



Headteacher: Alan Went
Deputy Head teacher: Mandy Appleyard

Chair of Governors: Deb Long
Vice chair: Barbara Clifford

End of term updates: AUTUMN 23 (in blue)

SPRING 24 (in purple)

SUMMER 24 (in green)

SCHOOL CONTEXT

- HHJS is a three-form entry community junior school- federated with Carlisle Infant School (CIS) and serving a community that is largely from privately owned accommodation in Hampton Hill, although the school population is more mixed than it may appear- set within a broadly prosperous area, but with pockets of deprivation within Hampton North (ranked amongst the 10% most deprived in London), a women's refuge and adjacent to the Hanworth ward (London Borough of Hounslow), which is in the top 20% of deprived wards in the country. A percentage of our pupils reside in these wards.
- We have a Specialist Resourced Provision (The Garrick Garden) on site for six pupils with SEMH needs.
- Our breakfast club and after school provision (The Hub) are well attended with positive responses from attendees.
- We have a wide range of external validations that are indicative to our ambitions: e.g. London School for Success, Garden, Sing Up, School Travel Award (STARS), Attachment Aware School Award (Silver), PQSM and PQGM have recently been achieved. [Other accreditations are due to be updated and included in this year's SDP.](#)
- We have been a strategic partner to St Mary's University (ITT) and benefit from positive links with them.
- Applications for placements into Y3 and the school continue to be high- despite falling local rolls. Pupil mobility is broadly for relocation/ economic reasons- with private school placements also being a contributing factor. All new arrivals are welcomed with a comprehensive induction programme.
- Positive attendance and punctuality messages are proactively promoted. Post CV19 challenges has required additional focus and input- with work ongoing.
- We receive positive responses from staff to wellbeing surveys, with issues addressed and no recent significant trends highlighted.
- Racist incidents and discriminatory behaviours are always recorded and responded to proactively. We view our practice as inclusive and aimed towards addressing any issues or concerns raised.
- Fixed term or internal suspensions are used as a last resort and in line with our commitment to positive behaviour outcomes.
- We are committed to proactive safeguarding and well-being practices.

- Pastoral and mental health programmes (e.g. Trailblazer/ P2B) are in place to support pupil, family and staff wellbeing.
- We are committed to offering the children a wide range of additional opportunities to enjoy and participate in (e.g. sport, music, drama).
- Parental and PTA links are positive and supportive to community links and fundraising capacity. A range of events have been well delivered and received (e.g. curriculum workshops, Christmas Fair, Y6 production and Fiver Challenge...).
- Parent feedback is generally very positive and supportive. Summer term parent communications (transition and class mixes) were all responded to with an aim of positive resolution. Our annual parent survey has informed our forward planning. [Parent feedback \(through the Ofsted survey\) was very positive.](#)
- GDPR monitoring is in place (Satswana)- [no significant actions have been required this term.](#)
- We work to identify and address barriers to learning for vulnerable pupils, with the aim of progressing towards positive outcomes. [Summer term work \(with KS1 and KS3\) was supportive to the children’s autumn term transition.](#)
- HHJS is an old site and requires ongoing and regular maintenance. Successful capital maintenance bids have been submitted to the L.A. [We remain on the reserve list for this year’s fund and awaiting further detail to inform our forward planning.](#)
- The school budget has historically been in a secure position due to sound financial management. [We have set a budget for 2023-4 and are now working actively with the LA in regard to the required deficit recovery plan.](#)

Context data:

	2022- 2023 summary	autumn term end- 2023	Spring term end- 2024	Summer term end- 2024
Number on roll	359 (boy 195 girl 164)	346 (boy 181 girl 165)		
PPG	18.4%	19.3%		
EAL	26.4%	26.8%		
SEND	11.4% (24 EHCPs)	12.1% (23 EHCPs)		
LAC	2	3		
Mobility	15 arrive 6 leave	9 arrive 11 leave		
Attendance	94.8%	95.3%		
Persistent absences	13%	13.3%		
Punctuality: 6+ lates	16 (summer term)	12		
Racist incidents	5	2		
External fixed term suspensions	Two pupils: 1x1 day and 2x2 days	0		

What does the school need to do to improve (OFSTED: NOV 2023)

- Staff are unfamiliar with the school's new phonics programme and resources that have recently been introduced. Leaders should ensure that the new programme is implemented consistently by all staff so that pupils who are learning to read benefit from a consistent approach to practising phonics.
- Sometimes, teachers plan activities which do not enable pupils to learn the intended subject curriculum as well as they might. The school should ensure that work given to pupils is carefully selected to enable them to practise and learn the intended curriculum.

Actions to follow: Little Wandle audit response// curriculum focused CPD (spring term)

QUALITY OF EDUCATION

Our current judgement against ofsted grade descriptors: GOOD

INTENT:

- Our curriculum intent informs our work towards KS2 end points and is aimed towards encouraging positive pupil attitudes and future learning- as evidenced by KS3 transition feedback.
- Our curriculum is suitably wide and ambitious and intended to support children to feel that they can succeed in life- with an awareness of the school's local context and informed by termly reviews. [We received positive Ofsted curriculum based feedback.](#)
- We work and plan in year group teams to ensure content and delivery are supportive to our curriculum ambitions (see planning).
- We are committed to trying to address impacts of social disadvantage for our children and put support in place accordingly, [this has included input from external support agencies.](#)
- Our Pupil Premium Strategy highlights our commitment to positive outcomes for pupils and includes a range of trips and additional opportunities for pupils. We are now in the third year of the current plan- [we have a new PPG lead in place \(Mandy\).](#)
- Our curriculum is designed to support all pupils to gain the knowledge and skills they need to succeed. Additional Interventions are targeted for set timescales, to avoid curriculum narrowing. [The range we can offer has been reduced due to budgetary constraints.](#)
- We are committed to supporting pupils to read enthusiastically and at an age-appropriate level (see reading data). Resources and interventions are in place for less confident readers- [this includes the newly introduced Little Wandle. We have lunchtime library access in place for pupils to encourage their love of reading.](#)

- We promote pupil understanding of British values and support their SMSC (spiritual, moral, social and cultural) needs. The arrival of Ukrainian pupils to HHJS has given this an additional focus.

IMPLEMENTATION:

- Our curriculum is reviewed on a termly basis as part of our school self-review schedule. Teachers plan in year group teams so that lessons link into relevant knowledge and skills and build on previous learning. Sessions are well resourced and with required levels of challenge for pupils. Our remote education offer is available as required. Google Classrooms are in place and supportive to home links.
- Teachers use a range of assessment strategies to support pupils to embed their learning.
- A package of relevant CPD is supportive to teacher subject knowledge and professional development. [SPARK priorities have been identified.](#)
- Pupils have positive views about the progress they are making. [Pupil voice has been sought by subject leaders to inform delivery of our curriculum.](#)
- The work in pupils' books highlights progress made. [CV19 related impacts \(writing resilience and handwriting\) have been given additional focus through CPD and a reviewed timetable structure.](#)
- External links are supportive to our curriculum. [These include SW London Maths Hub, AFC staff leadership roles, Hampton School and author visits.](#)
- Reading is prioritised and resourced in order to develop pupils' fluency, confidence and enjoyment and support wider curriculum access. [Children shared positive views about their reading during our recent inspection.](#)

IMPACT:

- Pupils achieve well at the end of the key stage (as evidenced in national (IDSR) and school-based data). [Our 2022-3 IDSR has identified attainment levels and impressive progress data \(e.g. significantly above national levels for maths and writing\).](#)
- Our core curriculum assessment schedule (Insight) reinforces our expectation that all pupils progress well from their starting points. [Foundation curriculum skills grids have been inputted by year group teams and overseen by subject leaders and will inform annual pupil reports.](#)
- Disadvantaged and SEND pupils benefit from additional supports and interventions that work to close learning gaps. Additional opportunities for disadvantaged pupils are provided (e.g. Barnes Literacy Festival visit).
- Pupils are able to talk about their learning and can recall what they have learnt- [pupil voice has been regularly sought and is informing.](#)
- Pupils are prepared for the next stage of education through supportive transition programmes- [positive feedback has been received from KS3 partners.](#)

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

Action	SDP priority
To ensure support is in place for all children to become fluent readers	1.1
To ensure all children are progressing towards their writing steps.	1.2
To support all children's multiplication tables fluency and confidence.	1.3

BEHAVIOUR AND ATTITUDES

Our current judgement against ofsted grade descriptors: GOOD

- The school is calm and purposeful with clear and consistent behaviour expectations in place that pupils understand and respond well to. Positive pupil attitudes and manners are evident. Children are encouraged to make considered decisions and generally respond accordingly- with support put in place as required.
- We have a respectful school culture, where staff care for the pupils. We are committed to mutually supportive relationships. Related issues are discussed at leadership and staff meetings, in order for swift and positive resolution. Our learning behaviours are promoted on a weekly basis and celebrated in assemblies. Zones of regulation and restorative reset conversations are supportive to positive outcomes with pupils.
- Children are motivated to learn and encouraged to celebrate their achievements as a central part of school life. They are supported to develop their resilience. *Kindness and caring are celebrated in our Friday assemblies.*
- Staff induction reiterates our expectations of high standards of pupil behaviour, mutual respect and engagement in the classroom.
- Pupils behave well when attending before and after-school clubs and extra-curricular opportunities. *We have been proud of the way they have represented the school when off-site (e.g. visits and Christmas Concerts at St James's church).*
- Positive attendance and punctuality messages are promoted- post CV19 challenges and individual circumstances are requiring ongoing focus. *We will be introducing FPNs in the spring, alongside the other supports and sanctions we have in place- such as working with the AFC transport team.*
- Our curriculum helps pupils to understand about keeping and feeling safe- both in and out of school. Our community police team have worked supportively with pupils in regard to this. *We have responded proactively to the theft of scooters by local teenagers.*

- Bullying, violent actions, discrimination, derogatory behaviour and child-on-child abuse are not accepted. [On the rare occasions this has been necessary, such behaviours are dealt with consistently and effectively.](#)
- Patterns of behaviour are analysed and responded to proactively to improve outcomes.
- Our SRP has a positive impact on pupils who arrive at HHJS with specific SEMH needs. A therapy dog has been well received. [This term's AFC SRP review was very complimentary about our SRP team \(as were the Ofsted inspectors\).](#)

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

Action	SDP priority
To improve attendance and punctuality levels- with a focus on addressing identified barriers for priority children and families.	2.1

PERSONAL DEVELOPMENT

Our current judgement against ofsted grade descriptors: OUTSTANDING

- Pupils' physical and mental health and well-being, and an understanding of healthy relationships and lifestyle are promoted and supported through our curriculum. [Achieving our Attachment Aware Silver Award was supportive to this- work towards the gold award has now started.](#)
- We provide high quality, focused pastoral support for pupils- [including P2B/Garrick Garden nurture groups/ Trailblazer project/ Mental Health Champions & Friendship Buddies.](#)
- Pupils are supported to recognise potential dangers and safety risks and can draw on strategies to help them in regard to these- including an awareness of online and offline risks (informed by AFC e-safety sessions and Safer Internet Day).
- Pupil voice is valued and helps inform our practice- with issues raised discussed at leadership team meetings.
- Opportunities for children to embed their understanding of British Values are in place across our curriculum. Pupils are supported to develop their confidence, resilience, independence and strength of character across the curriculum (e.g. pupil led Y6 Leaver events)- their SMSC needs are recognised and responded to accordingly.
- A wide range of extra-curricular activities are offered to pupils to support their personal development. Disadvantaged pupils are able to access funded places, in order to help nurture their talents and interests. [The staff led club offer \(at reduced prices\) have been well received.](#)

- We have sought parent view recently in regard to the costings and viability of running certain trips.
- [Our two autumn term residential school journeys \(for Y5 and Y6\) were well delivered and positively responded to.](#)
- Pupils are supported to develop positive and appropriate social skills. They are given opportunities to have discussions and debate pertinent issues. They have opportunities to consider views, beliefs and opinions that are different to their own.
- The values of equality, diversity and inclusivity are promoted positively at HHJS- with any discriminatory or prejudiced behaviour being responded to. Two staff leaders (CW NB) have worked with AFC and CIS to inform our practice. [A Y4 Diwali workshop was well responded to by pupils.](#)
- A commitment to proactive induction and transition is in place for KS1, KS3 and all new KS2 arrivals- to help prepare children for the next stages of their education. [Autumn term surveys of pupils, parents and staff are informing our forward planning.](#)
- A commitment to encouraging and supporting respectful and responsible citizenship is in place (e.g. charitable events and community links with pupil leaders e.g. [The Pupil Parliament sessions at York House.](#)

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

Action	SDP priority
To embed new statutory duties into our practice and respond to safeguarding audit actions.	3.1
To respond proactively to pupil voice and provide additional leadership opportunities for pupils.	3.2

LEADERSHIP AND MANAGEMENT

Our current judgement against ofsted grade descriptors: GOOD

- School leaders communicate a positive and inclusive vision for the school. They are ambitious for the school and set high expectations for staff and pupils- supporting them to overcome barriers and achieve positive outcomes ([see our SEF SDP and other statutory documents](#)).

- The governing body challenge and hold senior leaders to account and have helped to communicate new federation vision and values. They have a strategic overview and ensure statutory duties are carried out. [The Federation Strategy Team \(FST\) has met regularly to ensure clarity and consistency and progress towards federation priorities.](#)
- School leaders and the governing body responded positively to the ongoing challenges posed by CV19. [Curriculum responses are ongoing to address post CV19 gaps \(e.g. writing resilience\).](#)
- School leaders work to promote a positive and cohesive team culture with staff, responding to workload and wellbeing issues proactively. Communications and supports are in place to lessen the likelihood of any sense of workplace bullying or harassment. Any such notion would be addressed proactively. [Staff social events have been well responded to. Our wellbeing working party has met to consider key actions to support staff wellbeing.](#)
- The structure and ethos of our leadership team ensures that all staffing teams are represented and valued in the decision-making process.
- Clear and proactive planning informs best use of Pupil Premium and Sports Premium funding.
- Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SDP/ surveys).
- Our performance management schedule supports improvements in teaching and learning. We work to balance the pressures of work load, alongside developing pedagogy and teacher's subject knowledge. [PM target setting meetings have been held with all staff.](#)
- School leaders encourage and trust staff to take creative risks that enthuse pupils to learn (observation of teaching, planning). [This will be a post Ofsted focus.](#)
- We are committed to supporting pupils' spiritual, moral, social and cultural development. There have been no issues in regard to off rolling/ gaming/ segregation. [All SRP pupils are now full time, following successful transition to HHJS.](#)
- Our staff team and school leaders do not tolerate prejudiced behaviour and encourage and support pupils to respond similarly. We work to promote a culture of equality and respect for all (behaviour records and pupil voice)- positive messages are promoted. Unacceptable behaviours are challenged. [Incidents have been recorded and addressed.](#)
- Safeguarding and pupil wellbeing are actively and consistently promoted and monitored. Children who are at risk are identified and pupils are listened to. They feel safe and are kept safe. Staff are trained to identify and respond to pupil and family need and work effectively as a team, linking well with external partners. [Federation KCSiE CPD was delivered in September.](#)
- Leaders work to protect pupils from any sense of radicalisation and extremism- and would be able to engage with pupils in regard to any concerns raised. [We have promoted positive peace messages in regard to current global conflicts](#)
- We have school leaders who represent us in a range of professional development opportunities and networks, sharing best practice with other schools and informing our own delivery (e.g. [KS2 Writing Moderator, Maths Mastery Hub and AFC local authority roles- D&T/ PSHE/Diversity and Achievement/ Racial Justice](#)).

- We seek parental views to inform our practice and forward planning. [Positive parental Ofsted feedback was received. We have received parent comms in regard to the planned change to our current Teammates squad offer.](#)
- We have historically worked to ensure a balanced budget. [We are now in communication with AFC in regard to our deficit recovery plan.](#)
- We worked energetically with our community and school governors to fund the building and resourcing of our school library and new adventure playground. [Our school pond renovation has been successfully addressed with PTA input and support.](#)
- Best value reviews have led to a more effective model of IT management (Click). Our federation cleaning contract has moved to Owl. We also had a role in the new LA catering contract (Caterlink). [The Mayor of London's FSM roll out has been well delivered.](#)

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

Action	SDP priority
For school leaders to lead on identified priorities that improve the quality of our teaching and learning	4.1- 4.5

OVERALL EFFECTIVENESS

Our current judgement against ofsted grade descriptors: GOOD

- All key judgements are good.
- The school is committed to providing a positive, purposeful, vibrant and welcoming environment for all- with strong community links in place.
- Safeguarding is effective and our commitment to wellbeing is rigorous and robust.
- We are proud of the support we provide for children's SMSC needs and are committed to ensuring that the school's educational provision meets the needs of all pupils, including those with differing or additional needs.
- Our federation vision and values have been refreshed, following a process of consultation. These are now being shared with our community- a process that is ongoing. This is underpinned by our five learning behaviours: Independence/ Collaboration/ Determination/Reflection/Adventure.
- The structure and ethos of our school leadership team is supportive to our positive ambitions.