

## Horsell CofE Junior School

### Two-page profile: Updated April 2025

Pupils on roll: 354	EHCP: 7/2%	ECTs-2	Attendance: 96.7% *Year to date
FSM: 32/9%	SEND Support: 35 /10%	April '25 - 2 new members of teaching staff	Persistent Absentees: 3.8% *Year to date
PP: 38/11%	Young carers: 16 /5%	EAL: 102/29%	

### SDP priorities 2024

*To ensure that assessment is robust across all subjects*

*To ensure that children on the inclusion register experience life in all its fullness*

*To embed an understanding of British values across the school*

*Additional focus: To join a multi academy trust (HJS will be joining the Learning Partners Church Academy Trust this academic year)*

### SATs 2024

	<b>EXS</b> Pupils achieving the expected standard	<b>GDS</b> Pupils achieving the higher standard	<b>National (EXS)</b>
Reading	87%	43%	75%
Writing	84%	10%	73%
Maths	86%	41%	75%
SPAG	88%	56%	73%
Combined	78%	8%	62%

### 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.

#### **Fluency**

Children's fluency skills are assessed at the start the academic year. Launched in 2024, we are now using the 'lightning squad' intervention programme for pupils identified as requiring intensive support to develop their reading. Identified pupils have a programme of daily reading when following this scheme.

#### **2. First 20%**

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

The Deputy headteacher is the subject lead for reading across the school.



## Leadership journey and school context 2020 – 2024

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 SEND. In 2023 the school established 'Apple classroom' for children who require a more individualised learning offer. This provision has been running for a year and is being developed to ensure all pupils at Horsell Junior fulfil their potential.

In Autumn 2023 the school had its SIAMS inspection. The report was positive and stated that the, 'school's Christian vision, coupled with the dedication and ambition of leaders, inspires provision that ensures that all who are represented in the diversity of this community are able to flourish'.

## 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 learning.

The KAPOW curriculum is used for the teaching of French, Music, Art, DT, PSHE, 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. Every child has a series of swimming lessons every year, taught by a visiting coach, and Teach PE is used as the basis for the school's PE curriculum.

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. This year, the school has introduced the use of the FFT assessment tracker to assess progress in foundation subjects, Science and PE. Writing is assessed by teachers, and moderated across the school, and Maths and Reading are assessed through termly assessment papers. There are weekly retrieval lessons for foundation subjects to embed key knowledge and skills in pupils' long-term memory.

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 and CPD

The curriculum is monitored through book looks, pupil conferencing, learning walks, standards meetings and subject leadership time. The school participated in the Surrey Alliance for Excellence's 'Book Study' training last year, and now uses this to structure much of its subject leadership work. Governors have responsibility for different subjects and meet with subject leads to monitor progress and impact. Governors use a termly planner to ensure that they have strategic oversight of the school's development priorities.

CPD for 2024 – 2025 is focussed on developing teachers' skills at adapting teaching to meet the needs of all learners, and the school is using the book 'The Inclusive Classroom' to structure this year's CPD. Currently, two teachers are studying for the NPQSL, one teacher is studying for the NPQLTD, and one member of staff is studying for the NPQEL.

