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| **Hampton Hill Junior School Priorities 2023-4** | | | | | | |
| **School specific priority (quality of education): to ensure improvements to our curriculum delivery impact positively on pupil progress and outcomes** | | | | | | |
| **Why was this chosen as a priority?**   * + To respond proactively to data trends (end of KS1 phonic data, Y6 SAT data, Y4 MTC scores) in order for   progress and attainment to exceed national and be in line with FFT expectations:   * + 2022-3 provisional SAT data: Reading 76% (73%) Writing 77% (71%) Maths 77% (73%) Combined 65% (59%) (national in brackets)   + 2022-3 year group data (at or above age related expectations): Reading (Y3: 83% Y4: 83% Y5: 92%) Writing (Y3: 15% Y4: 61% Y5: 57%) Maths (Y3: 63% Y4: 88% Y5: 76%)   + 2022-3 reading data (children operating within the bottom 20% nationally): Y3: 3% Y4: 2% Y5: 6%   + Children yet to complete phonic screening (Sept 2023)- Y3: 6 children (from CIS) Y5: 1 child   **What will success look like?**   * + Improved core curriculum attainment data at the end of KS2- informed by positive year group progress data   + Assessment procedures fully in place and informing pupil progress   + Links with CIS curriculum leaders that impact positively on our curriculum and are supportive to federation aims and ambitions | | | | | | |
| **What is our intent?** | | **How will we implement it?** | **When will it happen and by whom will it be completed?** | * **What will the impact be/** * **Success criteria?** | **Cost** | **How and when will this be monitored?** |
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| **1.1 To ensure support is in place for all children to become fluent readers** | | * Use reading data to inform our QFT. * Provide a range of additional reading opportunities and resources to pupils (library, trips…) to support QFT- with targeted support for our bottom 20% (national) readers. * Introduce Little Wandle for readers who have not yet completed the phonic screening. * Engage with parents- to support their involvement in the process. | September onwards with ongoing termly reviews (Leadership team/ ND) | * Children completing phonic screening and a reduced number of children requiring bottom 20% (national) reading intervention. * Children progressing through the book bands- with an increased number of free readers- supporting fluency and curriculum access. * Children enjoying their reading. * Improved End of KS data. | Curriculum resourcing- e.g. Little Wandle resources CPD (L/W and SPARK credits) Curr subscription (e.g. Read Theory) | Termly pupil progress meetings SATs/ NFER/ Salford/ phonic screener/ Spell shed data Reading records  Pupil voice Ongoing year group/ SEND/ PPG and EAL data reviews |
| **1.2 To ensure all children are progressing towards their writing steps.** | | * Provide additional timetabled opportunities for children to rehearse key skills to improve their writing (e.g. daily handwriting at 9am). * Continue to promote cross curricular links to support children’s writing across the curriculum. * Offer additional opportunities for children to write and be celebrated (e.g. writer of the month). * Link with KS1 to support writing transition units. | Writing Lead- LOC  As above | * Children demonstrating increased writing resilience and progressing towards their writing steps- in line with age related expectations. * Children writing for a range of reasons with enjoyment and purpose. * Transition process that is supportive to children progressing towards their writing steps. | Curriculum resourcing  CPD | As above  Writing Steps progress  Writer of the month awards |
| **1.3 To support all children’s multiplication tables fluency and confidence.** | | * Provide regular and targeted in-class curriculum time alongside other supports (homework, Rainbow Maths, QFT, X tables tests…). * Celebrate progress and participation in a range of times table linked activities. * Link with KS1 maths lead to support transition and progress-informed by SW London Maths Hub links. | Maths lead- MD  Sept onwards  SLT  A F committee | * Improved multiplication fluency and confidence. * Progress through Rainbow Maths/ TT Rock Star/ Mathletics. * Successful transition- with children building on KS1 learnt tables. | Maths Hub release time  TT Rock Stars  Mathletics | Year group data  MTC Y4  SATS Y6 |
| **IMPACT** | **December Review:**   * Reading: Our new reading lead (ND) is in place and has attended relevant CPD. Initial assessments have been completed for all Y2 children- now placed onto our reading scheme. Little Wandle support is in place for children who have not passed the phonic screening- external audit completed successfully. Our Y3 lead is involved in a SPARK low ability reading QFT project. Our bookfair will help to re-stock our reading scheme. Ofsted: “pupils at the early stage of learning to read are well supported. Staff help pupils to become fluent and confident readers quickly”. * Writing: a staff CPD session was held this term- resource needs have been identified (Flip charts & grammar books). Writers of the Month celebrated. KS1 links supported transition. Daily additional handwriting is in place (9am) for resilience and to address gaps. * Maths: SW London Maths Hub role in place. New maths lead required for January. Times Table Rock Star competition for pupils. All new children have passwords for access. Links with KS1 lead. Y5 pupil’s input times table rhymes into our weekly pupil briefings. | | | | | |
| **April Review:**   * Reading: Our reading lead has attended AFC CPD and led a staff CPD session that was well received. Little Wandle phonic support is fully in place and enhanced by a successful bid for new resources. Parents and families have been engaged though World Book Day and the Readathon (raising £3.7K towards reading resources). Author visits have enhanced our reading curriculum for Upper School pupils. Pupil progress through the book bands will be reviewed in our spring term pupil progress meetings- with an ongoing focus on our bottom 20% national readers. * Writing: Our Writing lead has been selected as an AFC moderator (KS2 SATs). Our Writers of the Month have been celebrated and writing competitions promoted to extend pupil writing opportunities. Handwriting continues to be a focus of early work. CPD has been used to review our writing steps and the impact and efficiency of whole class marking and conferencing- to monitor workload. * Our Maths Lead left at Christmas- currently being managed within the leadership team- our SW London Hub link is on hold. Y4 parents have been communicated to in regard to the MTC (in June)- with preparations underway. Times tables rhymes and Make 24 club are in place to support pupils beyond the curriculum. Y6 Booster group support is in place during and after school. | | | | | |
| **June Review:** | | | | | |

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| **Hampton Hill Junior School Priorities** | | | | | | |
| **School specific priority (behaviour and attitudes): to improve attendance and punctuality issues for identified pupils** | | | | | | |
| **Why was this chosen as a priority?**   * Higher levels of absence and lateness (post CV19) for identified children and families- with a significant increase in the number of PAs * 2022-3 figures: attendance overall 94.8%: unauthorised absence 1.3%: persistent absentees (PAs- below 90% attendance) 48 children (8 SEND 20 PPG) * Punctuality: Summer term 2023- 16 children with 6+ lates (4 SEND 10 PPG)   **What will success look like by the end of this year?**   * Improved attendance and punctuality from identified pupils (e.g. PAs in 2022 23) * All pupils feeling supported and positively engaged in school life * Links in place with identified families to support attendance and punctuality * Children progressing across the curriculum | | | | | | |
| **What is our intent?** | | **How will we implement it?** | **When will it happen and by whom will it be completed?** | **What will the impact be/**  **Success criteria?** | **Cost** | **How and when will this be monitored?** |
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| **2.1 To improve attendance and punctuality levels- with a focus on addressing identified barriers for priority children and families**. | | * Monitor attendance and punctuality and respond to individual barriers for families - reviewing messaging, support and sanctions- including the introduction of FPNs. * Proactively work with the transport team to ensure pupils who are transported to school by the LA are well supported. * Actively support the successful transition and arrival of all new pupils. * Respond to updated health related national & local guidance. | Sept onwards- with ongoing half termly reviews (Attendance/ KPIs)  (Admissions officer/DSL/ SLT) | * Significantly reduced PAs. * Improved data (96%+). * Punctuality barriers addressed for individuals. * Pupils feeling positive and fully engaged and enjoying in school life. * Positive national and local percentages comparisons. | PPG funding  P2B (PPG funded) | Pupil/ parent/ staff voice KPIs- monitored against national data (attendance- punctuality)  P2B/ Trailblazer feedback Behaviour reset monitoring EHCP reviews/ EISS input  Anti-bullying/ discriminatory behaviour monitoring |
| **IMPACT** | **December Review:**   * Positive Ofsted feedback in regard to our approaches (“Leaders are tenacious in their work with parents and carers to encourage high attendance rates”). Contact ongoing with the AFC transport team for identified pupils. Successful transition to HHJS for new pupils. Focus and support for individual families in place. * Attendance percentages are above national averages. FPN to be introduced as an option (in spring). * Regular attendance monitoring data is circulated to staff. General ill health impacts are ongoing. * Positive pupil view of school (Ofsted survey). | | | | | |
| **April Review:**   * Attendance rates are positive in comparison to national averages. Punctuality and PAs continue to be a challenge. Proactive interventions are in place- e.g. parent relationships, home visits, arranging transport, picking up from home. No FPNs have been given this term. * Positive feedback received from parents and pupils in regard to feeling supported and listened to- with signposting to external agencies e.g. P2B and MHST. Children’s attendance is encouraged and rewarded through positive support and interactions. * Attendance challenges and successes were discussed within our SIP spring term visit. Attendance percentages are shared with our class teaching team to highlight progress and barriers. * The MMR booster was offered on-site to families. LA Health messages are communicated to parents. * Our spring term pupil survey will be led by our Pupil Parliament Reps to seek wider pupil view. | | | | | |
| **June Review:** | | | | | |

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| **Hampton Hill Junior School Priorities** | | | | | | |
| **School specific priority (personal development): to provide additional support that positively impacts on pupil’s personal development** | | | | | | |
| **Why was this chosen as a priority?**   * To respond proactively to newly introduced statutory duties in order for these to inform our practice * To ensure all pupils are safe and feel safe * To build on ongoing work and ensure that all pupils feel listened to, valued and represented   **What will success look like by the end of this year?**   * Statutory duties embedded and impacting positively to ensure pupil wellbeing and safety * All pupils feeling listened to and represented * All staff and pupils responding positively to a school culture that is promoting an inclusive set of values that are understood and engaged with by our school community | | | | | | |
| **What is our intent?** | | **How will we implement it?** | **When will it happen and by whom will it be completed?** | **What will the impact be/**  **Success criteria?** | **Cost** | **How and when will this be monitored?** |
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| **3.1 To embed new statutory duties into our practice and respond to safeguarding audit actions.** | | * Deliver required CPD to all staff (KCSiE updates 2023-4). * Review our progress towards safeguarding audit actions and respond accordingly. | Sept (DSL)  Ongoing | * All staff operating confidently and fully in line with new statutory expectations and best practice. * Pupils being and feeling safe- with proactive responses in place where required. | SPARK Credits | DSL- Collate signed responses  CPOMs- being used more widely across the staff team  LADO referrals  Safeguarding governor  FGB & AF committee input  Filtering monitoring |
| **3.2 To respond proactively to pupil voice and provide additional leadership opportunities for pupils.** | | * Seek and respond to wider range of pupil voice audits (e.g. sociograms and Attachment Aware Gold links). * Provide additional and new leadership opportunities for pupils to supplement what is currently offered. | Sept onwards- with termly changes to pupil leadership roles and opportunities  (Leadership team) | * Pupils feeling valued and listened to- with opportunities to participate in and impact proactively on school life and develop leadership experience and qualities- e.g. pupil parliament, JTAs- sustainability role, sport leaders & Intergenerational links. | Staff release time (to support)  Badges and related resources for pupils | Pupil audits- EAL/ EDI Google surveys Attachment Aware Gold  Sociograms  Smart council- communications and feedback  Children in role and engaging with their posts proactively |
| **IMPACT** | **December Review:**   * KCSiE CPD delivered to all federation staff (Sept). AFC safeguarding audit actions are ongoing- with governor monitoring and input. Positive pupil voice (Ofsted: “pupils are happy, well behaved and safe”). * Attachment Aware Gold process underway. * New pupil leadership opportunities in place (Pupil Parliament Reps to York House and in new parent open mornings, Sport Leader playground role, JTA sustainability role…) | | | | | |
| **April Review:**   * Safer Internet Day successfully delivered and well received. * Governor monitoring of safeguarding processes and practice in place- actions to be addressed (e.g. Read Theory filtering). * Pupil voice sought and listened to through a range of reviews (LAC, EHCP…). * Additional pupil leadership opportunities in place e.g. JTA Eco conference, active sport leaders and sporting events, Smart School Council. * Mental Health Champions active in kindness cup celebrations. * Local authority holiday time FUEL provision (for disadvantaged families) signposted and promoted. | | | | | |
| **June Review:** | | | | | |

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| **Hampton Hill Junior School Priorities** | | | | | | |
| **School specific priority (leadership and management): for school leaders to lead on identified priorities that improve the quality of our teaching and learning** | | | | | | |
| **Why was this chosen as a priority?**   * To ensure our leaders impact positively on teaching and learning outcomes and on our school culture and community.   **What will success look like by the end of this year?**   * School leaders having a positive and sustained impact on our curriculum * Leaders leading identified development areas with confidence and communicating clearly with stakeholders * Leaders having opportunities for continued professional development that support progress * Leaders having confidence to support and challenge colleagues to improve outcomes and opportunities for pupils * All SEF judgements consistently good- with consideration of Ofsted outstanding statements * Positive external audits (SIP report, parent survey, Ofsted) with identified actions responded to * Statutory documents all in place and impacting (PPG Plan- Sport Premium Plan- SEND Info Report) | | | | | | |
| **What is our intent?** | | **How will we implement it?** | **When will it happen and by whom will it be completed?** | **What will the impact be/**  **Success criteria?** | **Cost** | **How and when will this be monitored?** |
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| **4.1 For subject leaders to ensure curriculum developments enhance pupil learning and support progress towards end points.** | | * Provide support for new subject leaders. * Identify subject priorities to inform CAPS and progress towards these. * Prepare for curriculum audits (e.g. SIP visits & deep dives). * Ensure required detail and learning resources are on our school website and accessible to parents. * Ensure federation subject links are in place with KS1 leaders. * Lead required CPD and provide resourcing to enhance our curriculum. * Monitor skills and knowledge assessments across the year groups. | Sept onwards- with ongoing input and termly curriculum reviews. (SLs)  Christine C to work with subject leaders across the year | * Subject leaders having clear overview and leadership of their subject. * A well led curriculum across all subject areas- with new units embedded and children progressing towards KS2 end points. * Additional learning materials in place (e.g. knowledge organisers) and supporting pupil’s learning. * Curriculum info accessible to families and supportive to home learning. * CDP delivered that informs our curriculum delivery. * Assessment grids fully in place and informing YG teams and subject leaders of pupil coverage and progress. * Successful KS1-2 transition- with a curriculum in place that builds on KS1 subject units. | Release time  CC input Curr resources  SPARK AFC credits | School self-review schedule CAPs (Curriculum Action Plans)  At a glance grids  Curriculum reviews SPARK Networks A&F reports Deep dives SIP reports  Federation feedback  Skills and Knowledge assessment grids  Annual pupil reports |
| **4.2 For year group leaders to lead their teams toward identified school priorities.** | | * YGL input that leads their team and is supportive to their role in curriculum development and improvement. | Sept onwards- termly schedule. | * YGL input informs improvements in teaching and learning across their teams. * Teams in year groups working effectively- with all team members contributing proactively (e.g. in regard to planning and assessment). | YGL Release time | Pupil Progress Meetings YGL termly reviews School self- review schedule  A/F comm meetings SIP feedback |
| **4.3 For leaders with wider responsibilities to progress toward identified priorities.** | | * Progress towards identified accreditations- Healthy Schools/ Sports Mark/ Attachment Aware Gold. * Ensure systems are supportive to staff wellbeing- SPARK Coaching & Working party * Ensure external leadership links inform our practice and outcomes (AFC links, SRP review, Maths Hub) * Ensure new staffing structures are embedded (e.g. office team). * Ensure an ongoing EDI focus. | Sept onwards  Monitor surveys and audits  Termly reviews (SLT) | * A positive and vibrant school culture where leaders impact on key priorities. * Accreditations achieved. * Increased leadership confidence and staff upskilling (e.g. AFC and external links- DT/ PSHE/ Racial justice/ Maths Hub). * A curriculum that supports and encourages children to develop a wider knowledge view and engagement (e.g. sustainability links, Anti-Racist Pledge and Attachment Aware Gold). * Staff wellbeing evident- with issues addressed. | Release time  CPD costs Related resource costs (e.g. accreditations) | Leadership audits and reviews Perf Mgt reviews  Pupil and community response  AFC feedback  Progress towards accreditations |
| **4.4 To ensure financial decision making is supportive to setting a sustainable budget.** | | * Decision making that leads to a budget that meets DRP requirements- with info shared with our school community. * Liaise with external partners (e.g. AFC, PTA, charitable and voluntary organisations) to support resourcing and ensure ongoing site repairs. | Sept onwards. F/P and FST committee dates and timescales. | * DRP in place and agreed with LA. * DRP achieved. * Well managed and sustainable budget which is able to support all essential school priorities- with a clear approach to necessary cost cutting and generating of additional funding streams to ensure we continue to offer a vibrant school experience to pupils. * An engaged and supportive community * Site priorities addressed with future priorities identified. | DRP related | School budget and AFC returns  Deficit Recovery Plan (DRP) F/P committee monitoring and input |
| **4.5 For school leaders to work with FGB/FST to address identified federation priorities.** | | * Regular FST meetings held to identify, address and track progress towards key priorities for this year (e.g. Curriculum alignment, Vision & values, logo & uniform, sustainability, equality, parental engagement and comms). | Sept 23 onwards  Aligned to FST meetings | * FST priorities identified. * Progress made towards achieving these. * Ongoing monitoring to ensure impact on pupil experience across the federation- alongside staff and community engagement and positive view. | TBC | FST FGB meetings and minutes and achieved actions  SEF SDP  SIP reports |
| **IMPACT** | **December Review:**   * Positive Ofsted feedback on curriculum leadership following our subject deep dives (“the school’s curriculum is broad and ambitious”- with developmental points identified and to be addressed). CPD for new subject leaders provided and Curriculum Action Plans in place. * Website update completed to enhance parental access to curriculum skills and knowledge information. * Staff wellbeing- positive Ofsted staff survey. Wellbeing Working Party in place (Wellbeing Charter), Governor support in place. AFC coaching CPD (linked to wellbeing) well received by attendees. * External links (AFC, SW London Maths Hub) in place and supportive to our leaders. Office team operating well following the resignation of our office manager. * Finance and site- progress towards DRP ongoing- info shared with all federation staff. Site: renovated pond (PTA supported) and successful Drama cube and community Dig Day. Good Gym were on site to decorate our outdoor furniture. A range of new PTA events have been successfully delivered. * FST- New Vision and Values in place- well received at recent new parent open mornings. Shared with pupils. | | | | | |
| **April Review:**   * Our response to the two Ofsted action points is in place and ongoing- Little Wandle has been addressed with curriculum focus INSET time in place for subject leaders to address our curriculum target. * CPD delivered by History and science leads. * Subject leaders completing lesson observations and also informed by pupil voice. * Science Week well received. * YGLs supporting teams- Y4 overseen by DHT for spring and summer term. Temporary teacher inducted into Y4 and supported. * Accreditations– progress ongoing towards Attachment Aware Gold. * Our SPARK credit focus has been a Quality First Teaching project- with key learning being shared with staff through CPD by Y3 YGL (CW). * Finance- Deficit Recovery Plan responses ongoing. * Site- capital maintenance bid agreed by AFC (work ongoing), AFC H/S audit recently completed- with recommendations to follow. * Parental engagement- Coffee mornings and events well received (e.g. Y3 Wider Ops violin presentations, choir concert…), PTA energy impacting positively- events and fundraising towards trips, IT resourcing, reading materials and SRP sensory garden. * FST meetings ongoing- progressing towards priorities. Currently planning towards Y2 transition. | | | | | |
| **June Review:** | | | | | |