



Carlisle and Hampton Hill Federation Schools Development Plans 2023-2024

'Love Learning, Love Life'



Chair of Governors:	Deb Long
Headteacher (Carlisle Infant School):	Zoe Brittain
Headteacher (Hampton Hill Junior School):	Alan Went

Carlisle and Hampton Hill Federation Priorities

Federation Priority 1a: **To maximise the benefits of the Federation model for all stakeholders**

Why was this chosen as a priority?

- To ensure the two schools are working as efficiently as possible together
- To deliver finance and resources opportunities
- To improve the Governing Body's strategic approach by focusing on Federation priorities vs individual schools
- To support recruitment of families by raising the profile of the Federation in the local community

What will success look like by the end of this year?

- The Governing Body structure delivers support and challenge to the Federation
- The financial structure of the Federation is settled
- The federation is in a more stable position and stakeholders can recognise benefits of recent developments, moving forward

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?
Federation Strategy Group has clear action plan outlining actions to maximise benefits	<ul style="list-style-type: none"> ● Meet regularly to consider strategies to support financial sustainability ● Utilise skills within governors and FST to develop marketing of the federation resulting in increased pupil numbers ● Continue to enable opportunities for subject leaders to meet to develop the cohesive 7 year curriculum ● Ensure clear aligned communications strategy for prospective and current parents ● FST create 3-5 year plan for School Development ● Seek opportunities to utilise staff skills and streamline effective practices by enabling cross federation working 	Federation Strategy team to meet at least once each half-term	<ul style="list-style-type: none"> ● Progress seen towards objectives each term. ● The GB takes a more strategic outlook in preparation for 3-5 year planning. ● Reduced workload for the GB – Federation as opposed to 2 school focus. 	N/A	FGB meeting minutes Committee meeting minutes

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December Review:

April Review:

July Review:

Carlisle Infant School Priorities

School Specific Priority : **To ensure progress and outcomes in reading and writing are improved for every child to leave Carlisle as a reader and a writer.** (*Ofsted area(s) of focus - Quality of Education*)

Why was this chosen as a priority?

- Year R - 72% of children meeting the Early Learning Goal for word reading, 89% of children meeting the Early Learning Goal for comprehension 76% of children meeting the Early Learning Goal for writing with a gender gap of 23% between girls and boys with 86% girls achieving the Goal compared with 63% of boys.
- Year 1 - Phonics Results for 2022-2023 was 79% who met the threshold
- Year 2 - Reading Results for 2022-2023 was 74% at expected or above and Writing Results for 2022-2023 was 61% at expected or above
- SIP visits and internal monitoring and data has highlighted the school should continue to embed Little Wandle and develop strategies to further support the teaching of writing, especially spelling.
- New phonics scheme Little Wandle Letters and Sounds Revised was introduced in line with recommendations from The Reading Framework in September 2022.
- Demands on families has led to less opportunities to encourage reading for pleasure at home

What will success look like by the end of this year?

- All class-based staff have received training to support with phonics and reading groups (especially new members of staff), the impact of these are measured through regular monitoring. Staff who demonstrate gaps in their understanding will receive further training to support this development.
- CPD/INSET sessions will continue to target areas for development (especially teaching spellings). This will be embedded in all sessions.
- Children identified with gaps in phonic knowledge are identified by half termly assessments and supported by a mixture of quality first teaching and intervention support.
- Children identified as needing extra support for reading and writing are closely tracked to ensure gaps are closed as quickly as possible.
- Pupil voice indicates reading is a pleasurable experience and can discuss texts/authors of preference.
- Increased % of pupils meeting the phonics threshold at the end of Year 1 and 2 (retakes).
- Children meet or exceed their individual targets set at baseline and End of EYFS/KS1 outcomes are in line/above the LA average at the end of 2023-2024.

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?
All staff that are teaching phonics demonstrate more consistency in their approach, teach with an effective pace and children remain engaged throughout sessions.	All staff have accessed Little Wandle Letters and Sounds training. Further staff CPD sessions allocated to Phonics and early reading See CPD Overview	All new staff to complete all training modules. On-going CPD throughout year	<ul style="list-style-type: none"> ● Phonics sessions and intervention groups will be taught in a consistent way ● Improved pupil outcomes in phonics and reading 	Need extra staff/adults to support reading model of 3 times a week group reading	See Monitoring Schedule

<p>High quality phonics keep up sessions are in place for children in all years identified with gaps or who need extra support</p>	<p>Support Staff/Teachers timetable and deliver regular sessions following LW L&S Planning and record progress and next steps</p>	<p>Regularly planned sessions weekly Teachers/TAs</p>	<ul style="list-style-type: none"> ● Staff use AFL to identify children who need extra support 	<p>Equivalent of 45 mins of Teacher/TA salary</p>	<p>See Monitoring Schedule</p>
<p>All children are encouraged to develop a love of reading and texts reflect the diversity of our school community</p>	<p>Timetabled library access for classes in school time. Promotion of texts in school day (quality over quantity). Vote for a story in every classroom. Celebration of Books Events across the year - including bedtime stories and Barnes Literature festival fro PPG</p>	<p>Planned collectively by YGLs - to occur at least once a week Termly</p>	<ul style="list-style-type: none"> ● Children talk about favourite authors and books ● Children recognise familiar story book characters ● Children can discuss their favourite text genre ● Books represent/reflect the diversity of families and people in our world 	<p>£1000 Book budget</p>	<p>English Lead - Pupil Voice Termly</p>
<p>Parents feel equipped to support their children to develop their decoding, comprehension and reading for pleasure</p>	<p>Reading workshop for parents with focus on quality texts and how to support reading at home. Opportunity to share a huge range of diverse texts for parents to engage with. Parents are invited to 'drop in' phonics sessions in Year R and Year 1 to observe teaching and engage with their child's learning.</p>	<p>Spring Term led by AO/AL</p>	<ul style="list-style-type: none"> ● Parent feedback indicates they feel upskilled to support their children ● Pupil data demonstrates good or better progress 	<p>N/A</p>	<p>Parent Feedback following workshop See Monitoring Schedule</p>

<p>Fewer children remain in first 20% of readers in each class</p>	<p>Pupils identified as working in the first 20% of readers are targeted for regular and consistent intervention within year group teams.</p>	<p>Ongoing - Class teachers/Overseen by YGLs/Phonics and reading leads</p>	<p>Pupils will make good or better progress from their starting points Fewer children remain in the first 20% by the end of the year</p>	<p>Proportion of TA/Teacher wage</p>	<ul style="list-style-type: none"> ● Monitoring Data ● Termly Pupil Progress notes ● Intervention records ● Pupil voice
<p>Teaching 'spelling strategies' are shared with staff to develop consistent effective practice and ultimately improve pupil spellings.</p>	<p>Share spelling strategies with staff Year 2 spellings to be sent home Structured teaching of spellings/ graphemes using Little wandle planning</p>	<p>AL CPD-Autumn 2 Year 2 to send home spellings Autumn 2 Year 2 to use progression of Little wandle spelling Autumn 2</p>	<ul style="list-style-type: none"> ● Pupils will show a better knowledge and accuracy of spellings. ● Pupils can investigate different spelling patterns with more confidence. ● Spellings in books will be of greater accuracy. 		<ul style="list-style-type: none"> ● Monitoring Data ● Termly Pupil Progress notes ● Intervention records ● Pupil books ● Pupil voice
<p>Fewer children are working below the expected standard in writing at the end of each year (Years R, 1 and 2). -Particularly those with SEND, PPG, Boys and Multilingualism</p>	<p>Develop teacher knowledge of shared writing and modelling. To ensure that children have daily quality writing opportunities encouraged by all staff.</p>	<p>AL to lead shared/modelled writing CPD session AL to agree non-negotiables with YGL's for each half term to monitor children under achieving- to then focus key targets with teaching assistants. Writing lead to support with English planning across the school where requested.</p>	<ul style="list-style-type: none"> ● Staff will show a greater confidence in developing writing skills in their class. ● Data will reflect good progress, with less children working below. ● Pupil progress meetings will show that where children do have gaps and are working below that the class teacher knows exactly which areas that child needs to focus on to be successful. 		<ul style="list-style-type: none"> ● Monitoring Data ● Termly Pupil Progress notes ● Intervention records ● Pupil books ● Pupil voice

December Review:

- Ofsted September 2023 -2024 highlighted the strong progress being made towards this objective. 'Early reading is prioritised right from the start. A strong culture of reading is evident across the school. A new phonics programme was introduced last year to better support pupils to become fluent readers. All staff have been trained to deliver this consistently. Books are carefully matched to the sounds pupils know, providing daily opportunities for them to practise and develop their fluency and accuracy. Support is in place for those at risk of falling behind to help them catch up quickly. Pupils enjoy both reading and being read to.'
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April Review:

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July Review:

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Carlisle Infant School Priorities

School Specific Priority : **To embed a whole school approach to teaching vocabulary to support effective learning across the curriculum.**

(Ofsted area(s) of focus - Quality of Education and Leadership and Management)

Why was this chosen as a priority?

- More children starting school below age related expectations for communication and language which impacts learning and the ability to form relationships with adults and peers.
- Gender gap in Year R 98 % of girls met the Early Learning Goal for both Listening Attention and Understanding and Speaking and - with 80% of boys in Listening, Attention and Understanding and 83% in Speaking
- Vital vocabulary has been identified by subject leaders on subject progression maps however the direct teaching of such vocabulary and ensuring its effective use is inconsistent across all classes

What will success look like by the end of this year?

- Explicit teaching of ‘vital vocabulary’ is part of all lessons to ensure children are introduced to, understand and revisit key vocabulary across all areas of the curriculum, this will be further developed by adopting a researched model for the development of vocabulary teaching.
- Vocabulary development supports the children at Carlisle to understand the key subject specific concepts, content and skill that progress in complexity from reception to year 2 so that all pupils will know and remember more.
- Pupil voice (from different pupil groups) indicates understanding of confident use of key vocabulary

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?
Staff are trained in teaching vocabulary development and utilise this approach in planning and teaching across the curriculum.	Staff training session led by Andy Platt	29.11.23 Andy Platt	<ul style="list-style-type: none"> ● Staff will demonstrate improved practice following different monitoring procedures ● Planning/resources offered reflects improved staff subject knowledge ● Improved pupil outcomes indicate effective practice in place 	SPA[RK] Credits	Termly - AL English Lead: Planning Scrutiny Learning Walk observations Feedback to/from staff
All subject leads ensure the effective practice determined in training is embedded in the	Subject Leads monitor effective practice and areas for development in learning walks, capturing pupil voice, and offering	Subject Leads - following training above Termly	<ul style="list-style-type: none"> ● Teachers teach vocabulary effectively across all subjects ● Children have a competent understanding of the meaning of the vocabulary taught and 	S.L.release time (covered internally)	Subject Leads - following training above Termly SLT - as part of PM Observations

teaching of their subject through monitoring.	feedback where necessary.		can use it as part of class discussions.		
Pupil voice (from different pupil groups) indicates understanding of confident use of key vocabulary in different subjects	Collate a sample of pupil voice from pupils from different groups from each year group, assessing and discussing concepts in different subject areas using taught vocabulary.	SLT/Subject Leads Autumn Term Spring Term Summer Term	<ul style="list-style-type: none"> • Children’s discussions reflect confidence in use of the vital vocabulary taught. • Children recognise their strengths, improvements and increased confidence 	N/A	Pupil voice collated into a termly grid.
I M P A C T	December Review: <ul style="list-style-type: none"> • SIP visit November 2023 highlighted the following points - It was evident that explicit vocabulary instruction is taught throughout the school and that most teachers make good use of choral repetition and individual repetition and give time to explore meaning and check for understanding, high quality interactions were observed and these included examples of using specific vocabulary and repeating key words and phrases. Dual coding is used effectively giving pupils two different representations of the same piece of information so that visual and verbal information is viewed simultaneously, impacting positively on learning. This was the case both in Y1 and in Y2. Teachers consistently display key vocabulary in class to help to keep this fresh and reinforce learning. • Andy Platt has delivered training (29.11.23) to ensure consistency in approach and that progression is in place - this was delayed due to receiving Ofsted visit/his availability so the impact of this is too early to measure at present. 				
	April Review: <ul style="list-style-type: none"> • 				
	July Review: <ul style="list-style-type: none"> • 				

Carlisle Infant School Priorities

School Specific Priority : **To further develop and embed the school's assessment processes alongside establishing and embedding our pedagogical principles.**

(Ofsted area(s) of focus - Quality of Education and Leadership and Management)

Why was this chosen as a priority?

- Ofsted Inspection next step indicated that *'the role of subject and year group leaders is strengthened to increase their impact on the quality of teaching and pupils' learning'*
- L.A. Teaching and Learning Review indicated that the school should embed a set of key principles that are integrated into daily practice to enhance the quality of teaching and support all pupils to learn well.
- SIP suggested that we further develop the use of a range of assessment strategies so that assessment focuses on the knowledge that pupils have learned, and teachers are able to ascertain what pupils know and can do and adapt their planning and teaching accordingly.
- Some leaders are still fairly new to their role and need further support.

What will success look like by the end of this year?

- Assessment processes are embedded in all classes, with teachers demonstrating consistency in their delivery and use of assessment tools.
- Pedagogical principles (Feedback, Oracy, Retrieval and Challenge) are demonstrated in all examples of monitoring and demonstrate impact on pupil achievement.
- Subject leads feel equipped to monitor the impact of their curriculum developments in assessment processes and the pedagogical principles across the school and feedback areas for development to staff.
- Year group leads demonstrate increased accountability for the developments in their teams.

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?
Assessment processes are embedded in all classes, with teachers demonstrating consistency in their delivery and use of assessment tools.	SLT research assessment in the wider curriculum using contemporary theory (EEF, Mary Myatt, Clare Sealy, Rosenshine) to generate evidence based effective practice.	Autumn Term 1 SLT	<ul style="list-style-type: none"> ● SLT will have a bank of evidence based tools to suggest to staff for implementation 	£100 for professional reading	Feedback to wider SLT in SLT meetings/Feedback to Govs.
	SLT to lead CPD sessions to disseminate research and subject leads to consider possible assessment	Autumn 2 - SLT/SLs	<ul style="list-style-type: none"> ● Leaders at different levels feel empowered to trial an evidenced based approach to assessment in different 		Learning Walk feedback CPD feedback Book looks (Cycle of Subject Leader release time/SLT monitoring)

	<p>developments for their individual subjects.</p> <p>Class teachers trial approach in different subjects lesson by lesson/end of a unit and offer feedback at later CPD.</p>	<p>Autumn 2 / Spring 1 Class teachers</p>	<p>subject areas across the school.</p> <ul style="list-style-type: none"> ● Assessment processes will become more embedded and will result in greater understanding of the strength and next steps for our pupils. 		
<p>Pedagogical principles (Feedback, Oracy, Retrieval and Challenge) are demonstrated in all examples of monitoring and demonstrate impact on pupil achievement.</p>	<p>CPD session to provide an overview of all pedagogical principles expected of/for all children in every lesson. Staff will engage in research to gather and share effective practice with colleagues. Agree on three key strategies for developing feedback, oracy (Autumn Term) and retrieval and challenge (Spring Term) that staff will adopt.</p>	<p>Autumn 1 ZB/DW</p> <p>Autumn/Spring Teachers/ Subject Leaders</p>	<ul style="list-style-type: none"> ● Leaders at different levels feel empowered to trial an evidenced based approach to pedagogical principles in different subject areas across the school. ● Pedagogical principles will become more embedded and will result in greater understanding of the strength and next steps for our pupils. 	N/A	<p>Learning Walk feedback CPD feedback Book looks (Cycle of Subject Leader release time/SLT monitoring)</p>
<p>Subject leads feel equipped to monitor the impact of their curriculum developments in the pedagogical principles across the school and feedback areas for development to staff.</p>	<p>CPD session to provide an overview of all pedagogical principles expected of/for all children in every lesson. Staff will engage in research to gather and share effective practice with colleagues. Agree on three key strategies for developing feedback, oracy (Autumn Term) and retrieval and challenge (Spring Term) that staff will adopt.</p>	<p>Autumn 1 ZB/DW</p> <p>Autumn/Spring Teachers/ Subject Leaders</p>	<ul style="list-style-type: none"> ● Leaders at different levels feel empowered to trial an evidenced based approach to pedagogical principles in different subject areas across the school. ● Pedagogical principles will become more embedded and will result in greater understanding of the strength and next steps for our pupils. 	N/A	<p>Action Plans Learning Walk feedback CPD feedback Book looks (Cycle of Subject Leader release time/SLT monitoring)</p>

December Review:

- School SLT has met to discuss current assessment practices and areas for development
- Implementation plan has been drafted - School will/has introduced summative assessments in phonics, maths, music, P.E.
- Federation use of Writing Steps introduced at HHJS to aid termly judgements
- DW has worked with Science subject lead to introduce end of term Science assessments across KS1
- Subject Leads have included monitoring the use of feedback and assessments (formative and summative) on their subject action plans
- Decision has been made to focus on developing assessment processes throughout this year - Pedagogical Principles will be referred to in CPD but will aim to embed through next year's SDP.

April Review:

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July Review:

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Carlisle Infant School Priorities

School Specific Priority: **To further develop our nurturing provision to support children’s emotional wellbeing at different times throughout the day.** *(Ofsted area(s) of focus - Behaviour and Attitudes and Personal Development)*

Why was this chosen as a priority?

- More children in school needing support to express and manage emotions successfully
- Data highlights that the start of the school day, playtime and lunchtime are times when children need most support managing their feelings and behaviour
- To further upskill adults working with children at these times
- Impact of increased pressure on families in light of the escalating cost of living crisis, more children living in homes where mental health of a family member is a concern
- Continue to develop staff knowledge and expertise using an attachment aware and trauma informed approach to support children and their families with managing feelings and behaviour

What will success look like by the end of this year?

- All children are better equipped with tools to support self-regulation and self-esteem
- Families and children continue to be well supported through parent workshops, work of Emotional Wellbeing Practitioner and the school staff team
- All children have a positive playtime and lunchtime experience and there will be less incidences where children need support to manage their feelings and behaviour
- Attachment aware gold award will be achieved through continued work supporting families within our 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?
To evaluate current playtime/lunchtime provision and create a plan to identify areas where this could be improved.	Staff questionnaire and pupil voice. Regular meetings with the lunch leader team to share feedback and adapt provision as needed.	Autumn 1 ZB	<ul style="list-style-type: none"> ● Staff and pupils have input into plan for playtimes and lunchtimes ● Positive play plan is in place and feedback from pupils and staff indicates it is having a positive impact on behaviour. 	£0	Termly pupil voice Staff feedback Monitoring of playtime and lunchtime behaviour
To train year 2 children to be play leaders who can support others at play and lunchtime.	Play leader plan in place. Schedule check in with play leaders.	Autumn 2 Y2 team	<ul style="list-style-type: none"> ● Y2 children act as role models ● Feedback shows playtime is a positive experience 	£0	Termly pupil voice Staff feedback Monitoring of playtime and lunchtime behaviour
To further develop our Attachment Aware and	Identify strategies and further training which	ZB, YGLs Autumn 1 and ongoing	<ul style="list-style-type: none"> ● Staff confident and consistent using attachment aware 		Staff feedback following training, SENDCo learning walk

<p>trauma informed approach to support all stakeholders</p>	<p>staff can use consistently to support emotional wellbeing</p> <p>Reset baskets in use in every class as needed</p> <p>Parent workshop to develop approach to communication and support social skills</p>	<p>MG Autumn 1</p> <p>ZB spring 1</p>	<p>strategies and emotion coaching</p> <ul style="list-style-type: none"> • Children will be well-supported in managing their emotions • Parents are better equipped to manage children’s behaviour and emotions, strategies used at home mirror those used in school providing consistency or children 		<p>Learning walk, observations</p> <p>Parent feedback after workshops</p>
<p>Train staff to use researched approach to teaching personal, social and emotional development</p> <p>EEF Personal Social and Emotional Development</p>	<p>YR to trial approach from autumn 2 as part of weekly planning</p> <p>Parent workshop</p> <p>Lunchleader training session</p>	<p>ZB/AO</p> <p>ZB Spring 1</p> <p>ZB autumn 2</p>	<ul style="list-style-type: none"> • Children will be well-supported in managing their emotions, more children will achieve ELG in PSED • Parents are better equipped to manage children’s behaviour and emotions, strategies used at home mirror those used in school providing consistency or children • Staff including lunch leaders have a greater understanding of PSED and how to support children with this 		<p>Learning walk, observations</p> <p>Parent feedback</p> <p>Staff feedback</p>

<p>I M P A C T</p>	<p>December Review:</p> <ul style="list-style-type: none"> • Positive feedback from parent workshop on Emotion Coaching-Nov 23 parents have asked for further support around this. Further workshop planned for Spring term. • MHST practitioners attended informal parent drop-in which has led to increased awareness of their role in school and an increase in parents asking for support from their service. • EEF materials being used by TAs to support groups/identified pupils/LAC • AASA audit completed by SLT highlighted need for further training for staff in relation to supporting children displaying high levels of dysregulation, this will be planned for spring 2024 <p>April Review:</p> <ul style="list-style-type: none"> •
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July Review:

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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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<p>1 To ensure support is in place for all children to become fluent readers</p>	<ul style="list-style-type: none"> · 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. 	<p>September onwards with ongoing termly reviews Leadership team/ (D)</p>	<ul style="list-style-type: none"> · 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. 	<p>Curriculum resourcing- e.g. Little Wandle resources CPD /W and SPARK (credits) Curr subscription (e.g. Read theory)</p>	<p>Termly pupil progress meetings ATs/ NFER/ Salford/ phonic screener/ Spell shed data Reading records Pupil voice Ongoing year group/ SEND/ PPG and EAL data reviews</p>
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<p>2 To ensure all children are progressing towards their writing steps.</p>	<ul style="list-style-type: none"> · 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. 	<p>Writing Lead- LOC</p> <p>as above</p>	<ul style="list-style-type: none"> · 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. 	<p>Curriculum</p> <p>Resourcing</p> <p>PD</p>	<p>as above</p> <p>Writing Steps progress</p> <p>Writer of the month awards</p>
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<p>3 To support all children's multiplication tables fluency and confidence.</p>	<ul style="list-style-type: none"> · 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. 	<p>Maths lead- MD Dept onwards T F committee</p>	<ul style="list-style-type: none"> · Improved multiplication fluency and confidence. · Progress through Rainbow Maths/ TT Rock Star/ Athletics. · Successful transition- with children building on KS1 learnt tables. 	<p>Maths Hub release time T Rock Stars Athletics</p>	<p>Year group data ITC Y4 ATS Y6</p>
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<p>IMPACT</p>	<p>December Review:</p> <p>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".</p> <p>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.</p> <p>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.</p>
	<p>April Review:</p> <ul style="list-style-type: none"> •

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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?
<p>2.1 To improve attendance and punctuality levels- with a focus on addressing identified barriers for priority children and families.</p>	<ul style="list-style-type: none"> · 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 	<p>Sept onwards- with ongoing half termly reviews (Attendance/ KPIs)</p> <p>(Admissions officer/DSL/ SLT)</p>	<ul style="list-style-type: none"> · 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. 	<p>PPG funding</p> <p>P2B (PPG funded)</p>	<p>Pupil/ parent/ staff voice KPIs- monitored against national data (attendance-punctuality)</p> <p>P2B/ Trailblazer feedback Behaviour reset monitoring EHCP reviews/ EISS input</p> <p>Anti-bullying/ discriminatory behaviour monitoring</p>

	related national & local guidance.				
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IMPACT	<p>December Review:</p> <ul style="list-style-type: none"> 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).
	<p>April Review:</p> <ul style="list-style-type: none">
	<p>June Review:</p> <ul style="list-style-type: none">

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?**

<p>3.1 To embed new statutory duties into our practice and respond to safeguarding audit actions.</p>	<ul style="list-style-type: none"> · Deliver required CPD to all staff (KCSiE updates 2023-4). · Review our progress towards safeguarding audit actions and respond accordingly. 	<p>Sept (DSL)</p> <p>Ongoing</p>	<ul style="list-style-type: none"> · 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. 	<p>SPARK Credits</p>	<p>DSL- Collate signed responses</p> <p>CPOMs- being used more widely across the staff team</p> <p>LADO referrals</p> <p>Safeguarding governor</p> <p>FGB & AF committee input</p> <p>Filtering monitoring</p>
<p>3.2 To respond proactively to pupil voice and provide additional leadership opportunities for pupils.</p>	<ul style="list-style-type: none"> · 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. 	<p>Sept onwards- with termly changes to pupil leadership roles and opportunities</p> <p>(Leadership team)</p>	<ul style="list-style-type: none"> · 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. 	<p>Staff release time (to support)</p> <p>Badges and related resources for pupils</p>	<p>Pupil audits- EAL/ EDI</p> <p>Google surveys</p> <p>Attachment Aware Gold</p> <p>Sociograms</p> <p>Smart council- communications and feedback</p> <p>Children in role and engaging with their posts proactively</p>

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:

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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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<p>4.1 For subject leaders to ensure curriculum developments enhance pupil learning and support progress towards end points.</p>	<ul style="list-style-type: none"> · 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 	<p>Sept onwards- with ongoing input and termly curriculum reviews. (SLs)</p> <p>Christine C to work with subject leaders across the year</p>	<ul style="list-style-type: none"> · 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. 	<p>Release time</p> <p>CC input Curr resources</p> <p>SPARK AFC credits</p>	<p>School self-review schedule CAPs (Curriculum Action Plans)</p> <p>At a glance grids</p> <p>Curriculum reviews SPARK Networks reports Deep dives SIP reports</p> <p>Federation feedback</p> <p>Skills and Knowledge assessment grids</p> <p>Annual pupil reports</p> <p>A&F</p>
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	<p>across the year groups.</p>		<ul style="list-style-type: none"> · Successful KS1-2 transition- with a curriculum in place that builds on KS1 subject units. 		
<p>4.2 For year group leaders to lead their teams toward identified school priorities.</p>	<ul style="list-style-type: none"> · YGL input that leads their team and is supportive to their role in curriculum development and improvement. 	<p>Sept onwards- termly schedule.</p>	<ul style="list-style-type: none"> · 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). 	<p>YGL Release time</p>	<p>Pupil Progress Meetings YGL termly reviews School self- review schedule A/F comm meetings SIP feedback</p>

<p>4.3 For leaders with wider responsibilities to progress toward identified priorities.</p>	<ul style="list-style-type: none"> · 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. 	<p>Sept onwards</p> <p>Monitor surveys and audits</p> <p>Termly reviews (SLT)</p>	<ul style="list-style-type: none"> · 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. 	<p>Release time</p> <p>CPD costs</p> <p>Related resource costs (e.g. accreditations)</p>	<p>Leadership audits and reviews Perf Mgt reviews</p> <p>Pupil and community response</p> <p>AFC feedback</p> <p>Progress towards accreditations</p>
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<p>4.4 To ensure financial decision making is supportive to setting a sustainable budget.</p>	<ul style="list-style-type: none"> · 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. 	<p>Sept onwards. F/P and FST committee dates and timescales.</p>	<ul style="list-style-type: none"> · 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. 	<p>DRP related</p>	<p>School budget and AFC returns</p> <p>Deficit Recovery Plan (DRP) F/P committee monitoring and input</p>
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<p>4.5 For school leaders to work with FGB/FST to address identified federation priorities.</p>	<ul style="list-style-type: none"> 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). 	<p>Sept 23 onwards Aligned to FST meetings</p>	<ul style="list-style-type: none"> 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. 	<p>TBC</p>	<p>FST FGB meetings and minutes and achieved actions SEF SDP SIP reports</p>
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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:

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June Review:

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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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<p>1 To ensure support in place for all children to become fluent readers</p>	<ul style="list-style-type: none"> · 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. 	<p>September onwards with ongoing termly reviews Leadership team/ (D)</p>	<ul style="list-style-type: none"> · 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. 	<p>Curriculum resourcing- e.g. Little Wandle resources CPD /W and SPARK (credits) Curr subscription (e.g. Read theory)</p>	<p>Termly pupil progress meetings ATs/ NFER/ Salford/ phonic screener/ Spell shed data Reading records Pupil voice Ongoing year group/ SEND/ PPG and EAL data reviews</p>
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<p>2 To ensure all children are progressing towards their writing steps.</p>	<ul style="list-style-type: none"> · 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. 	<p>Writing Lead- LOC</p> <p>s above</p>	<ul style="list-style-type: none"> · 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. 	<p>Curriculum Resourcing PD</p>	<p>s above</p> <p>Writing Steps progress</p> <p>Writer of the month awards</p>
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<p>3 To support all children's multiplication tables fluency and confidence.</p>	<ul style="list-style-type: none"> · 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. 	<p>Maths lead- MD Dept onwards T F committee</p>	<ul style="list-style-type: none"> · Improved multiplication fluency and confidence. · Progress through Rainbow Maths/ TT Rock Star/ Athletics. · Successful transition- with children building on KS1 learnt tables. 	<p>Maths Hub Release time T Rock Stars Athletics</p>	<p>Year group data ITC Y4 ATS Y6</p>
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<p>IMPACT</p>	<p>December Review:</p> <p>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".</p> <p>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.</p> <p>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.</p>
	<p>April Review:</p> <ul style="list-style-type: none"> •

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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?
<p>2.1 To improve attendance and punctuality levels- with a focus on addressing identified barriers for priority children and families.</p>	<ul style="list-style-type: none"> · 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 	<p>Sept onwards- with ongoing half termly reviews (Attendance/ KPIs)</p> <p>(Admissions officer/DSL/ SLT)</p>	<ul style="list-style-type: none"> · 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. 	<p>PPG funding</p> <p>P2B (PPG funded)</p>	<p>Pupil/ parent/ staff voice KPIs- monitored against national data (attendance-punctuality)</p> <p>P2B/ Trailblazer feedback Behaviour reset monitoring EHCP reviews/ EISS input</p> <p>Anti-bullying/ discriminatory behaviour monitoring</p>

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IMPACT	<p>December Review:</p> <ul style="list-style-type: none"> 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).
	<p>April Review:</p> <ul style="list-style-type: none">
	<p>June Review:</p> <ul style="list-style-type: none">

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?**

<p>3.1 To embed new statutory duties into our practice and respond to safeguarding audit actions.</p>	<ul style="list-style-type: none"> · Deliver required CPD to all staff (KCSiE updates 2023-4). · Review our progress towards safeguarding audit actions and respond accordingly. 	<p>Sept (DSL)</p> <p>Ongoing</p>	<ul style="list-style-type: none"> · 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. 	<p>SPARK Credits</p>	<p>DSL- Collate signed responses</p> <p>CPOMs- being used more widely across the staff team</p> <p>LADO referrals</p> <p>Safeguarding governor</p> <p>FGB & AF committee input</p> <p>Filtering monitoring</p>
<p>3.2 To respond proactively to pupil voice and provide additional leadership opportunities for pupils.</p>	<ul style="list-style-type: none"> · 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. 	<p>Sept onwards- with termly changes to pupil leadership roles and opportunities</p> <p>(Leadership team)</p>	<ul style="list-style-type: none"> · 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. 	<p>Staff release time (to support)</p> <p>Badges and related resources for pupils</p>	<p>Pupil audits- EAL/ EDI</p> <p>Google surveys</p> <p>Attachment Aware Gold</p> <p>Sociograms</p> <p>Smart council- communications and feedback</p> <p>Children in role and engaging with their posts proactively</p>

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:

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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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<p>4.1 For subject leaders to ensure curriculum developments enhance pupil learning and support progress towards end points.</p>	<ul style="list-style-type: none"> · 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 	<p>Sept onwards- with ongoing input and termly curriculum reviews. (SLs) Christine C to work with subject leaders across the year</p>	<ul style="list-style-type: none"> · 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. 	<p>Release time CC input Curr resources SPARK AFC credits</p>	<p>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</p>
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	across the year groups.		<ul style="list-style-type: none"> Successful KS1-2 transition- with a curriculum in place that builds on KS1 subject units. 		
4.2 For year group leaders to lead their teams toward identified school priorities.	<ul style="list-style-type: none"> YGL input that leads their team and is supportive to their role in curriculum development and improvement. 	Sept onwards- termly schedule.	<ul style="list-style-type: none"> 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

<p>4.3 For leaders with wider responsibilities to progress toward identified priorities.</p>	<ul style="list-style-type: none"> · 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. 	<p>Sept onwards</p> <p>Monitor surveys and audits</p> <p>Termly reviews (SLT)</p>	<ul style="list-style-type: none"> · 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. 	<p>Release time</p> <p>CPD costs</p> <p>Related resource costs (e.g. accreditations)</p>	<p>Leadership audits and reviews Perf Mgt reviews</p> <p>Pupil and community response</p> <p>AFC feedback</p> <p>Progress towards accreditations</p>
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<p>4.4 To ensure financial decision making is supportive to setting a sustainable budget.</p>	<ul style="list-style-type: none"> · 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. 	<p>Sept onwards. F/P and FST committee dates and timescales.</p>	<ul style="list-style-type: none"> · 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. 	<p>DRP related</p>	<p>School budget and AFC returns</p> <p>Deficit Recovery Plan (DRP) F/P committee monitoring and input</p>
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<p>4.5 For school leaders to work with FGB/FST to address identified federation priorities.</p>	<ul style="list-style-type: none"> 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). 	<p>Sept 23 onwards Aligned to FST meetings</p>	<ul style="list-style-type: none"> 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. 	<p>TBC</p>	<p>FST FGB meetings and minutes and achieved actions SEF SDP SIP reports</p>
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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:

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June Review:

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