice surveys.	Our autumn term curriculum and assembly schedule has supported this aim. CV19 has impacted on residential trips/ visits and community links.	Lockdown has impacted on community and cultural links. Involvement in AfC racial justice networks will inform our forward planning.	AFC Network meetings attended- Progress has been made in regard to a curriculum that fully represents our community - with work ongoing.
	Ensure statutory documents are fully implemented (e.g. Sports Premium/ PPG Plan) and inform and enhance our practice.	September	High quality interventions and improved outcomes for pupils- including our most able and disadvantaged pupils.	PPG/ Sport Prem. funds	FGB/ sub-committee input/ reports. Pupil progress meetings. Sports Mark. PSQM- Primary Science Quality Mark.	New Sports and Pupil Premium Plans are in place. A staff CPD session was supportive to the PSQM (science) process.	Lockdown impacted on how funding was directed (e.g. Teammates and home access to laptops). The PSQM is likely to be delayed.	Statutory docs in place- others e.g. PSQM postponed due to CV19.
	To have school self-review and assessment procedures in place that	Sept onwards	Pupil's successfully accessing required skills and knowledge, transferring this	CPD costs/	Pupil progress data (Y3-6 termly).	Our schedule is in place. CV19 has impacted on	Spring term judgements will be	CV19 has had a significant

	are mindful of staff workload and inform the implementation and impact of our curriculum provision- to help ensure that pupils are on track to reach clear end points and achieve well in end of KS assessments.		to long term memory and being prepared for the next stages of their education. Pupils on track across the key stage. High end of key stage outcomes- in comparison to national and local data.	release time	School self-review schedule. Curriculum reviews (termly). IDSR/ FFT.	timescales- e.g. teacher observations postponed to the spring. Pupil progress meetings scheduled for December.	mindful of lockdown whilst aiming to inform summer term interventions and priorities. Y6 SATs have been cancelled – the impact on transition data will need consideration.	impact on assessment procedures (e.g. no SATs) Optional Y4 MTC and Y6 Moderation exercise completed- work ongoing
	Provide CPD and resourcing that is supportive to teacher expertise and delivery.	Sept onwards	High quality teaching and learning in place for all pupils.	CPD/ Cap. bids	Teaching observations/ CPD feedback.	In place and impacting (e.g. IT, science, Art, DT). SPARK and National College links in place.	School based CPD has prioritised our Remote Education offer – wider virtual AfC CPD has informed our practice.	Internal and SPARK/ maths Hub CPD has been supportive to staff development

**Priority 2: to further develop the positive impact curriculum and year group leaders have on the quality of teaching and learning.**

**Why was this chosen as a priority?**

- To build leadership capacity across the school.

**What will success look like?**

- School 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: SLT/ Ldrshp tm	Actual Impact		
						Dec 20	April 21	July 21
For year group leaders to lead on aspects of our school self-review schedule.	Ensure our school self-review schedule includes specific YGL input that is communicated, deliverable and supportive to curriculum development and improvement.	September onwards	School self-review informing improvements in teaching and learning: Children knowing, doing and remembering more.	YGL Release time CPD	Pupil Progress Meetings. YGL termly reviews. School self-review schedule. A/F committee meetings.	Year group leaders have carried out Year group learning walks to inform their leadership.	YGL's prime focus has been on supporting their teams during the period of lockdown and return.	CV19 has interrupted our self-review schedule but YGLs have taken a central role in progress towards leadership priorities.
For subject leaders (And leaders of SEN/ PPG/ EAL and SRP) to have overview and leadership input into our curriculum.	Clarify (subject) intent statements. Identify subject priorities that inform Curriculum Action Plans (20/21) for each subject area. Use this detail to inform/ improve curriculum development, design and delivery.	Sept onwards- with termly reviews	Distinctive curriculum intent and a logical, progressive and sequential curriculum across all subject areas. Consistent curriculum width, opportunities and outcomes for pupils across the school.	Release time CC meetings  CPD cover	School self-review (joint monitoring, planning, book looks, pupil voice). Curriculum action plans and year group evaluations. SPARK Networks. A/F reports.	Intent subject statements have been clarified and subject priorities have been identified to inform action planning.	Subject leaders have helped to inform our remote education offer this term- with specific EAL/SEN/ SRP/PPG/ input also.	Subject leaders inputs have informed curriculum development this term.

**Priority 3: to ensure that gaps in children’s learning across the curriculum (due to lockdown) are identified and addressed.**

**Why was this chosen as a priority?**

- Due to the impact of CV19/ lockdown on curriculum delivery and pupil progress, attainment and confidence.

**What will success look like?**

- Priority skills gaps identified and responded to.
- Full curriculum offer in place (by summer term 2021).
- Children on track to reach Key Stage 2 end points.

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: Curr Idrs/ YGLs/ SLT	Actual Impact		
						Dec 20	April 21	July 21
To identify and prioritise curriculum gaps that children have experienced (due to the impact of the CV19 lockdown), and then address.	Year group teams and curriculum leaders to audit gaps in the planned and delivered curriculum that children have experienced (since spring term 2020 lockdown) and make decisions in regard to skills/ knowledge priorities, and resolve accordingly.	Autumn term onwards	To ensure children have the required curriculum access to progress towards KS2 end points.	Curriculum resources TBC.	CAPs and termly reviews. School self-review. A/F input.	This has been a year group priority and is informing additional resourcing and interventions (e.g. Catch-up input).	Pupil response to our remote education offer will inform ongoing teacher assessment- now pupils have returned to the site.	Summer term identification and response to curriculum skills gaps (through quality first teaching and additional groupings (Catch Up fund) and resourcing has supported delivery and pupil progress.

**Priority 4: to ensure that we are supportive to staff and pupil wellbeing.**

**Why was this chosen as a priority?**

- Staff team feedback and response.
- Impact of CV19 on staff and pupil wellbeing.

**What will success look like?**

- All staff and pupils feeling safe, 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: SLT/ Govs	Actual Impact		
						Dec 20	April 21	July 21
To ensure regular and effective staff support, engagement and communication is in place- identifying and responding positively to wellbeing and workload issues.	Provide a culture of openness for all staff to feel valued and listened to- proactively responding to identified issues- with specific awareness of school priorities such as SRP/SEND/ Safeguarding.	Sept onwards	Wellbeing and workload issues identified. Staff feeling their concerns are responded to positively. Staff feeling able to manage workload and enjoying coming to work.		Staff survey/ Office vibe. Leadership Team input. PP committee meeting reports.	This has been a priority across all staff teams- informed by audits and surveys. There have been significant challenges but staff have responded very positively and collaboratively	It has been a challenging term. All systems that are in place have aimed to be supportive to this priority. Teams have responded extremely well to the spring term lock down period.	As in the spring term- CV19 uncertainty has created challenge. Issues raised (e.g. through staff survey) have been responded to positively.
	Have a system of communication in place (dates and expectations) - monitor for deliverability and respond accordingly.	Termly	A shared awareness of expectations and deadlines- with a positive impact on staff wellbeing and workload concerns.		As above.	As above	Regular and clear communications to all teams have been in place and well responded to.	In place- with an awareness of the challenge of a busy and uncertain

								summer term.
	Provide regular and additional professional time for identified school priorities- with an awareness of potential pressure points.	Termly	Positive staff response, deadlines met and events delivered.	Staff release costs	Staff survey/ view  Leadership Team feedback.	This has been directed towards subject/ SDP priorities.	Not deliverable during lock down. Additional time (following the wider reopening) has been directed towards year group teams.	Staffing capacity has allowed this to be more deliverable this term- A schedule is in place.
	Promote wider wellbeing initiatives (Yoga/ choir/ secret friend/ Parent code...).	Sept onwards	A positive professional culture and staff cohesiveness.		PP committee reports and input. Leadership team input.	Work ongoing: e.g. Low-profile weeks and on-site staff social events	Additions (e.g. staff dance sessions) have been well received.	As in previous terms- positive steps with work ongoing.
	Ensure site and resourcing issues that impact on wellbeing are identified and resolved.		A working environment that is supportive to work load and wellbeing issues.	Costs TBC AFC Bid agreed	Termly site audits/ admin briefings.	CV19 implications have been responded to (e.g. new refreshment areas). AFC H&S audit/ action plan completed.	Work on this year's bid is now complete. A further successful capital maintenance bid has been submitted.	School actions completed- with a response from AFC that has lacked clarity (e.g. capital maintenance).
To ensure systems are in place to identify/ highlight and respond to pupil well-being	Monitoring the safe return and attendance of all pupils to school- and responding to	Sept onwards	Pupils able to articulate their feelings/ worries/ concerns and these being responded to.	PPG funds. Sport Premium funds.	Pupil/ parent/ staff voice. Audits/ surveys (e.g. School Council).	The return of all pupils has been an autumn term priority-	The school has reopened to all pupils. Input is in place to help	In place and ongoing



issues- individually and cohort based.	concerns or barriers that are identified.			Catch up/ laptop funds		attendance: 97.2%. Barriers have been identified/ responded to.	address identified barriers.	
	Providing curriculum and additional pastoral/ behavioural support to individuals and cohorts as needed (e.g. P2B/ Trailblazer).	As above	Pupils feeling positive and fully engaged in school life and participating in a range of opportunities.	As above	P2B	Cohort and individual needs have been identified and responded to through pastoral and curriculum support.	This has been a central priority – inputs from staff and external agencies have been well received.	In place and ongoing- with P2B and Trailblazer reviews completed to inform forward planning.
	Responding to children’s individual needs (e.g. health/ SEND) and the ongoing impact and implications of CV19 (quarantine/ shielding...).	As above	Pupils attending school- or accessing an appropriately levelled remote curriculum.	As above	EHCP funding.	Staff have liaised with external agencies and families. Remote learning is in place and being accessed.	As above. EHCP bids have been submitted to Richmond and Hounslow LAs for consideration.	Catch up premium and other supports have impacted positively. Wellbeing and attendance issues tracked and responded to.
	Ensuring a cohesive and thorough transition and induction programme for all pupils- with any	Autumn (KS1) through to spring/ summer term (KS1 and KS3).	All pupils are supported to feel prepared for their next stage of education.	Release costs	Pupil and parent voice.	Y2 virtual parent tour/ presentation circulated to all prospective families.	Y3 Admissions Day/ National Secondary Offer Day have been responded to	CV19 has impacted on our transition schedule- but it has

	CV19 implications addressed.						positively. Summer transition schedule to follow.	been adapted and is in place and supportive to children and families.
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**Priority 5: to embed practice that supports positive reading outcomes for all pupils**

**Why was this chosen as a priority?**

- To ensure children’s reading ability is supportive to their full curriculum access.

**What will success look like?**

- Children enjoying age appropriate reading opportunities and progressing well across the 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: PJ/ SLT/ YGL	Actual Impact		
						Dec 20	April 21	July 21
To ensure practice is in place that supports positive reading outcomes for all pupils.	Ensure quality reading opportunities are evident across our curriculum for all cohorts- through Quality First Teaching, a new approach to guided reading and targeted interventions (Y3, Echo, SEN, EAL and PPG). Assess and	Sept onwards	Positive reading progress and attainment data. All pupils accessing age appropriate tasks and relevant schemes of work. Positive response to reading at HHJS (from pupils/ parents/ staff).	Resourcing- TBC	Curriculum reviews. Termly year group reviews. Pupil reading progress data. Pupil voice.	Successful Y3 pupil transition has been prioritised. Additional resources and interventions are in place.	Reading has remained a remote education priority. Support and resourcing will be informed by year group assessments and screening activities.	Additional summer term inputs have focused on reading- library access/ SPARK book awards/ literary festival/ Alligators

	<p>Communicate reading progress and targets to children and parents. Make best use of our school library and external links (e.g. HH Library summer reading project) to support this outcome.</p>					<p>Library is fully operational and in regular use- in line with CV19 guidelines.</p>	<p>Our library has re-opened for all year groups- with a positive response. We have been involved in the AFC SPARK Book Award Project.</p>	<p>mouth visit/ reading week/ Bedrock vocabulary. Impact has been positive.</p>
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