

# Re-visiting the vision

1. Revisiting the 2019 vision
2. What have we achieved so far?
3. Bumps in the road
4. The way ahead
5. Time for questions



- At Horsell C of E Junior School we believe that we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

# ‘made in the image of God’

Although we are a church school, we have to recognise that the majority of our parents do not choose Horsell Junior because it is faith school. Our vision, whilst Christian in tone, is, at its heart, about recognising the worth and importance of every member of our school community.

We **cherish** every child and want **all** of our children to fulfil their potential.

**The Horsell Junior School child will always be at the centre of everything that we do.**

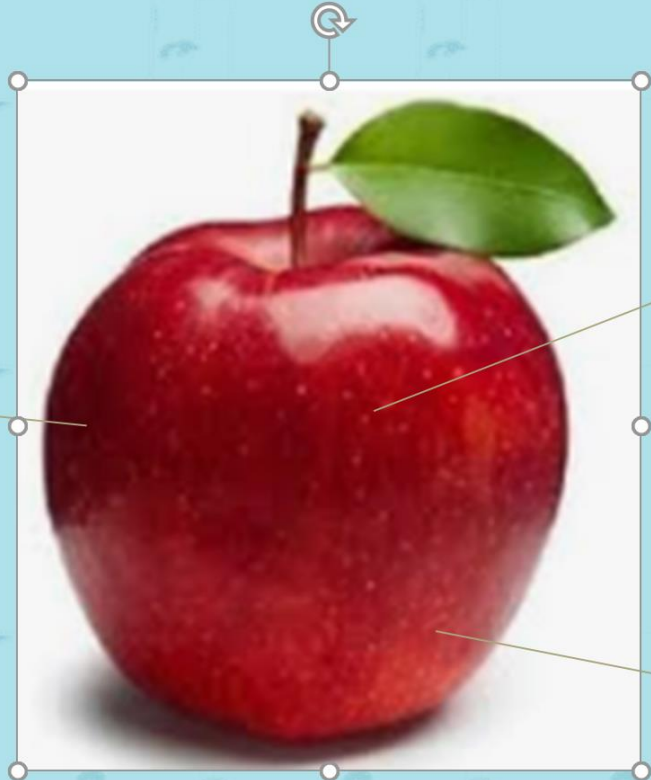


# EDUCATION

Core

Flesh

Skin



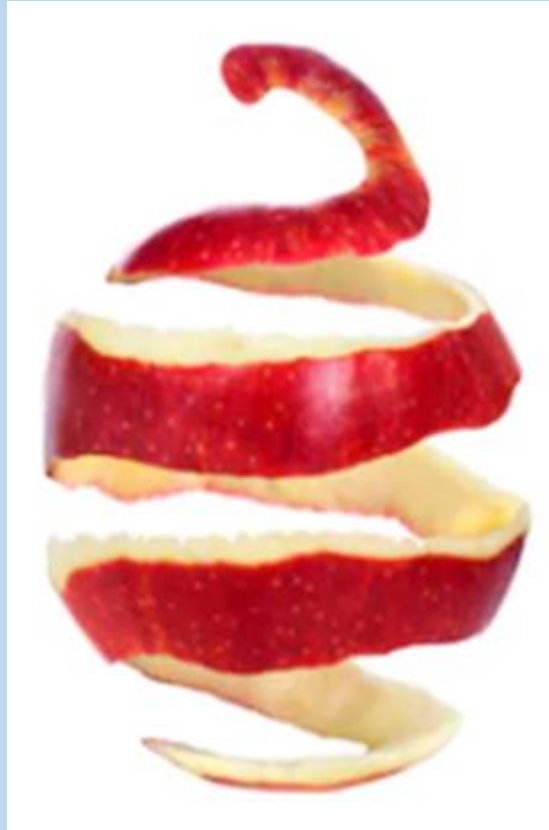
# The 'core': teaching and learning

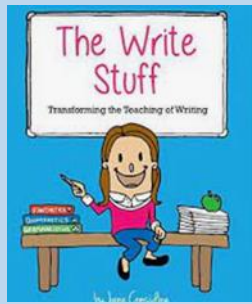


# The 'flesh': values and ethos



The 'skin': outward facing





# Where are we on our journey?



## Teaching and Learning:

1. New approach to teaching maths, writing and reading
2. New RE curriculum (2023 onwards) which will better reflect our pupil population
3. Curriculum review – use of KAPOW curriculum for many of our foundation subjects
4. Assessment review
5. Subject leadership
6. Knowledge-rich curriculum, retrieval practice and mini quizzes to ensure children know and remember more
7. After school booster groups and tutors
8. Staffing restructure - SLT and Heads of Year, weekly 'standards' meetings, TA contracts were reviewed in 2019 to ensure full and part-time staff are in school at regular times
9. Governance review to ensure effective strategic oversight
10. Adaptations to curriculum to ensure equality of access and opportunity





# Where are we on our journey?

## Teaching and Learning

10. Investment in teacher CPD
11. Weekly CPD for teachers and TAs
12. Coaching programme
13. Development of extra-curricula music



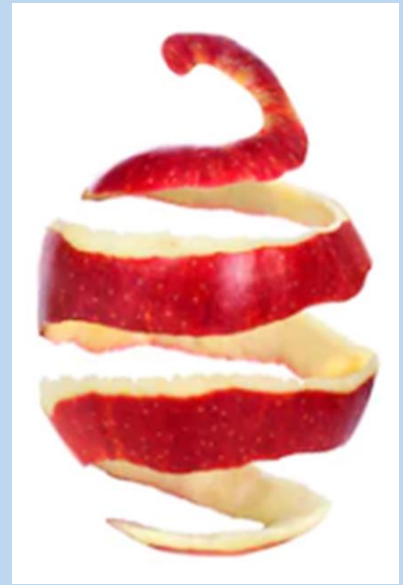
# Where are we on our journey?

## Values and ethos

1. Six key values – dignity, hope, justice, service, love and forgiveness.  
the church calendar
2. New behaviour policy which is based on our school values of justice and forgiveness
3. Development of courageous advocacy – Eco committee, school council, year group charities, whole school fundraiser, etc
4. Yearly class mix up to develop children's resilience
5. Strong emphasis on safeguarding
6. Opportunities for all



# Where are we on our journey?

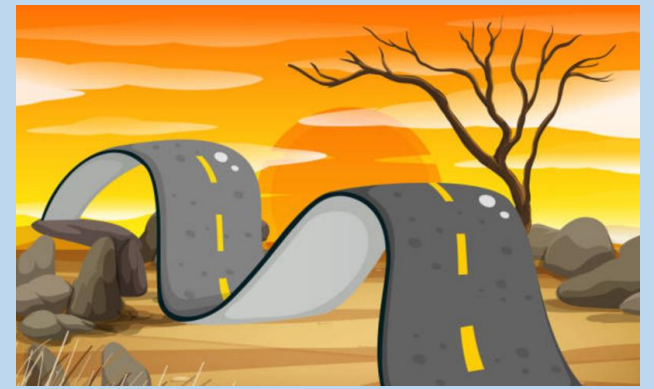


## Outward Facing

1. Review of communication: weekly newsletter, website, scopay, doing more and more online, half termly visits for parents into school, class assemblies to show parents what we have been learning. School development plan is shared via the website.
2. Working with teacher trainer providers: positive feedback
3. Working with other schools



# 'Bumps' on the road: The Pandemic



## Impact:

1. Gaps in pupils' knowledge and skills
2. Increase in children's use of social media and the impact that this has on their social and emotional development
3. Changes in pupil behaviour – 'instant gratification'
4. Changes in teachers and parents - mental health
5. Slow down of academisation journey
6. Impact on some school initiatives: OPAL, school-to-school collaboration
7. **Significant** challenges with staff absences and the subsequent impact on budgets



# 'Bumps' on the road: The national and local picture

- Austerity and the funding crisis
- Recruitment
- Funding of special educational needs in Surrey
- Ofsted
- Academisation and the school's 'White Paper'



# How does school funding work?

- Every child comes with funding. This funding is calculated via the school census in October.
- Research by the Independent Institute for Fiscal Studies shows that school funding has fallen by 9% between 2009/10 and 2019/20
- The government has increased funding by 3% for the years 2022/23 2024/25 ..... (known as the mainstream schools additional grant)

## **BUT**

- There has been an unfunded pay raise to teachers of 5% and a recommended pay rise to support staff of between 8-9%
- Withdrawal of energy support grant from April 2023



# Recruitment

Nationally, recruitment in teaching is in crisis. There are currently 11,000 teacher vacancies on the TES website, following on from resignation deadline of 31<sup>st</sup> May.

Starter salaries are increasing **but this is being offset by the lack of salary progression for more experienced teachers**, who are leaving the profession. A third of qualified teachers have left the profession in the last 10 years.

TA salaries are uncompetitive and do not pay as well as other sectors, such as retail. At Horsell C of E Junior we have had to use agency staff to supplement our existing team.



# Funding of Special Educational Needs

SEN Funding received by mainstream schools and academies is divided into 3 sections

## Element 1 Funding

- The Age Weighted Pupil Unit (AWPU). It is sometimes called the “bums on seats” money.

## Element 2 funding

- **Notional SEN budget.** Every school has to meet the first £6000 of funding for children with additional needs (including the first £6000 of a EHCP)

## Element 3 funding

- The High Needs Block – sometimes called the “top up funding”. This is the money paid by the Local Authority, in addition to the element 1 and element 2 funding to top up the support within the school to meet the funding needed for individual pupils with an EHCP. .





# The MAJORITY of children with SEND will have their needs met through QFT and element 1 funding

## 'Ordinarily available provision'

A diagnosis of ADHD, dyslexia or ASD does not mean that your child will receive extra funding. Schools are expected to meet the majority of needs through quality first teaching.

<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>

Attention and listening difficulties.

- Being aware of times of the day that may be more difficult.
- Reduce background noise e.g., keep classroom door closed so that there are no competing noises.
- Focus the child's attention to the task by saying their name.
- Use visual cues to let child/ young person know when they need to make a particular effort to listen.
- Be an interesting speaker e.g., show enthusiasm, use body language to emphasise points, vary pitch, volume, and intonation.
- Give information in short chunks, repeat, and give time for processing:
- Provide a reason for listening.
- Give a listening partner who can remind what to do.
- Praise good listening.
- Regular, short breaks.
- Differentiation.
- Chunking, breaking tasks down.
- Visual timetables.
- Backward chaining. Chain parts of the task together (e.g., build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task).
- Named instructions.
- Asking the child to repeat back what activity they are going to do.
- Use of timers, so they know they only must focus for a comfortable amount of time.
- Individualised timetables.
- To be at the optimum arousal level for learning some children will need access to sensory equipment e.g., fiddle toys, wobble cushions.

# There has been a rise of children with SEND

- The majority of our classes in our school have over 5 children with SEND
- This is in line with national averages
- There has been an explosion of parents requesting a private diagnosis for a particular learning need. This is understandable because of the delays in the state sector. A private diagnosis does not, however, mean that a child will get in-school support over and above 'ordinarily available provision'. **There is a risk of a disconnect between what parents want and what a school can realistically provide.**



# Ofsted

## What's the fuss?

1. High stakes
2. Lack of consistency
3. Moving goal posts



## Headteacher killed herself while waiting for negative Ofsted report, sister says

By Evelyn Blackwell - March 17, 2023

3 minutes read



### The 15 Coventry schools that 'require improvement' according to Ofsted

These are the schools that need to raise their standards in the city

By Nick Smith  
05:00, 9 Jul 2022 | UPDATED 08:54, 22 Jul 2022

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These are the schools which have been listed as requiring improvement in their latest inspections, according to the Ofsted website (Image: PA)

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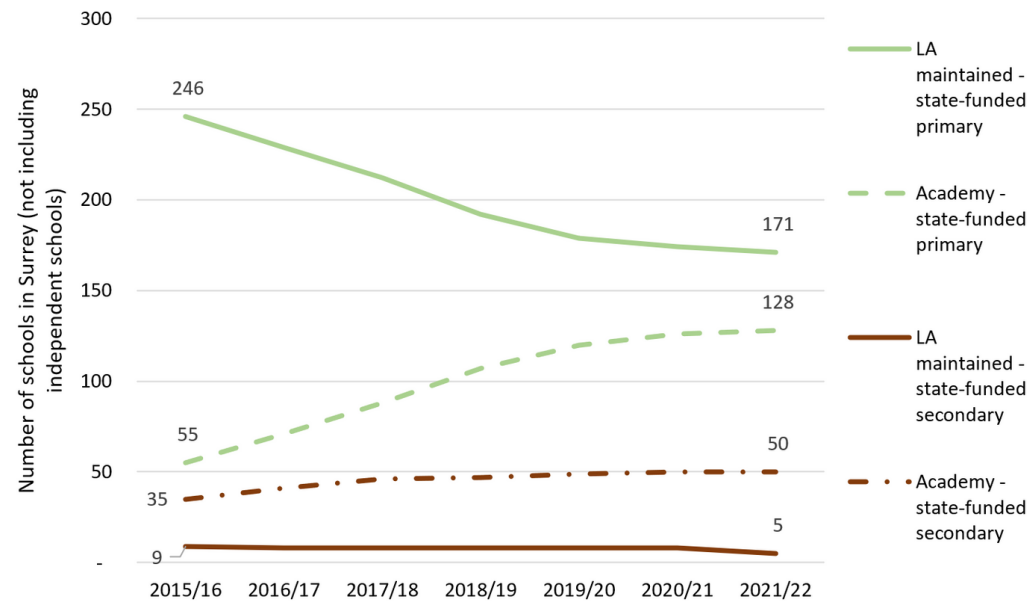


# Academisation and the white paper

91% of secondary schools in Surrey are academies

43% of primary school in Surrey are academies; this is higher than the national average.

The number of schools in Surrey by academy status, 2015/16 to 2021/22



# Most primary schools in and around Woking are academies

- Swan
- Bright Futures Trust
- Engage, Enrich, Excel

These schools work closely together.



# What are the benefits of joining a MAT?

- School led improvement
- Services purchased and resources shared at a MAT level (HR, facilities management, ICT support) leading to better value for money. Time freed up for senior leadership to concentrate on teaching and learning, rather than finance, HR, Health and Safety, facilities management and policies.
- Surrey county council is providing less and less for those schools still in the maintained sector, leading to increased pressure on those schools who are not part of a MAT. Our current part-time SENCO has been 'borrowed' from a local MAT – we received no support from Surrey.



It is important that Horsell Junior School is **proactive** in addressing the new challenges facing us – namely quality teaching post pandemic, recruitment, funding, SEND and mental health

We have had 5 Education secretaries since the White Paper was published last year.

The local and national picture is confused. We have to do what we believe is right for our children, now.

How will Horsell Junior meet these challenges and flourish, so all of our children experience 'life in all its fullness'?



# How will Horsell Junior meet these challenges and flourish, so all of our children experience 'life in all its fullness'?



## We have recently reviewed our curriculum intent, to more closely align to the school community that we serve:

At Horsell C of E Junior School we provide a 'rich and inclusive education'. We believe that we all have unique, 'God-given' gifts that must be nurtured to their full potential in a broad and exciting curriculum.

**Our learning is built around great literature, carefully chosen to reflect the rich diversity of faiths, beliefs and backgrounds of all members of our school family.** Through our knowledge-rich curriculum, we aim to bring learning to life and inspire our children to become enquirers, risk-takers, collaborators, problem solvers and compassionate guardians of God's precious world.

### What does this look like in the classroom?

1. School values (dignity, hope, justice, service, love and forgiveness) threaded through curriculum and planning choices
- 2. Inspiring, diverse, challenging and enriching literature used as a stimulus for learning across the curriculum**
3. The use of quality resources, to invoke awe, wonder, fun and enjoyment
4. Well-prepared, carefully considered lessons with strong subject knowledge at the forefront
5. Frequent revisiting of previous learning to ensure all children know and remember more

### The Horsell Learner is:

- **Articulate**
- **Brave**
- **Collaborative**





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### Quality teaching post pandemic

- Empower, train and develop our subject leaders so that all subjects are taught to the same high standards as writing and maths.
- Continue to identify post pandemic 'gaps', adapt teaching accordingly and continue to review assessment to ensure it tells teachers what they need to know
- Ensure that the key knowledge and skills for each subject are remembered and understood by all children in the class.
- Ensure teaching is interactive and engaging, and based on great literature, to counter the lure of the screen and instant gratification
- Ensure that parents are aware of the content of the school's curriculum



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## Special Educational Needs: a new way forward for our school

**Children with SEND in Surrey are currently not getting a good deal.**

From September:

- 1. Full-time Inclusion Teacher.** Mrs Smith will teach small groups of children, with a team of TAs, so that we can ensure pupils get the education that they need. Specific children will attend a class with a smaller number of children for some of the school day. She will also visit classes to monitor quality first teaching across the school, and work closely with our Assistant Head.
- 2. New Assistant Head:** We have had two Assistant Heads over two years, so we need to ensure our new member of staff can manage his workload. Mr Stevenson will be available to meet parents at agreed times, and Mrs Khan will manage his diary, to ensure that he has sufficient time to work with children in school. Response times to email will be extended to ensure that his role remains child – centred, not admin-centred. Parents will be directed to the most appropriate person when raising concerns.



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## **Mental Health: Social Media and online safety**



Schools cannot be solely responsible for teaching children how to safely navigate the online world.

Horsell School will be pro-active in reminding parents of their own responsibilities with regards to pupils' use of social media platforms. In return, Horsell Junior School will be robust in its teaching of online safety and maintain stringent checks of pupils' online behaviour whilst they are at school.



How will Horsell Junior meet these challenges and flourish, so all of our children experience 'life in all its fullness'?

## Mental health

- 1. School Counsellor:** Pete has been working at the school for the past two terms. He will be working with those children with significant mental health needs.
- 2. Zones of regulation:** For children with lower level anxiety or more minor mental health issues, needs will be met through 'bubble time', 'zones of regulation' and the class teacher. We will look to train a TA in ELSA but this intervention should not be seen as the solution to every problem.
- 3. OPAL:** Playtimes are vital for our children. We have recently employed some new members of staff who will help to re-launch the project but we really need parent support and help.



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- Identify things outside of the curriculum that are essential to build a child's cultural capital, and make these part of a 'DOVE' award for all children at our school.
- Develop children's 'spirituality', via our spirituality 'action plan' and inspected through SIAMS





## Recruitment

**We need to ensure Horsell Junior School is a good employer**

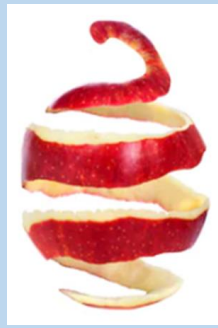
Through hard work, positive networking and continual review, we have successfully recruited two new TAs, 1 new Inclusion teacher, a new teacher, and a new Assistant Head – all to start in September

Looking forward, we are looking to recruit teachers through the SCITT

We have reviewed our induction process

We are looking at ways to enable more flexible working

How will Horsell Junior meet these challenges and flourish, so all of our children experience 'life in all its fullness'?



### **Working with others: Academisation**

Our school needs to join with others to make improvements and to manage our finances. As a church school, we are limited in the choices that we have because we have to join a MAT with 'majority articles' – in other words, we have to join a church MAT. We have been actively pursuing this option for the past 18 months. There have been several setbacks but it continues to be a priority for the governing body. We are currently in talks with two suitable MATS.



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### **Navigating the funding crisis**

1. Staffing is the highest cost but also the most important investment – children need high quality teaching, and front line teaching staff are the most important resource in the school
2. Continual review of value for money and costs, which may lead to difficult decisions moving forward (trips, resources, etc)
3. Use of the governors' fund
4. PTA
5. Strike action will continue; NAHT has balloted members
6. Academisation
7. Ensuring the school is full to keep a consistent funding stream – positive Ofsted reports, maintaining a good local reputation, etc.





In conclusion..

