



Headteacher: Alan Went

Deputy Head teacher: Mandy Appleyard

Assistant Head teacher: Polly Jones

Chair of Governors: Billy Day

Vice chair: Caroline Storey

autumn term updates in blue

School's 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.
- Our breakfast club and after school provision (The Hub) are on site and well attended – CV-19 has had a significant impact on numbers of attendees- [We are now seeing a steady increase in numbers with a positive response from attendees.](#)
- We have a wide range of external validations that are supportive to our ambitions (London School for Success, Garden, Sing Up, International links, Healthy Schools Bronze, School Games Bronze Award...). [Accreditations are in the process of being updated \(e.g. Healthy School Bronze\).](#)
- We have been a strategic partner to St Mary's University (ITT) and benefit from positive links with them.
- Applications for placements into Y3 continue to be high (Sept 2021: 151 applications (78/91 from CIS)). [Applications for Sept 2022- positive open mornings should be supportive to this, within the context of M Paul \(AFC\) and a local councillor contacting us regard to locality falling roll.](#)
- Pupil mobility is broadly for housing and economic reasons- with private school placements also being a contributing factor towards family movement. All new arrivals are welcomed with a comprehensive induction programme.
- Attendance is consistently high and proactively promoted. Issues (including punctuality) are identified and support is put in place to address. [CV19 has had an autumn term impact on levels- see data.](#)
- We have positive responses to staff wellbeing surveys and audits, with no negative patterns or trends highlighted- although CV19 has impacted on staff attendance and wellbeing. [Autumn survey being collated and any themes will be responded to.](#)

- Racist Incidents are rare and are always responded to proactively and reported to the local authority.
- Fixed term exclusions are used as a last resort and are operated in line with a commitment to positive behaviour outcomes.
- We are committed to proactive safeguarding and well-being practices.
- Pastoral and mental health programmes (e.g. Trailblazer/ P2B) are in place to support pupil, family and staff wellbeing.
- The last set of national data (IDSR/ FFT 2019) was very positive: the only lower cohort identified was children who had joined HHJS in Y5/6 (six pupils).
- 2020/21 progress data across the key stage was impacted upon by Covid 19 and lock down- [Autumn progress and attainment data is due to be reviewed in our December pupil progress meetings with each year group team. We are looking to use a new tool \(Insight\) to aid us in this process.](#)
- We are committed to offering the children a wide range of additional opportunities to participate in (e.g. sport, music, drama- see rotas). [Two residential autumn term school journeys have been provided \(Y5/ Y6\)- successfully delivered and very well responded to.](#)
- Parental links are positive and related events have been well responded to. Re-energising aspects of this is a current focus (post- Covid19) in order to further develop community links and fundraising capacity. [Work has been ongoing and positive \(e.g. new Class Reps in place, events held on site, parent helpers keen to support the school\).](#)
- 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. [No overarching themes of concern have been identified this term.](#)
- GDPR monitoring is in place- with any required actions followed up. [New provider in place \(Satswana\).](#)
- Barriers to learning for vulnerable pupils are identified and responded to, to support positive outcomes (see PPG Strategy, SEND/ EAL support provision).
- 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. [Health and safety audit completed \(actions identified\). Roof work completed by contractor.](#)
- The school budget had been in a very secure position due to sound financial management. CV19 and lockdown has impacted negatively on revenue and costs. [Our response to this is ongoing. Increased Hub numbers will be supportive.](#)

Context data:

	2021/21 summary	Autumn term 2021	Spring term 2022	Summer term 2022
Number on roll	353	357 (boy 197 girl 160)		
PPG	14%	14.8%		
EAL	26.6%	27.7%		

SEND	13.6% (21 EHCPs)	15.4% (21 EHCPs)		
LAC	1	1		
Mobility	10 leave/ 11 arrive	6 leave/ 11 arrive		
Attendance	96.6%	95.8%		
Persistent absences	7.2%	11%		
Punctuality: 6 plus lates	15	8		
Racist incidents	2	2		
Exclusions	2.5 days	1x 1.5 days		

Progress made against areas identified during the previous ofsted inspection- what does the school need to do to improve further:

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.
- 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, Shooting Star...).
- Positive links are made to community groups and events (e.g. St James' church (Harvest/ Easter/ Christmas)), our MP, local gardening groups, council officials and Hampton Hill community related issues (High Street Mosaic/ village voice/ HH Parade)).
- Wider community considerations that promote British values are proactively encouraged and discussed (e.g. HH elections, Black History Month, links to uniformed organisations and links with local religious and community groups and leaders). [Parental input into our Diwali assembly was well received.](#)
- Enhanced pupil leadership and decision-making opportunities are in place (Smart School Council, Garden Leaders, JTA's, Peer Mentors, Librarians, Mental Health Champions, Friendship Buddies...). [The children have responded well to these opportunities.](#)
- Community links and opportunities are provided to ex-pupils (e.g. ITT school experiences, work experience, DoE...).

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, ambitious and enjoyable 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 feed in to forward planning.](#)
- We work and plan in year group teams to ensure content and delivery are supportive to our curriculum ambitions. Subject specific vocabulary is clarified for each curriculum area (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 and signposting to external support agencies.
- Our Pupil Premium strategy is in line with new guidance and is supportive to positive outcomes for pupils.
- Our curriculum is designed to support all pupils to gain the knowledge and skills they need to succeed. It has a coherent intervention schedule, which focuses on children who are in the bottom 20% nationally- with a current focus on our Y5 cohort. Interventions are for set timescales, to avoid curriculum narrowing. Our schedule includes consideration of how we make best use of additional funding and other supports (e.g. recovery fund). [We need to consider further whether to access School Led Tutoring. Autumn term interventions are due to be reviewed.](#)
- We are committed to supporting pupils to read enthusiastically and at an age-appropriate level (see reading progress data).
- We promote pupil understanding of British values and support children's SMSC (spiritual, moral, social and cultural) needs.

IMPLEMENTATION:

- Our curriculum is reviewed on a termly basis as part of a structured school self-review schedule. Year group and subject leaders take responsibility for curriculum design and delivery and have the required skills and leadership structures in place to support this. Teachers plan and review curriculum content and delivery 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 is in line with this expectation. [Autumn term YGL book looks have informed our delivery.](#)
- Teachers use a range of assessment strategies to support pupils to transfer the knowledge and skills they are taught from short term to long term memory. We review core curriculum pupil progress data on a termly basis – to inform provision, additional interventions, pupil's next steps, resourcing and additional supports, such as home learning.
- A package of relevant CPD is supportive to teacher subject knowledge and professional development.

- Pupils have positive views about the progress they are making (pupil feedback).
- The work in pupils' books shows coherency and progress. [CV19 related impacts \(e.g. writing resilience and handwriting\) are ongoing concerns for teaching teams to respond to.](#)
- External links and advice are supportive and inform our curriculum (e.g. [Maths Hub, AFC staff leadership roles, Hampton School, visiting authors](#)).
- Additional support is targeted at identified pupils. Progress and impact are tracked and reviewed (e.g. SEN/PPG/EAL/Catch Up and Recovery Fund). [An autumn term review will inform spring provision and resourcing.](#)
- 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 (e.g. identifying children who need additional and focused phonic input). [We have worked to respond proactively to the impacts of CV19 on children's reading- ensuring this is a curriculum priority.](#)

IMPACT:

- Pupils achieve well at the end of the key stage (as evidenced in national (IDSR) and school-based data).
- Our Classroom Monitor (CRM) assessment schedule reinforces our core curriculum expectation that all pupils progress from their starting points. CV19 has created a challenge in regard to tracking this, which we are responding to. [We are currently in the process of moving from CRM to Insight- a tool we think will better suit our needs, both for core and foundation curriculum.](#)
- Year group marking and monitoring helps to ensure that pupils develop required knowledge and skills and are making progress across the foundation curriculum. [We are due to review the impact and relevance of our current marking code.](#)
- Disadvantaged and SEND pupils benefit from additional supports and interventions that work to close learning gaps (see PPG/ SEND/ EAL/ SRP data).
- Pupils are able to talk about their learning and can recall what they have learnt (pupil voice).
- Pupils are prepared for the next stage of education through rigorous and supportive transition programmes- with positive feedback received from KS3 partners and general links made to potential career options.

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

Action	SDP priority
To ensure our full curriculum offer is in place and evidenced on our website.	3.1
To identify and respond to individual and cohort core curriculum learning gaps.	3.2
To implement an assessment schedule that informs progress towards foundation curriculum end points.	3.1
To respond proactively to amended national statutory assessment requirements (e.g. MTC, SATs, FFT).	3.2

Behaviour and Attitudes

Our current judgement against ofsted grade descriptors: good/ outstanding

- The school is calm and purposeful with a culture of consistently high behaviour expectations in place that pupils respond well to. Additional support is signposted and provided (with an awareness of potential CV19 related impacts). Positive pupil attitudes and manners are evident. Children are encouraged to make informed and intelligent decisions and respond accordingly- with support put in place as required. **They have broadly responded really well to the removal of bubbles, whilst retaining some aspects of CV19 systems of control.**
- We have a respectful school culture, where staff care for the pupils. We are committed to mutually supportive relationships that promote positive behaviour choices by pupils. 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.
- Children are motivated to learn and encouraged to celebrate their achievements. They are supported to develop their resilience. Pupil voice is encouraged and celebrated.
- Our behaviour policy is applied consistently and fairly with the aim of swift and proactive resolution. Our staff induction schedule is supportive to high standards of pupil behaviour and engagement in the classroom.
- 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 attendance and punctuality messages are promoted- with barriers and individual circumstances responded to.

- 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 peer-on-peer abuse are not accepted. On the rare occasions necessary, such behaviours are dealt with consistently and effectively.
- Patterns of behaviour are analysed and responded to. Restorative conversations are held with all pupils who receive a Reset. Exclusions are used on rare occasions- although we always look for alternative strategies to this (with a focus on positive reintegration). [Extreme behaviours from individual pupils has created challenges- the staff team and wider pupil groups have responded extremely well to this.](#)
- Our SRP has had a positive impact on pupils who arrive at HHJS with specific SEMH needs.

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

Action	SDP priority
To provide support that helps identified pupils to make positive behaviour choices consistently.	1.2 1.3

- Pupils' physical and mental health and well-being, and an understanding of healthy relationships and lifestyle are promoted and well supported through our curriculum and range of additional opportunities (e.g. RSE/ PSHE).
- We provide high quality, focused pastoral support for pupils (e.g. P2B/Garrick Garden nurture groups/ Trailblazer project/ Mental Health Champions). [MHC input into weekly celebration assemblies has been a lovely way to round off the week.](#)
- Pupils are supported to recognise potential dangers and safety risks and can independently draw on strategies to help them in regard to these- including an awareness of online and offline wellbeing risks (e.g. Safer Internet Day). [Peter Cowley e-safety input has been supportive to this.](#)
- Pupil voice is valued and helps inform our practice. [Smart School Council inputs have fed directly into our leadership team meetings.](#)
- 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- their SMSC needs are recognised and responded to as a priority.
- 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, develop and stretch their talents and interests.
- 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 on the rare occasions it is evidenced. [NB and CW have linked in with AFC and CIS to enhance and inform our practice.](#)
- 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. [The Y3 pupil transition survey was very positive.](#)
- A commitment to encouraging and supporting respectful, responsible citizenship is in place (e.g. welcoming back ex-pupils/ charitable and community links/ D of E Award...).

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

Action	SDP priority
To ensure positive and inclusive messages are embedded in our curriculum and support engagement and pupil progress.	1.2 3.3

Leadership and Management

Our current judgement against ofsted grade descriptors: good

- School leaders have a positive and inclusive vision for the school that is communicated to staff and our school community. They are ambitious for the school and work in partnership, 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 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).
- School leaders and the governing body have responded positively to the ongoing challenges of CV19. They are focused on providing a broad, balanced and engaging curriculum that is supportive to all pupils successfully progressing towards end points (termly curriculum reviews/ subject action plans/ SDP). [Our remote education offer is in place for all pupils who are required to isolate.](#)
- 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.
- Professional time is focused on curriculum priorities. Low profile weeks, whole class marking, staff access to P2B and a range of related staff social events are examples of positive responses to staff feedback. [We will review the autumn term impact of this with our leadership team.](#)
- 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. [Our newest member \(SRP lead\) has contributed positively.](#)
- The school's actions have secured improvements in progress for disadvantaged pupils (Y3-6 school-based data).
- Clear and proactive planning informs best use of Pupil Premium, Catch-up Fund and Sports Premium funding (action plans/ website).

- Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SDP/ surveys). [Autumn term surveys have been informing and positive.](#)
- 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. [Autumn term meetings all held and informing delivery.](#)
- School leaders encourage and trust staff to take creative risks that enthuse pupils, inspiring them to learn (observation of teaching, planning).
- We are committed to supporting pupils' spiritual, moral, social and cultural development and ensuring inclusive practice - with 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 regularly promoted. Unacceptable behaviours are challenged.
- 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 are supported to ensure they work effectively as a team, linking well with external partners (records).
- 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 as needed.
- 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 external and parental views to inform our practice and forward planning (e.g. reviewing and improving our methods of parental communication).
- 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. This commitment informs ongoing decision making.
- We worked energetically with our community and school governors to fund the building and ongoing resourcing of our school library- this focus has now moved towards our adventure playground. [The aim is to achieve this project in the spring term.](#)
- 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). [Work is ongoing in regard to this new contract- recent progress has been evident.](#)
- The Federation Strategy Team (FST) (SLT members from HHJS and CIS) meets regularly to ensure clarity and consistency across our Federation. [Staffing implications have impacted on the regularity of meetings.](#)

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

Action	SDP priority
To widen the impact that leaders have on the quality of teaching and learning at HHJS.	2.1 2.2 2.3
To consistently promote and support staff and pupil wellbeing.	1.1 1.2
To re-establish and celebrate community links that are supportive to positive outcomes.	4.1

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 and 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 challenges presented by CV19 have been thought through, clearly communicated and broadly well received.