

Horsell C of E (VA) Junior School

School Development Plan

2025 – 2026: ‘...in Christ we, though many, form one body and each member belongs to all the others. We have different gifts, according to the grace given to each of us.’ Romans 12: 5 - 6




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**.

	SLT Lead	Reviewed by	Governors responsible
School Priority One			
To ensure that all children are challenged to achieve to the best of their abilities	Victoria Brinicombe Duncan Stevenson	Celia Wand	FGB + Working Group
School Priority Two			
To embed a coaching culture across the school	Coaching Leads	Celia Wand	FGB + Working Group
School Priority Three			
For the school to be a leading example of church-based education across the diocese	Celia Wand	Anne Smith	FGB + Working Group
School Priority Four			
To develop a new system of governor monitoring and strategic challenge following on from academisation	Celia Wand	Anne Smith	LPCAT trustees to review

All projects for 2025 – 2026 to use the EEF implementation plan and framework <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

School Priority One: To ensure that all children are challenged to achieve to the very best of their ability


Problem (why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes How well?	Final outcomes And So?
<p>Teachers: Do not always stretch their children to work to the very best of their ability, and presentation in books and classrooms does not always reflect our high expectations of all learners. Sometimes, pupils in year group classes have adult support that discourages independent learning and productive struggle.</p> <p>Pupils: Do not always have sufficient challenge with their learning and ten to relate their learning to the task rather than the learning objective.</p> <p>Leadership: Focus has been on establishing consistency of delivery and planning, and working on inclusion, with less focus on challenge for all, including the most able.</p>	<p>Active ingredient 1 Assessment for learning used in every lesson and in every subject to ensure correct level of pitch and challenge.</p> <p>Active ingredient 2 Guided small group teaching and use of TAS.</p> <p>Active ingredient 3 Target cards in use in Writing, Reading,</p> <p>Active Ingredient 4 Maths problem solving lessons to take place regularly.</p> <p>Active ingredient 5 TAs to use appropriate questioning stems and scaffolding to ensure that children have the most appropriate level of support.</p> <p>Active ingredient 6 AI is used in lessons to increase challenge and engagement.</p>	<p>Training: Maths Lead to support maths problem solving materials for weekly use in lessons</p> <p>All staff to receive training in the Horsell Way and whole school expectations around the presentation of learning.</p> <p>TAs to have weekly training and peer to peer support, so that they become confident in using appropriate question stems and Blooms’ taxonomy</p> <p>Teacher leading on AI to deliver regular staff training for teachers and teaching assistants, and external providers also used to support staff develop their confidence and expertise.</p> <p>Monitoring Part of appraisal cycle and performance management</p> <p>Pupil progress meetings</p>	<p>Short term (3 months) TA training programme designed and implemented.</p> <p>Guided group teaching is planned for. All teachers have a presentation book where presentation expectations are modelled with the use of a visualiser.</p> <p>School has appointed a teacher with responsibility for AI.</p> <p>An AI working party has been established to develop the use of AI across the curriculum, and has finished the EEF ‘explore and prepare’ phases of implementation:</p>  <p>Teachers are confident to plan for a Maths problem solving lesson once a week/fortnight, and regular maths training is taking place.</p> <p>Weekly book looks form part of quality assurance monitoring.</p>	<p>Short term Books across the curriculum demonstrate high expectations through appropriate use of marking and feedback, and children have pride in their work.</p> <p>TA questioning leads to a higher degree of pupil independence, resilience and engagement.</p> <p>Teachers have developing confidence in using AI in the classroom.</p> <p>Initial assessments (November) show more children achieving Greater Depth than at a previous point last year.</p> <p>Maths lessons show increasing confidence and resilience amongst pupils when tackling maths problems.</p>

	<p>Active ingredient 7 Presentation in books to demonstrate our high expectations of what pupils can achieve.</p>	<p>Lesson observations, year group review mornings, weekly book looks.</p> <p>Parent surveys Weekly SLT standards meetings.</p> <p>FGB</p>	<p>All teaching assistants understand the different questioning levels of Bloom's taxonomy and are using these when supporting children.</p> <p>Target cards are in use in all Writing, and Reading lessons, and pupils know what their targets are.</p> <p>Training regarding presentation in books has taken place.</p> <p>Initial training around the use of AI has taken place.</p> <p>Regular maths problem solving lessons are in evidence across the school.</p> <p>All teachers are confident with the school's expectations around presentation and the marking policy is being followed with a high level of consistency across the school.</p> <p>All children have target cards for English, Maths and Reading and can articulate what their targets are and why they have their target.</p> <p>All teachers are using AI in lessons.</p> <p>Guided teaching is in evidence in the majority of lessons, across the whole curriculum with the use of AFL to decide on flexible, small group teaching.</p>	
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			<p>Medium Term (6 months) All TAs are using appropriate questioning stems when working with children and know and follow 'The Horsell Way for TAs'.</p> <p>All lessons (including the wider curriculum) demonstrate the use of guided groups.</p> <p>The AI working party has supported teachers across the school and teachers' lessons show an appropriate use of AI, and the school is in the 'deliver' phase of the EEF implementation cycle.</p> <p>In all maths lessons, challenge is evidenced in the form of questioning, stretch and challenge learning activities, adapted pace for more able pupils, and weekly problem solving.</p> <p>Guided teaching, and challenge and extension activities, are in evidence across the wider curriculum.</p> <p>Long term (12 months) Pupil voice indicates a higher degree of confidence in Maths from all pupils.</p> <p>Pupil voice shows that pupils feel challenged to produce their best work across the curriculum.</p> <p>Book looks demonstrate that high expectations for presentation are embedded across the curriculum.</p>	<p>Medium term (6 months) The school has a strategic plan for the use of AI in school, including GDPR policies and whole school strategy, and AI is used to enhance pupil engagement.</p> <p>Pupils show pride in their learning, and can articulate their individual targets in core subjects.</p> <p>Parent surveys indicate that they believe their children are being sufficiently challenged.</p> <p>TA support is appropriate and leading to productive struggle for all pupils. TAs are confident in their role within the classroom and will work with different children, both under teacher guidance and their professional expertise.</p> <p>Books have maintained high expectations around presentation.</p> <p>Long term – to agree post November assessments At least ** of pupils achieve greater depth in writing in Years 3,4,5 and 6</p> <p>At least ** of pupils achieve Greater Depth in Maths, SPAG and Reading at the end of Years 4 and 5.</p> <p>Year 3 data to be added after Autumn assessments</p> <p>At least ** of pupils achieve greater depth in Maths, SPAG and Reading at the end of Year 6.</p>
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			<p>All teachers are confident to identify next steps for pupils across the curriculum.</p> <p>The evidence of extension work (including the use of higher-level questioning) is embedded across the curriculum.</p>	<p>At least ** of pupil achieve 25/25 in their timestable check in Year 4.</p> <p>The school has a certification in AI in Education, and the use of AI is used, strategically, across the school to further challenge and inspire pupils.</p>
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Priority Two: Coaching

Problem (why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final outcomes (And So?)
<p>Teachers: Teachers and Teaching Assistants now need more agency with their own professional development, with more experienced teachers needing the opportunity to develop their practice and innovate. A multi-faceted approach to staff development, with an emphasis on coaching, is needed for teachers who are at different stages in their careers.</p> <p>Leadership: There is now a need for more distributed leadership across the school in order for teaching to further improve, and leaders of the future need to be nurtured and encouraged.</p> <p>A disproportionate amount of SLT time is spent on day-to-day administration. This needs to be distributed more equitably across the school so senior leaders can spend more time on teacher development and teaching and learning.</p>	<p>Active ingredient 1 Key teachers selected to implement instructional coaching across the school, led by Phase Leaders.</p> <p>Active ingredient 3 Staff weekly training sessions to be replaced by the use of online videos and small group projects, gradually moving to a CPD programme that is tailored to teacher's individual needs.</p> <p>Active ingredient 3 Newly appointed Phase leaders to implement teaching and learning priorities, develop the instructional coaching culture, and ensure consistency across their phase.</p> <p>Active ingredient 4 Weekly, in person, training for TAs, to reflect their own development needs and school priorities</p>	<p>Training Instructional coaching to be used across the school, to enable teacher to work on individual targets.</p> <p>The use of technology to be used to deliver some whole school training.</p> <p>Weekly training for TAs to take place, delivered by peers, SLT or external providers, as appropriate.</p> <p>Phase Leaders to receive personal induction training and regular mentoring.</p> <p>New teachers have personalised training during induction. Phase Leaders to lead in ensuring that these staff are confident in the Horsell approach to teaching and learning, and subject leadership.</p> <p>Monitoring</p> <p>Lesson observations</p> <p>Scrutiny of planning</p>	<p>Short term (3 months)</p> <p>Fidelity The school will have completed the explore and prepare phase of the EEF's Guide to Implementation:</p>  <p>Acceptability All teachers are accessing the school's online training library. Senior Leaders and Phase Leaders are confident in their use of technology to implement this.</p> <p>Reach All teachers will have started to receive training more appropriate to their individual development needs.</p> <p>Medium term (6 months) All teachers are involved in instructional coaching or lesson study.</p> <p>Long term (12 months) There is a high degree of pedagogical consistency across the school.</p>	<p>Short term Teachers show increasing confidence when discussing their own development needs.</p> <p>Teachers feel that staff CPD is relevant to their individual needs and is starting to have an impact on their practice.</p> <p>Maths lesson study is leading to improvements in the delivery of maths problem solving lessons.</p> <p>SLT and Phase Leaders are starting to see the impact of their training on lesson delivery.</p> <p>All teachers are confident in 'The Horsell Way'.</p> <p>Medium term Instructional coaching is embedded in parts of the school community.</p> <p>Teachers, and TAs, are confident to have their practice videoed and a culture of learning from colleagues is becoming established.</p> <p>Phase Leaders are confident in their role and are having impact on standards within their phase, leading to more time for strategic leadership from members of SLT.</p>

		<p>Quality of Education committee</p> <p>Teacher voice and wellbeing surveys</p> <p>Termly review mornings</p> <p>Appraisals and performance management</p> <p>ECT time</p> <p>SLT planning meetings</p>	<p>Teachers are confident to discuss their strengths and areas for development, and a culture of teacher and TA learning is becoming embedded.</p> <p>TA support within the main classroom is highly effective at all times.</p>	<p>Long term</p> <p>All teaching at Horsell Junior is at least good, with many examples of exemplary practice.</p> <p>Instructional coaching is used as the primary means of raising teaching standards and curriculum implementation across the school.</p> <p>Problem solving teaching in Maths is of consistently high standard.</p> <p>The school is within the sustain phase of the EEF implementation phase, in respect of instructional coaching.</p> <p>The school is ready to share good practice with other schools.</p> <p>The online training library is available to be reused next year for new members of staff and forms part of a highly effective Horsell Junior induction programme.</p> <p>All teachers and teaching assistants feel that school-led CPD is having sustained impact on their practice, and that staff training is relevant to their role.</p> <p>Staff wellbeing surveys show a high level of professional satisfaction and staff turnover is low.</p>
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Priority Three: Christian Distinctiveness*

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final outcomes (And So?)
<p>Horsell C of E Junior School is a church school. Whilst Christian Distinctiveness is at the core of its vision, and all pupils and staff know the school's values, there are areas of school life where the clarity of our Christian purpose is less secure.</p> <p>Developing pupils' spirituality and appropriate courageous advocacy are areas of development, and, as the school moves to joining a church MAT, it is important that the Christian ethos in how we treat one another and work with our community, is central to all that we do.</p> <p>A more strategic approach is needed for school trips, to ensure that they are both relevant and enriching, and enable all children to flourish.</p> <p><i>*This part of the school development plan should be read in conjunction with the SIAMS SEF, and Diocesan self evaluation form.</i></p>	<p>Active ingredient 1 For Collective Worship to be consistently invitational and inspiring, and include more pupil participation.</p> <p>Active ingredient 2 To establish a school Christian Distinctiveness Working Party to develop the Christian Distinctiveness of the school, including a common understanding of the word spirituality, using the SIAMS SEF as a basis for its work.</p> <p>Active ingredient 3 For different approaches to prayer/quiet reflection to be actively promoted throughout the school, with the appointment of pupil prayer ambassadors and more time for prayer within class and during the school day.</p> <p>Active ingredient 4 For children to participate in acts of courageous advocacy through a revised system of pupil voice at the school, and to actively live out the</p>	<p>Training For the RE lead and Christian Distinctiveness Lead to attend diocesan training, as appropriate.</p> <p>For the Headteacher and Incumbent (or church representative) to attend diocesan training.</p> <p>For all staff to be trained in the delivery of Collective Worship to ensure that it is invitational, enabling of spiritual development, and inspiring.</p> <p>Monitoring Diocesan school evaluation document.</p> <p>Governor working group and FGB</p> <p>Pupil voice, including safeguarding survey.</p> <p>Parent surveys.</p> <p>Lesson drop ins.</p>	<p>Short term (3 months)</p> <p>A document outlining how the school's curriculum reflects the school's Christian vision has been produced.</p> <p>All children have received training and teaching on the use of SMART phones.</p> <p>The school has developed a school wide mobile phones policy, which has been shared with parents.</p> <p>The school is using the diocesan collective worship resources as a basis for collective worship planning. The content of collective worship is shared with parents on the school website.</p> <p>Daily prayer is becoming a more established part of the classroom, and prayer time has been part of Year 3 induction.</p> <p>A parent engagement strategy has been written, and parents have been consulted as part of this.</p> <p>Medium term – long term (6 – 12 months) A new system of pupil voice has been embedded within the school, and children can articulate how their voice has impact.</p>	<p>Medium term Pupils are able to reflect on the importance of prayer, regardless of their faith. Prayer is school is a time for pupils to experience a sense of awe and wonder.</p> <p>Children have experienced participating in courageous advocacy through pupil voice, Christian aid week, the global neighbours' scheme or charitable giving and feel that their voice has agency.</p> <p>Staff, governors, and pupils are able to articulate how the school's curriculum reflects the school's Christian vision.</p> <p>Long term Teachers are confident to deliver collective worship with a strong spiritual and Christian message.</p> <p>All staff and children are confident in their understanding of spirituality.</p> <p>Pupil surveys show increased participate and enjoyment in Collective Worship across the year.</p>

	<p>Christian message of 'love thy neighbour', including those neighbours who live far away from us.</p> <p>Active ingredient 5 For Horsell Junior to work with parents to develop the whole child, through OPAL play days, and the SMARTPHONE free childhood campaign</p> <p>Active ingredient 6 To devise a parent engagement strategy as part of our equalities policy, to ensure that we are actively living out our Christian values of service, dignity and love.</p> <p>Active ingredient 7 To review the school's curriculum and wider curriculum offer to ensure that RE and other subjects enable pupils to flourish and develop emotionally, spiritually, and academically.</p>		<p>Prayer takes place at least once a day, and prayer spaces in classrooms are dynamic and inviting.</p> <p>Parents are aware of the content of collective worship in school, and respect and value its Christian character.</p> <p>The school has participated in Christian Aid Week, and is working towards accreditation as a Global Neighbours school.</p> <p>OPAL play shows a rich variety of play activities, and the Play team actively leads play in their areas of responsibility.</p> <p>Fewer children in Years 3,4 and 5 have a smartphone.</p> <p>The parent engagement strategy is resulting in more parents from a wider range of socio-economic backgrounds becoming involved with the school.</p>	<p>Prayer is seen as an integral part of school life.</p> <p>The school retains its OPAL gold award. The premises plan has further developed the playground and field for all types of play, leading to increased school attendance and pupil enjoyment of school.</p> <p>The school has worked with parents to reduce the number of children in the school with access to a smartphone. A strict no-phones policy on school site is embedded, and the school community understands – and supports – the reasons for this. As a result, the school sees a reduction in online bullying and issues regarding WhatsApp and other social media sites, leading to increased pupil wellbeing.</p> <p>Horsell C of E Junior becomes a global neighbours' school, and children are able to compare their school and lives to those whose lives are very different to their own</p> <p>All members of the school community can articulate the benefits of Horsell C of E Junior school being a church school, and all staff work hard to ensure that all members of the school community feel welcomed.</p>
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Priority Four: Governor strategic challenge and monitoring

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final outcomes (And So?)
<p>The current system of monitoring is cumbersome to organise and doesn't always enable governors to focus on school development priorities.</p> <p>With academisation, the structure of governor committees will change. A new system of working will need to be developed to ensure effective and appropriate strategic challenge and oversight.</p>	<p>Active ingredient 1 For governors to strategically challenge and monitor the Christian distinctiveness of the school through the newly formed faith committee, and termly review of the SIAMS SEF</p> <p>Active Ingredient 2 For governors to strategically monitor the implementation and delivery of the school development plan through the use of governor monitoring mornings, staff presentations and committees.</p>	<p>To be confirmed post academisation.</p>		