



Hampton Hill Junior School Development Plan 2021-22

'Love Learning, Love Life'



Chair of Governors: Billy Day

Head teacher: Alan Went

Hampton Hill Junior School Development Plan 2021-2022

Priority 1: to promote and support staff and pupil wellbeing.

Why was this chosen as a priority?

- The impact of CV19 and other pressures on staff and pupil wellbeing.
- Increasing number of children displaying dysregulated behaviour.
- Staff being anxious about the impact of Covid 19 on pupils meeting progress targets.
- Parental expectations that gaps will be closed within short timescales.

What will success look like?

- All staff and pupils feeling safe, listened to and supported.
- Staff feeling empowered to manage challenging behaviour.
- All staff are attachment aware.
- All staff feel supported in regard to decisions that relate to curriculum prioritisation.

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 21	April 22	July 22
1.1 To ensure systems are in place to support positive wellbeing outcomes for staff.	Ensure a culture and systems are in place where all staff are valued, listened to and feel they have a voice- with identified issues responded to proactively.	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.		Positive responses via termly staff survey feeding into INSET day input. Positive induction feedback- monitored by the leadership Team and P/P committee.			
	Clear communication of dates and expectations - monitored for deliverability (with awareness of CV19 impacts).	Termly diary dates	A shared awareness of expectations and deadlines that is supportive to staff	Staff release costs	As above. Low Profile Week responses.			

	Additional professional time provided for identified priorities- with an awareness of potential pressure points.		wellbeing and workload concerns. Deadlines met and events delivered.					
	Promote wider wellbeing and social initiatives (e.g. Yoga/ choir/ secret friend/ Place to Think/ Friday Fizz...).	Sept onwards- events in place and access to support	A positive professional culture and staff team cohesiveness.	Place to Think	Positive staff response and engagement.			
1.2 To ensure systems are in place to promote and support pupil well-being.	Ensure staff awareness and practice is fully in line with the updated KCSIE (Keeping Children Safe in Education) and other statutory guidance.	Sept INSET Day onwards	Staff fully understand their role in ensuring pupils feel safe and are safe.	CPD (Key) costs and resources	Safeguarding surveys. Pupil response. KPIs Safeguarding referrals and outcomes.			
	Monitor the wellbeing, attendance and engagement of all pupils- addressing concerns or barriers that are identified, providing additional pastoral and/ or behavioural support to individuals and cohorts as needed- with specific awareness of the potential impact of CV19.	Sept onwards- with ongoing half termly reviews	Pupils able to articulate their feelings and concerns and these being responded to. Pupils feeling positive and fully engaged in school life- accessing the curriculum and participating in a range of additional opportunities.	PPG funds Sport Premium funds Recovery Curr funding	Pupil, parent and staff voice audits and surveys. P2B/ Trailblazer feedback. Behaviour monitoring/ resets (termly). EHCP reviews. EISS input. Anti-bullying monitoring.			
	Positive and inclusive messages and resourcing in regard to diversity and language/ culture are in place- to support children to feel good about themselves and others.	Sept onwards	All pupils have a sense of being included and belonging and feel represented by the school.		Pupil response- Diversity survey (and actions). Multi lingual EAL parent feedback. Diversity reviews (NB and CW).			

	Celebration of festivals and Language of the week, access to a diverse range of books in the library and reading scheme and representative displays in evidence around the school.							
	Pupil voice and leadership opportunities are reintroduced following CV19: librarians, JTAs, music and sport leaders, Mental Health Champions, Young Interpreters, chicken and garden monitors, friendship buddies and Peer Mentors- all supportive to pupil involvement in school routines and priorities.	Sept onwards- with termly updates and opportunities	Pupils feeling valued and listened to- with opportunities to impact proactively on school life and develop leadership experience and qualities.	Staff release time Badges and related resources	Pupil audits. Smart council-communications and feedback. Children in role and engaging with their posts proactively.			
1.3 Staff are aware of how to support self-regulation in children and are trained to use emotion coaching.	Key staff attend Attachment Aware training funded by AfC Virtual School. CPD to the staff team (Jan INSET Day)- delivered by EP (PC). Whole school attachment audit completed to inform practice- relevant actions and priorities completed.	Attachment Aware Schools Award Launch (6/10 MA/ CW) Termly coaching with feedback Attachment research centred conf (Nov)	All staff being able to anticipate triggers and having strategies in place to help children to calm. Children having the language to express their emotions and self-regulating effectively. Children recognising their need for support and responding positively.	Staff release time	Whole school attachment aware audit- to inform practice. Start and end of year audit.			

Priority 2: to ensure school leadership has a positive and sustained impact on teaching and learning.

Why was this chosen as a priority?

- To ensure leadership capacity across the school impacts positively on teaching and learning outcomes.
- To support new leaders in their posts (new subject leaders, new SRP lead, new year group teams and one new YGL).

What will success look like?

- School leaders having a positive and sustained impact on our curriculum.
- Consistency and clarity of expectations for leaders.
- Leaders confident to lead their subject and are able to communicate clearly to all audiences including ofsted.
- Leaders have opportunities for continued professional development within and beyond HHJS (growing leaders).
- Leaders confident to support and challenge colleagues to improve outcomes.

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/ school leaders	Actual Impact		
						Dec 21	April 22	July 22
2.1 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 supportive to curriculum development and improvement. Christine C to work with YGLs across the year. Clear Performance Mgt targets are set and agreed and inform progress.	Sept onwards- termly schedule	YGL input into our school self-review schedule informs improvements in teaching and learning. Expectations of roles are clear. Teams in year groups work effectively- with all team members contributing to planning and assessment opportunities.	YGL Release time CPD costs	Pupil Progress Meetings. YGL termly reviews. School self- review schedule (PM). A/F comm meetings. SIP feedback via termly reports.			
2.2 For subject leaders to have overview and leadership input into a well delivered	Ensure intent statements inform our curriculum. Identify subject priorities to inform Curriculum Action Plans (CAPs) for each subject. Use this detail to inform and improve curriculum	Sept onwards- with termly reviews	Distinctive curriculum intent and a logical, progressive and sequential curriculum across all subject areas that builds on KS1 curriculum and	Release time CC meets Curr resources	School self-review schedule. CAPs. YGL evaluations. SPARK Networks. A&F reports. Deep dives.			

curriculum that addresses gaps.	development, design and delivery. Federation links in place to inform KS1-KS2 curriculum progression. Assessment schedule in place and impacting.	CIS and HHJS curr leader links in place (Aut 2) Joint curr leader CPD (Spring-summer terms)	prepares children for KS3 transition.	CPD cover	SIP reports. Federation/ transition- positive feedback.			
2.3 To promote wider leadership opportunities that support the ongoing professional development of staff and improve our curriculum for children.	Ensure systems are in place for staff to lead on key aspects of school development that promote positive outcomes and are in line with the ambitions of our federation: <ul style="list-style-type: none"> • PQSM (Science lead- RJ) • PQGM (Geography lead- JH) • DT (AFC lead- MD) • PSHE (AFC lead- CW) • SWLSEP (PJ) NCE (NB) • Sustainability (EC/ CF/ Governors) • Healthy Schools (CW/ CW) 	Sept onwards	A school culture where leaders positively impact on curriculum engagement, Key Stage transition and progress. Increased leadership confidence and upskilling of all staff. A curriculum that is proactive and develops children's wider knowledge and engagement in sustainability issues and potential actions and responses.	Release time CPD costs Related resource costs	Leadership audits and reviews. Perf. Mgt reviews. Pupil and community response. AFC feedback. Positive sustainability links that support progress towards Eco- accreditation (with AFC and Gov input).			
2.4 to develop the strategic leadership knowledge and experience of our new SRP lead.	Fortnightly Bridge support (Shirley Johnson) SLT input and Perf Mgt. Sarah Herbert (AFC input). Links and networks to other SRPS. ELSA supervision.	Sept onwards PM reviews termly	SRP leader confident in role and support in place that has a positive leadership impact. SRP children to feel integrated into the	Release costs SLA support Site/ resource costs.	PM targets achieved. Positive stakeholder feedback. External positive response (SJ/ SH).			

	<p>Complete SRP action planning to identify and progress towards priorities. Increased visibility around school to provide staff support for children with SEMH needs outside of our SRP.</p>		<p>whole school community. Children with SEMH needs in the school having access to this expertise.</p>		<p>Annual SRP report- gov/ parent/ AFC/ pupil input. AFC positive input- sound proofing in place.</p>			
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Priority 3: to deliver an inspiring and inclusive curriculum that addresses gaps in children’s learning.

Why was this chosen as a priority?

- To ensure we deliver a broad and balanced curriculum which responds proactively to learning gaps- following the impacts of CV19 and two years of disrupted learning for pupils.
- To ensure alignment to national requirements and expectations.
- To celebrate and represent our school community through our shared curriculum.
- To ensure our curriculum is supportive to federation ambitions.

What will success look like?

- The delivery of a high-quality (recovery) curriculum that engages all pupils and positively supports their progress and attainment.
- Assessment procedures in place and being used effectively.
- Every child feels represented and connected and a part of the school community.
- Staff have an increased understanding of how our curriculum engages and represents or community.
- Improved reading, writing and multiplication table outcomes.
- Link with CIS impacting positively on curriculum (KS1- KS2).

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 21	April 22	July 22
3.1 To ensure our planned, delivered and assessed curriculum is fully aligned to national expectations- with an awareness of the impact of Cv19.	Curriculum leaders will ensure our curriculum intent, content and delivery is supportive to a high-quality and inclusive curriculum -informed by statutory duties and requirements, robust core and foundation curriculum assessments and reflecting our local context and community and federation links- with additional trips and visitors re-introduced, following the impact of lockdown on our routines.	Sept onwards	A sequential curriculum, aligned to national expectations. High quality interventions with improved outcomes. Memorable opportunities- pupils feeling represented by an inclusive ethos, with increased awareness of local and sustainability issues.	CPD costs PPG fund Sport Prem Fund	CAPs. Curriculum reviews. Website. Foundation assessments. A& F committee. Sports Mark. PPG Plan. Recovery review. Sports Premium. Parent feedback. Pupil voice surveys. Transition data.			

<p>3.2 To identify and address learning gaps (impacted on by CV19 lockdown).</p>	<p>Teams to assess and identify learning gaps that children are experiencing and respond accordingly- through QFT and targeted interventions- with a focus on prioritising reading outcomes that will be supportive to other learning.</p>	<p>Autumn term onwards- termly reviews INSET Day focus</p>	<p>Effective assessment procedures- pupil's acquiring core skills and knowledge and on track across the key stage. High end of KS2 outcomes Positive reading progress and attainment data.</p>	<p>Curr resources CPD and release costs</p>	<p>Pupil progress data. School self- review. Curriculum reviews (termly). A/F input. Y6 SATs/Y4 MTC gap analysis. Y3+ Phonic screening progress data.</p>			
<p>3.3 To ensure there is a cohesive approach to diversity across our curriculum and school culture.</p>	<p>Continue work started on racial justice, by completing audits of learning resources to ensure access for all (learning resources, displays...). Review our curriculum and identify how and where units and positive learning experiences can be added to enhance the children's experiences and understanding. Link with the CIS team to ensure this work is in tandem with their positive input. Liaise with our wider community to develop links that improve what we deliver. (e.g. assemblies/ Caterlink festival food links/ promoting recipes from home/ community events...).</p>	<p>Autumn CPD Termly and ongoing review</p>	<p>Children know what racism is and feel part of our positive response to this. Pupils with increased positive self-identities. Diverse mix of texts and resources studied in our curriculum. Staff have an improved understanding of positive language to aid discussions about race, racism and diverse ethnic heritage with the children in their classrooms- and how this feeds into the curriculum and the children's wider experiences.</p>	<p>Curriculum resources Library materials Visitor costs</p>	<p>Diversity surveys (NB). Parental feedback- general and multilingual/ EAL parent groups. Staff view. Pupil voice. Learning walks- display and resources. Termly curriculum review. Racist return sheets- termly (to AFC). Progress towards Diversity Award.</p>			

Priority 4: To ensure parental and community links are in place and enhance school life and culture.

Why was this chosen as a priority?

- To ensure the school is visible to parents and community groups following CV19.
- To ensure the school is an open and welcoming centre that communicates positively and encourages parental involvement and engagement in ways that are beneficial to pupils, staff and parents.
- To encourage, promote and widen this impact and these links, through different avenues and communications (FGB/ PTA/ Class Reps/ Parent Volunteers/ Multilingual parent groups...).
- To continue to grow this element of our provision across the school year.

What will success look like?

- Parents feeling welcomed into and engaged by the school- through a range of opportunities and links across the school year.
- A sense of joint and shared purpose for staff and parents.
- Clear and positive communications that support this ambition.
- Different parent groups in place (e.g. PTA/ Class Reps/ Multilingual groups...) and proactively supporting progress toward tangible school priorities.

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	Actual Impact		
						Dec 21	April 22	July 22
4.1 To promote and re-establish proactive and vibrant parent and community links to support positive outcomes for the school.	To sequence an approach (post CV19) that takes practical steps to opening our doors and increases visibility and access for parents (e.g. staff on gates on a daily basis/ new lining up at end of day routines...). To proactively encourage parents into the school through a range of different opportunities that are supportive to a sense of shared purpose and understanding (e.g. reading/ sewing volunteers, governor links, multi-lingual parent	Sept onwards PTA AGM Aut Class Rep meet Events (Termly schedule)	An enhanced range of links and opportunities that are engaged with positively by our community-enjoyed, celebrated and impacting positively for pupils. Events held. Funds raised. Engaged PTA- with key posts filled.		Engagement and positive response from: FGB/ PTA/ Class Reps/ FFWG. Positive parent, staff, governor and pupil feedback and response to engagement and links. Termly events held with community and fundraising impact.			

	<p>workshops, maths workshops, festival and community links and school-based events)). To use bitesize communications that help to celebrate and promote our commitment to developing and embedding parent and community links (e.g. Facebook).</p> <p>To proactively support positive engagement with a variety of parent and community groups to ensure we have a culture and systems in place that promote and celebrate this vital element of what we offer to our community (e.g. FGB/ FFWG/ PTA/ HHA/ Multilingual parent links/ Class Reps...).</p>		<p>Class Reps in place and supportive. Links embedded with clear and positive comms.</p>		<p>Wider network community comms (e.g. St James's Church).</p>			
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