



Headteacher: Alan Went
Deputy Head teacher: Mandy Appleyard
Assistant Head teacher: Polly Jones

Chair of Governors: Deb Long
Vice chair: Barbara Clifford

End of autumn term updates: in blue

spring term: in purple

summer term: in green

SCHOOL CONTEXT

- HHJS is a three-form entry community junior school- federated with Carlisle Infant School (CIS) and serving a community that is largely from privately owned accommodation in Hampton Hill, although the school population is more mixed than it may appear- set within a broadly prosperous area, but with pockets of deprivation, a women's refuge and adjacent to the Hanworth ward (London Borough of Hounslow), which is in the top 20% of deprived wards in the country. A percentage of our pupils reside in this ward.
- We have a Specialist Resourced Provision (The Garrick Garden) on site for six pupils with SEMH needs. [Three autumn term placements have joined- one is currently receiving remote education \(due to family placement\).](#)
- Our breakfast club and after school provision (The Hub) are on site and well attended with positive responses from attendees. [Our new federation model of after school provision \(Hub and Treehouse\) is fully in place and operating well.](#)
- We have a wide range of external validations that are indicative to our ambitions (e.g. London School for Success, Garden, Sing Up). The School Travel Award (STARs), Attachment Aware School Award, PQSM and PQGM have recently been achieved. [Other accreditations are due to be updated \(e.g. Healthy Schools and Sports-mark\).](#)
- We have been a strategic partner to St Mary's University (ITT) and benefit from positive links with them. [We have hosted one successful placement in Y6.](#)
- Applications for placements into Y3 continue to be high. Applications for Sept 2022 were 153 (77/78 from CIS). [November open mornings have been supportive to promoting the school for 2023/24, within the context of falling rolls locally.](#)
- Pupil mobility is broadly for housing and economic reasons- with private school placements also being a contributing factor. [All new arrivals have been welcomed with a comprehensive induction programme.](#)
- Attendance and punctuality have historically been consistently high and are proactively promoted. Barriers are identified and support is put in place. [CV19 impacts have decreased this term. Other impacts have been evident \(See KPIs\)](#)

- We have positive responses to staff wellbeing surveys, with no significant trends highlighted. [Following our most recent survey, individual support has been offered as needed.](#)
- Racist Incidents and discriminatory behaviours are always recorded and responded to proactively. [Incidents this term have been followed up \(see KPI data\).](#)
- Fixed term suspensions are used as a last resort and are operated in line with a commitment to positive behaviour outcomes. [Two pupils have received fixed term suspensions this term- reintegration meetings were held and multi-agency support is in place. We had a decrease in the number of report cards from autumn 2021 to 2022 \(6 to 2\).](#)
- We are committed to proactive safeguarding and well-being practices. [An AFC autumn term audit will inform our ongoing practices.](#)
- Pastoral and mental health programmes (e.g. Trailblazer/ P2B) are in place to support pupil, family and staff wellbeing.
- [We now use a new tool \(Insight\) to track core curriculum progress and inform our curriculum and delivery.](#)
- We are committed to offering the children a wide range of additional opportunities to enjoy and participate in (e.g. sport, music, drama-see rotas). [Choir numbers have increased significantly and enhanced our Christmas concert \(Freedom, Peace and Joy\).](#)
- Parental links are positive and related events are well responded to, both in terms of community benefit and fundraising capacity. PTA post holders, Class Reps and onsite parent helpers are back in place. A range of related events have been well delivered and received (e.g. parent curriculum workshops, jubilee celebrations/ adventure playground opening, instrumental concerts, Y6 production and Fiver Challenge...).
- Parent feedback is generally very positive and supportive (see surveys). Parental communications are responded to in a timely manner with an aim of positive resolution. Summer term communications (about transition and class mixes) were all responded to. [A recently circulated federation/ transition survey has been collated and will be followed up.](#)
- GDPR monitoring is in place (Satswana)- with any required actions followed up. [No significant issues were reported this term.](#)
- Barriers to learning for vulnerable pupils are identified and responded to, supporting positive outcomes (see PPG Strategy, SEND/ EAL data). Summer term transition work was supportive to this. [A review of Y3 transition is due to be followed up.](#)
- HHJS is an old site and requires ongoing and regular maintenance. Successful, significant capital maintenance bids have been submitted to the L.A- with work ongoing. [An AFC Health and safety audit is due to be completed before the end of term.](#)
- The school budget had been in a very secure position due to sound financial management. CV19 and lockdown impacted negatively on revenue and costs. Our response to this has been robust and ongoing. The 2022/23 budget has been set. [Work is ongoing to reduce the impact of a potential future deficit, alongside focusing on a shared federation budget.](#)

Context data:

	2021/22 summary	Autumn term 2022	Spring term 2023	Summer term 2023
Number on roll	357 (boy 197 girl 160)	358 (boy 194 girl 164)		
PPG	16%	16.7%		
EAL	25.7%	31%		
SEND	16.1% (27 EHCPs)	13.9 (23 EHCPs)		
LAC	1	2		
Mobility	12 leave/ 11 arrive	2 leave/ 9 arrive		
Attendance	95.3%	94.6%		
Persistent absences	10%	15%		
Punctuality: 6+ lates	28 children	10 children		
Racist incidents	6	0		
Suspensions	1x 1.5 days	2x1 day 1x2 days		

PROGRESS MADE TOWARDS AREAS IDENTIFIED DURING THE LAST OFSTED INSPECTION**To do:**

Help pupils to gain a deeper understanding of the way people in Britain who come from different backgrounds to yourself live and think:

Progress made:

- An improved assembly structure and Jigsaw PSHE scheme are in place and supportive to pupils developing a wider community and cultural understanding. This is further supported by an increased focus on diversity and global citizenship. A Monday morning virtual pupil briefing promotes key weekly messages. Diversity Week was well delivered and received (Rainbow and Glitter Day). [Our recent advent assembly was led by Derek Winterburn \(St James's church\).](#)

- Pupils take lead roles in charitable, sustainability and community events and projects, widening their perspective and awareness (e.g. Sports Relief, Junior Travel Ambassadors, Red Nose Day, remembrance, support for Ukraine). The Y6 Fiver challenge was a successful community event. [The Hampton Hill Christmas Parade returned- it was great to participate.](#)
- Positive links are made to community groups and events (e.g. St James' church (Harvest/ Remembrance/ Christmas), our MP, local gardening groups, council officials and Hampton Hill community or sustainability related issues (Safe travel/ High Street Mosaic/ village voice/ HH Parade)). Pupil involvement in St James's' church summer term nature count was a lovely link. [Links to Good Gym were beneficial and this term's dig day was a great success and supportive to our garden awards.](#)
- Wider community considerations that promote British values are proactively encouraged and discussed (e.g. HH elections, Black History celebrations, links to uniformed organisations and links with local religious and community groups). International Languages Day and International Day were successful community events.
- Enhanced pupil leadership and decision-making opportunities are in place and well responded to (Smart School Council, Garden Leaders, JTA's, Librarians, Mental Health Champions, Friendship Buddies...). [Young Interpreters have been a great addition to this.](#)
- Community links are in place. [Work experience and D of E opportunities have been provided to ex-pupils.](#)

QUALITY OF EDUCATION

Our current judgement against ofsted grade descriptors: GOOD

INTENT:

- Our curriculum intent is aligned to our KS2 end points, positive attitudes and future learning- as evidenced by KS3 transition feedback.
- Our curriculum is suitably wide and ambitious and intended to support children to feel that they can succeed in life- with an awareness of the school's local context. [Autumn term curriculum reviews will inform forward planning.](#)
- We work and plan in year group teams to ensure content and delivery are supportive to our curriculum ambitions (see planning).
- We are committed to addressing social disadvantage or deficits that have been identified and we put support in place accordingly, including input from external support agencies. We have collated a cultural capital grid to highlight our commitment to this.
- Our Pupil Premium Strategy highlights our commitment to positive outcomes for pupils. [A recent successful UCL STEM trip was well received \(girls into F1\).](#)
- Our curriculum is designed to support all pupils to gain the knowledge and skills they need to succeed. It has a coherent intervention schedule, focusing on children in the bottom 20% nationally. Interventions are for set timescales, to avoid curriculum narrowing. [Autumn term pupil progress meetings will inform spring term provision and interventions.](#)

- We are committed to supporting pupils to read enthusiastically and at an age-appropriate level (see reading data). New reading resources are in place to support less confident readers. Read Write Inc/ Nessie resources and interventions have been supportive to pupil progress. We have lunchtime library access and a book club in place for pupils. [We are currently engaged in training in order to implement a new phonic scheme \(Little Wandle\) that is currently being introduced at CIS- intended for HHJS roll out in Sept 2023.](#)
- We promote pupil understanding of British values and support their SMSC (spiritual, moral, social and cultural) needs. The recent arrival of Ukrainian pupils at HHJS has given this an additional focus.

IMPLEMENTATION:

- Our curriculum is reviewed on a termly basis as part of our school self-review schedule. Year groups and subject leaders take responsibility for their curriculum. Teacher's plan and review in year group teams so that lessons link into relevant knowledge and skills, in order for pupils to build on previous learning. Sessions are well resourced and with required levels of challenge for pupils. [Our remote education offer has been in line with this expectation and has been accessed by a small number of pupils this term. Google Classrooms are now part of our embedded practice and supportive to home links.](#)
- Teachers use a range of assessment strategies to support pupils to embed their learning. [We review core curriculum pupil progress data on a termly basis– to inform our class teaching and any additional interventions.](#)
- A package of relevant CPD is supportive to teacher subject knowledge and professional development. [Subject leaders have been presenting “At a Glance” grids at weekly CPD meetings to their colleagues.](#)
- Pupils have positive views about the progress they are making (pupil feedback). Pupil voice is sought by subject leaders to inform delivery.
- The work in pupils' books highlights the progress they make. CV19 related impacts (e.g. writing resilience and handwriting) are being given ongoing consideration by teaching teams. [We are involved in a federation SPARK project to support pupil 's writing.](#)
- External links are supportive to our curriculum (e.g. Maths Hub, AFC staff leadership roles, Hampton School, visiting authors). [This term we have benefitted from Hampton School input \(PE and writing workshops\) and Hampton High \(David Baddiel session for Y5 pupils\).](#)
- Additional support is targeted to identified pupils. Progress and impact are tracked and reviewed (e.g. SEN/PPG/EAL). All Y4 pupils completed the MTC. One Y6 SRP pupil did not sit all the SATs.
- Reading is prioritised and resourced in order to develop pupils' fluency, confidence and enjoyment. Additional support is in place for individuals and cohorts, to help ensure wider curriculum access. We have worked to respond proactively to the impacts of CV19 on children's reading- ensuring this is a curriculum priority. Children have positive views about reading- a workshop for parents was well attended. [Y2 phonic screening data has informed autumn term Y3 interventions.](#)

IMPACT:

- Pupils achieve well at the end of the key stage (as evidenced in national (IDSR) and school-based data).
- Our core curriculum assessment schedule (Insight) reinforces our expectation that all pupils progress well from their starting points. CV19 created a challenge in regard to tracking this, which we are responding to. Foundation curriculum skills grids are inputted by year group teams and overseen by subject leaders and inform annual pupil reports. [Ongoing work is in place to address any CV19 related curriculum gaps and impacts \(e.g. teaching geography mini-units\).](#)
- Disadvantaged and SEND pupils benefit from additional supports and interventions that work to close learning gaps (see PPG/ SEND/ EAL/ SRP data). Additional opportunities for disadvantaged pupils are provided (e.g. Barnes Literacy Festival visit).
- Pupils are able to talk about their learning and can recall what they have learnt. [Pupil voice has been sought and is informing \(e.g. subject leader audits and our smart school council\).](#)
- Pupils are prepared for the next stage of education through supportive transition programmes- with positive feedback received from KS3 partners. [Our Y6 team have worked with Hampton High on a transition project to benefit future pupils.](#)

Quality of Education - what we need to do to improve further:

Action	SDP priority
To identify and address any core curriculum cohort progress trends	1.1
To ensure support is in place for all children to become fluent readers and progress toward writing steps	1.2
To ensure our foundation curriculum assessment schedule is fully in place- with subject unit updates embedded and (CV19) learning gaps addressed	1.3

BEHAVIOUR AND ATTITUDES

Our current judgement against ofsted grade descriptors: GOOD

- The school is calm and purposeful with high behaviour expectations in place that pupils understand and respond well to. Positive pupil attitudes and manners are evident. Children are encouraged to make considered decisions and generally respond accordingly- with support put in place as required. [Additional support has been signposted and provided this term through EISS for two pupils.](#)
- We have a respectful school culture, where staff care for the pupils. We are committed to mutually supportive relationships. Related issues are discussed at leadership and staff meetings, in order for swift and positive resolution. Our learning behaviours are promoted on a weekly basis and celebrated in assemblies. Zones of Regulation are supportive to reset meetings with pupils, enhancing our shared language and responses.
- Children are motivated to learn and encouraged to celebrate their achievements as a central part of school life. They are supported to develop their resilience. Pupil voice is encouraged and celebrated. [Our school council communications team will follow in the spring.](#)
- Staff induction is supportive to expectations of high standards of pupil behaviour and engagement in the classroom. [Our behaviour policy is applied consistently. It has been updated in line with new statutory requirements and is informing our practice.](#)
- Pupils behave well when attending before and after-school clubs and extra-curricular opportunities. We are proud of the way they represent the school when off-site. Positive community feedback has been received (e.g. music events/ swimming pool team...).
- Positive attendance and punctuality messages are promoted- with barriers and individual circumstances responded to. [CV19 impacts have decreased significantly \(see KPIs for detail\).](#)
- Our curriculum helps pupils to understand about keeping and feeling safe- both in and out of school. Our community police officer has worked successfully with pupils in regard to this.
- Bullying, violent actions, discrimination, derogatory behaviour and child-on-child abuse are not accepted. On the rare occasions necessary, such behaviours are dealt with consistently and effectively. [CPOMs has been supportive to a joined-up response.](#)
- Patterns of behaviour are analysed and responded to. Restorative conversations are held with all pupils who receive a Reset. [Whilst suspensions have been used for two pupils this term, we always look for alternative strategies and focus on positive reintegration.](#)
- Our SRP has a positive impact on pupils who arrive at HHJS with specific SEMH needs. A therapy dog has also been added to our offer and has been well received. [A positive autumn term review was completed with AFC. Three new placements are in our SRP \(one off site\).](#)

Behaviour and Attitudes – what we need to do to improve further:

Action	SDP priority
To ensure our routines and expectations support all pupils to consistently make positive behaviour choices	2.1- 2.2

PERSONAL DEVELOPMENT

Our current judgement against ofsted grade descriptors: GOOD

- Pupils' physical and mental health and well-being, and an understanding of healthy relationships and lifestyle are promoted and supported through our curriculum. Our Attachment Aware School Award has been supportive to this. [We will offer a parent workshop in the spring term.](#)
- We provide high quality, focused pastoral support for pupils (e.g. P2B/Garrick Garden nurture groups/ Trailblazer project/ Mental Health Champions- [their input into our celebration assemblies has been a lovely way to round off the week.](#))
- Pupils are supported to recognise potential dangers and safety risks and can draw on strategies to help them in regard to these- including an awareness of online and offline risks (e.g. Peter Cowley e-safety sessions and Safer Internet Day).
- Pupil voice is valued and helps inform our practice. Smart School Council inputs have fed directly into our leadership team meetings. [Issues raised have included improving toilets and lunchtime play resources.](#)
- Opportunities for children to embed their understanding of British values are in place across our curriculum. Pupils are supported to develop their confidence, resilience, independence and strength of character across the curriculum (e.g. pupil led Y6 Leaver events)- their SMSC needs are recognised and responded to accordingly.
- A wide range of extra-curricular activities are offered to pupils to support their personal development. Disadvantaged pupils are able to access funded places, in order to help nurture their talents and interests. [The staff led club offer \(at reduced prices\) have been well responded to.](#)
- We have sought parent view in regard to viability and costings, prior to running certain trips (e.g. Y4 to National Gallery).
- [Two well delivered autumn term residential school journeys \(Y5 and Y6\) were well attended and positively received by pupils and families.](#)
- Pupils are supported to develop positive and appropriate social skills. They are given opportunities to have discussions and debate pertinent issues. They have opportunities to consider views, beliefs and opinions that are different to their own.
- The values of equality, diversity and inclusivity are promoted positively at HHJS- with any discriminatory or prejudiced behaviour being responded to. Two staff leaders (CW NB) have worked with AFC and CIS to enhance our practice. CW has been asked to work with AFC as part of a gender identity working group. Diversity Week encouraged positive and informed inputs with pupils.
- A commitment to proactive induction and transition is in place for KS1, KS3 and all new KS2 arrivals- to help prepare children for the next stages of their education. [Autumn term surveys of pupils, parents and staff will inform forward planning.](#)

- A commitment to encouraging and supporting respectful and responsible citizenship is in place (e.g. charitable events and community links...)).

Personal Development - what we need to do to improve further:

Action	SDP priority
To ensure our messaging and communications supports all pupils to feel fully included and valued	3.1-3.2

LEADERSHIP AND MANAGEMENT

Our current judgement against ofsted grade descriptors: GOOD

- School leaders communicate a positive and inclusive vision for the school to our staff and school community. They are ambitious for the school and work to set high expectations for staff and pupils- supporting them to overcome barriers and achieve positive outcomes (see key documents/ leadership/ FGB minutes). The governing body (with new members- including a new chair and vice chair) challenge and hold senior leaders to account and help communicate the school vision to the school community. They have a strategic overview and ensure statutory duties are carried out (minutes/ newsletters). *Our current priority is the federation reset.*
- School leaders and the governing body responded positively to the ongoing challenges of CV19. They are focused on providing a broad, balanced and engaging curriculum (and remote offer) that is supportive to all pupils successfully progressing towards end points (termly curriculum reviews/ subject action plans/ SDP). *Our post CV19 focus of addressing curriculum impacts is ongoing (writing/ maths concepts and wellbeing impacts (resilience/ social confidence)).*
- School leaders work to promote a positive and cohesive team culture of shared values, mutual respect and trust and respond to workload and wellbeing issues. Communications and supports are in place to lessen the likelihood of any sense of workplace bullying or harassment. Any such notion would be addressed proactively. Staff surveys have been responded to and social events well received. Low profile weeks, whole class marking and staff access to P2B are examples of positive responses to staff feedback. Several teachers left our team last year due to the need to relocate because of high local property prices. *New appointments have been made- including two ECTs. A cohesive package of support and induction is in place for them (one is leaving due to personal circumstances).*

- The structure and ethos of our leadership team ensures that all staffing teams are represented and valued in the decision-making process. A model of distributive leadership is in place to help ensure clarity, coherence and consistency.
- Clear and proactive planning informs best use of Pupil Premium and Sports Premium funding. [New action plans are in place \(website\)](#).
- Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SDP/ surveys). Surveys have been broadly positive- with views captured and responses ongoing.
- Our performance management schedule supports improvements in teaching and learning. We work to balance the pressures of work load, alongside developing pedagogy and teacher's subject knowledge. [The focus of teaching observations has been assessment for learning- with best practice to be shared](#).
- School leaders encourage and trust staff to take creative risks that enthuse pupils to learn (observation of teaching, planning). [Further work to help embed learning for pupils is ongoing \(e.g. Knowledge organisers, time tables rhymes...\)](#).
- We are committed to supporting pupils' spiritual, moral, social and cultural development. There have been no issues in regard to off rolling/ gaming/ segregation.
- Our staff team and school leaders do not tolerate prejudiced behaviour and encourage and support pupils to respond similarly. We work to promote a culture of equality and respect for all (behaviour records and pupil voice)- positive messages are promoted. Unacceptable behaviours are challenged. [All reported incidents have been responded to](#).
- Safeguarding and pupil wellbeing are actively and consistently promoted and monitored. Children who are at risk are identified and pupils are listened to. They feel safe and are kept safe. Staff are trained to identify and respond to pupil and family need and work effectively as a team, linking well with external partners. [An audit has informed our practice- with identified actions being responded to](#).
- Leaders' work to protect pupils from any sense of radicalisation and extremism- and would be able to engage with pupils in regard to any concerns raised. No related issues were raised in the last academic year [or this term](#).
- We have school leaders who represent us in a range of professional development opportunities and networks, sharing best practice with other schools and informing our own delivery (e.g. KS2 Writing Moderator, Maths Mastery Hub and AFC local authority roles- DT/ PSHE/Diversity and Achievement/ Racial Justice).
- We seek parental views to inform our practice and forward planning. [Autumn term surveys will be responded to](#).
- We have worked to ensure a balanced budget despite the challenges of CV19, by taking timely and proactive actions in regard to costs, income generation and school census. [Work is ongoing on the federation budget](#).
- We worked energetically with our community and school governors to fund the building and resourcing of our school library and new adventure playground. [Future projects are currently being considered](#).
- Best value reviews have led to a more effective model of IT management (Click) and cleaning (May Harris). We also had a role in the new LA catering contract (Caterlink).

- The Federation Strategy Team (FST) (SLT members from HHJS and CIS) meets regularly to ensure clarity and consistency across our Federation- [with a current focus on the federation reset.](#)

Leadership and Management - what we need to do to improve further:

Action	SDP priority
To ensure that school leaders continue to impact positively on the quality of teaching and learning at HHJS in regard to the key aspects: diversity, sustainability, staff wellbeing and finance	4.1- 4.6

OVERALL EFFECTIVENESS

Our current judgement against ofsted grade descriptors: GOOD

- All key judgements are at least good.
- The school is committed to providing a positive, purposeful, vibrant and welcoming environment for all- with strong community links in place.
- Safeguarding is effective and our commitment to wellbeing is rigorous and robust.
- We are proud of the support we provide for children’s SMSC needs and are committed to ensuring that the school’s educational provision meets the needs of all pupils, including those with differing or additional needs.
- Our School’s vision is “Love Learning Love Life” - with a set of clear values which are shared and communicated: WE CARE (Welcoming/ Encouraging/ Committed/ Aspirational/ Respectful/ Enthusiastic). This is underpinned by our five learning behaviours: Independence/ Collaboration/ Determination/Reflection/Adventure.
- Our responses to the ongoing challenges that have been presented by CV19 (wellbeing, resilience, routines...) have been thought through, clearly communicated and broadly well received.