

Horsell CofE Junior School

Two-page profile

Pupils on roll:356	SEN: 46	ECTs-2	Attendance: 96.3% PA: 7%
FSM: 8.19%	EHCP:10		
PP: 9.83%	Young carers: 16		

SDP priorities 2023

1. For all subjects to be led effectively across the school
2. For all children on the SEN register to receive an education that is appropriate to their needs
3. To develop the spiritual life of the school

SATs 2023

	EXS	GDS	National EXS
Reading	84	50	73
Writing	79	6	71
Maths	82	43	73
SPAG	88	50	72
Combined	70		59

KS2 higher and lower performing pupil groups 2023

Minimum group size: 5

	Higher performing	Lower performing
Overall achievement pupil progress	Joined in Y5 or Y6 (5) ↑ Any Other (7) No SEN (71) 🟢 ↑	SEN Support (11) 🟡 Lower attainers (5) FSM (10)
KS2 reading achievement pupil progress	Joined in Y5 or Y6 (5) First language English (63) 🟢 Middle attainers (37)	SEN Support (11) Lower attainers (5) FSM (10)
KS2 writing achievement pupil progress		Lower attainers (5) SEN Support (11) 🟡 Higher attainers (41) 🟡
KS2 mathematics achievement pupil progress	Joined in Y5 or Y6 (5) ↑ No SEN (71) 🟢 ↑ Higher attainers (41) 🟢	SEN Support (11) 🟡 Lower attainers (5) FSM (10)

Reading

The school has a strong culture of reading and the curriculum is structured around high-quality texts. The school follows the Jane Considine approach for teaching reading. Pupils are encouraged to read a wide variety of texts through the school's reading passport scheme. There is time set aside every day for quiet reading and the reading of a whole class text.



1. Phonics

Children are assessed for phonics knowledge when they arrive at Horsell Junior. Pupils with significant gaps in their phonics knowledge, or those who failed their phonics check, have additional phonics lessons. The school uses 'Rapid Phonics', which is part of Bug Club, because this is the phonics scheme used at our feeder school.

2. Fluency

Children's fluency skills are assessed at the start of the academic year. In Year 3 those children with a fluency score of less than 90 words per minute are placed in one class where fluency and decoding are taught daily.

3. Lowest 20%

Children identified in the lowest 20% of readers are carefully tracked and are regularly listened to by the class teacher or a teaching assistant.

Leadership journey and school context 2020 – 2023

Horsell Junior School was rated 'good' in January 2020. The headteacher had been in post 6 months when the inspection took place and the school has been on a journey of sustained school improvement since then. There is a new SLT since the previous inspection and all aspects of the curriculum have been changed over the past 3 years. The school uses the Paul Dix restorative approach to behaviour.

Over the past 3 years, the school has had an increasing number of pupils joining the school with little or no English, as well as an increasing number of children with EHCPs and SEND. In 2023 the school established 'Apple classroom' for children who require a more individualised learning offer. This provision is currently in its early stages and is being developed to ensure all pupils at Horsell Junior fulfil their potential.

Curriculum (including assessment and homework)

The school has a whole school curriculum map. Skills and knowledge progression are carefully sequenced across all subjects. The curriculum has an over-arching intent, which places quality literature at the heart of the curriculum.

The KAPOW curriculum is used for the teaching of French, Music, Art, DT, History and Geography; White Rose is used to teach Maths; and the school uses the Jane Considine approach to teach reading and writing to ensure strong scaffolding and modelling of key literacy skills. Computing is taught using the NCCE Teach Computing scheme.

For foundation subjects, Science and RE, the curriculum is assessed through the use of end of unit quizzes and a teacher assessment of subject specific skills. Writing is assessed by teachers, and moderated across the school, and Maths and Reading are assessed through termly assessment papers.

Homework is set to consolidate key skills. The school does not set project-based homework requiring parental support as we believe this can unfairly advantage some children over others. Homework consists of spellings, times table practice, maths, reading and SPAG exercises.

Monitoring of curriculum

The curriculum is monitored through book looks, pupil conferencing, learning walks, standards meetings and subject leadership time. Governors have responsibility for different subjects and meet with subject leads twice a year.

CPD is currently focussed on developing teachers' subject leadership skills, to further develop the monitoring of the curriculum by all members of staff.

Mrs C M Wand QTS BMus NPQH MCCT
Headteacher
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