



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 2019-2020

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.			
	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.			
	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.			

	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.			
	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.			
	To have school self-review and assessment procedures in place that 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.	Sept onwards	Pupil's successfully accessing required skills and knowledge, transferring this 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.	CPD costs/ release time	Pupil progress data (Y3-6 termly). School self- review schedule. Curriculum reviews (termly). IDSR/ FFT.			
	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.			

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/ Leadership team	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.			
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.			

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.			

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- with a commitment that there will be a proactive response to issues as identified.	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.			
	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.			
	Provide regular and additional professional time for identified school priorities- with an awareness of	Termly	Positive staff response, deadlines met and events delivered.	Staff release costs	Staff survey/ view Leadership Team feedback.			

	potential pressure points.							
	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.			
	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.			
To ensure systems are in place to identify/ highlight and respond to pupil well-being issues- individually and cohort based.	Monitoring the safe return and attendance of all pupils to school- and responding to concerns or barriers that are identified.	Sept onwards	Pupils able to articulate their feelings/ worries/ concerns and these being responded to.	PPG funds. Sport Premium funds. Catch up/ laptop funds	Pupil/ parent/ staff voice. Audits/ surveys (e.g. School Council).			
	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			
	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.			

	Ensuring a cohesive and thorough transition and induction programme for all pupils- with any CV19 implications addressed.	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.			
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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.			

	<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>							
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