



Inclusion at HJS

Portfolio

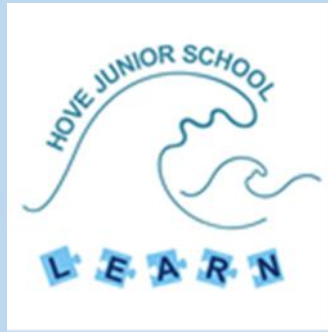




Inclusivity – inclusion values and practise of the school

At Hove Junior School, we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We ensure everything we do aims to remove all barriers that prevent anyone from being fully involved and from reaching their full potential within all the educational and social opportunities provided in our school. We believe that high quality teaching is the key to supporting all children and we are aware that every teacher is a teacher of every child, including those with SEN.

Working with Others



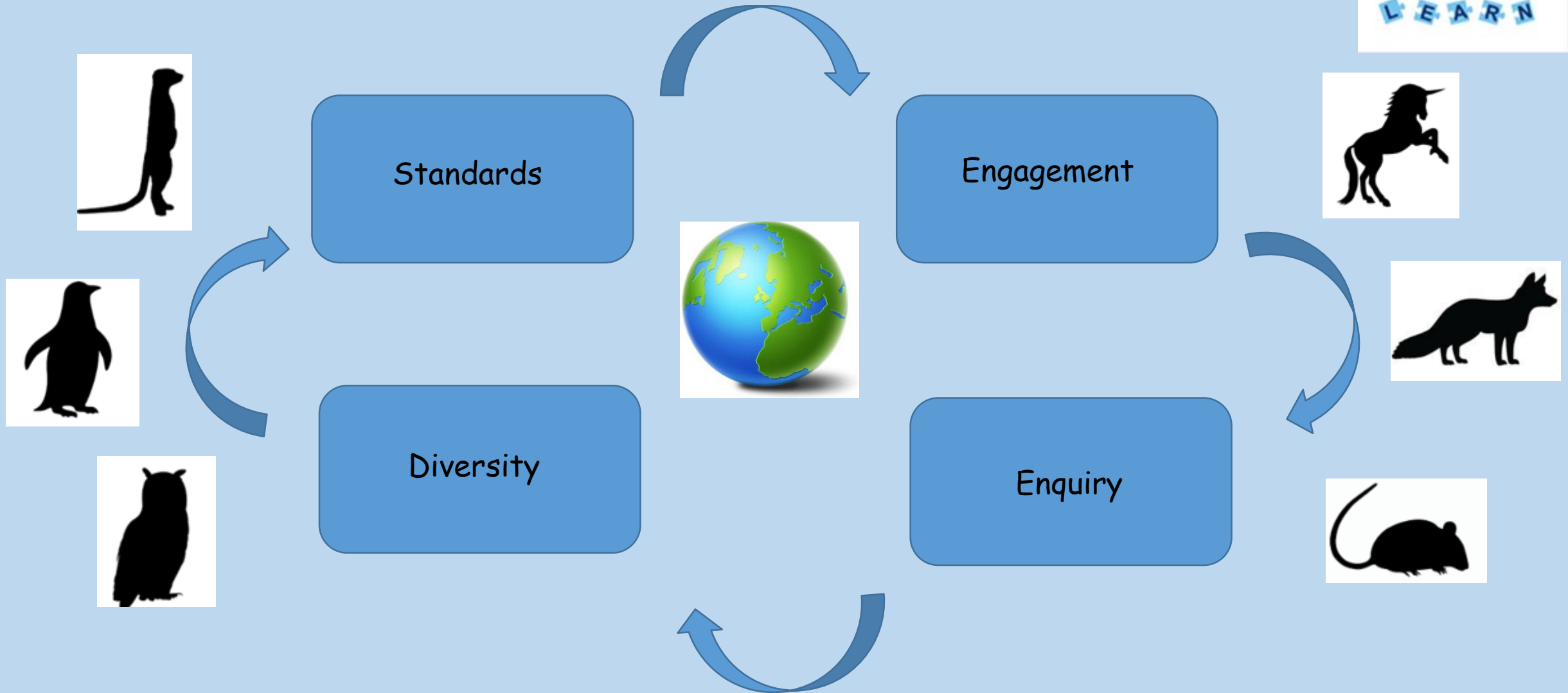
As a school, we follow the principles of the Working with Others initiative. This is a school ethos which sees adults and children working supportively with each other. As a result of this, we practise group working and flexible working scenarios whenever appropriate. This approach aims to continuously improve relationships between children and adults. As adults, we model dialogue which gives children the responsibility to reflect on their language and behaviour. We have high expectations of the children and aim for them to act independently when necessary to resolve issues and solve problems. The aims described above should serve to provide children with resilience, empathy and self- reflection; all skills which enable them to develop their emotional literacy and interactions on a daily basis. Our behaviour policy is led by the belief that children want to do their best and, at all times, focuses on our learning.

Creative Curriculum



At Hove Junior School, our vision is that our children will develop a lifelong love of learning. Our aim is that the children are creative and inventive, both in and out of school. Working in partnership with families, carers and members of the wider community, we aim to foster their desire to explore, stimulate their curiosity and provide them with the tools necessary to make them independent learners, excited by the world they live in. Children will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Curriculum Drivers:



Learning and Teaching



As outlined in our Curriculum Statement of Intent (see handout), at Hove Junior School we are proud to teach an exciting, creative and well planned curriculum. It encompasses both the formal requirements of the National Curriculum and extra-curricular activities that we feel enrich children's experiences and bring learning to life. Where possible, we strive to make links across subjects that inspire our pupils to make connections, develop their curiosity and hone their skills as creative learners.

We relish the opportunity to immerse children in cross-curricular and truly memorable learning experiences such as our Arts Week.

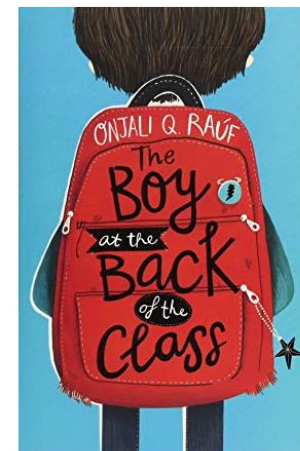
School and the Community

Links to the Brighton Festival

Last year our Arts Week centred on the concept of shelter and linked with our PSHE work around refugees and sanctuary and our RE work around other cultures and beliefs.

LINKS TO REFUGEE WEEK

'You, me or those who came before'

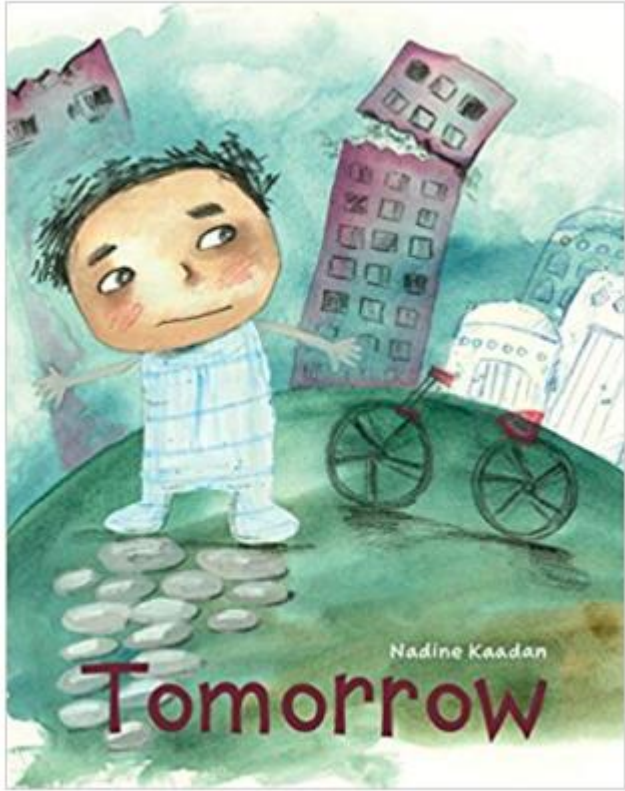


Sanctuary
A place offering
safety away
from danger

Brighton is a **City of Sanctuary** offering a home for refugees whose lives have been devastated by war or persecution.

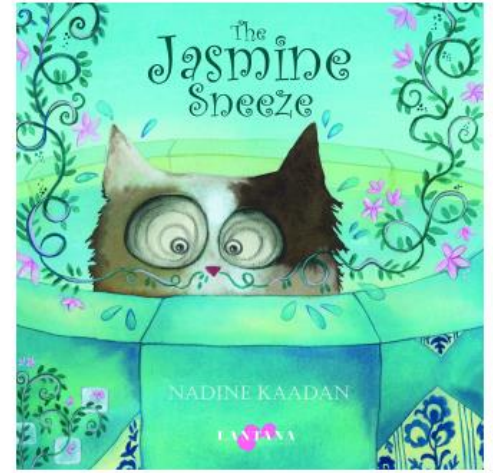
Lots of our schools are **Schools of Sanctuary**, who learn about refugees and are working hard to make everybody feel welcome and included in our community.


Nadine Kaadan



Since the age of 8, Nadine Kaadan hasn't stopped writing and illustrating children's books - she simply knew that it was her calling in life. She started distributing her first fairy tales to her 5th grade class mates, and 20 years later she is an award winning children's book author and illustrator, whose mission it is to spread reading culture in the Arab world, in a way that is inspired by Syria's rich heritage.


Nadine has published over 15 books in the Arab region with various publishers, and believes that children's books are the most creative and effective tool to convey interesting and relevant ideas to young readers. Her stories sometimes touch on delicate subjects like children with special needs, or like the current troubled situation in the Arab world, and other times they are just plain fun.





Yazan no longer went
to the park, and he no
longer saw his friend
who lived next door.

Everything around him
was changing.



That weekend, the hours
seemed so long with
nothing to do.

Yazan got out
of bed and
tried to keep
himself busy.

He drew a few
doodles.

He built a castle
out of pillows.

He even made 142
paper planes.

But he was
still BORED!

BORED!

BORED!

Dear reader,

Have you ever been stuck in the house when you're desperate to go outside? Unfortunately for Yazan, like many children in Syria, this is the reality of war, forcing him to stay at home because the streets are too dangerous to play in.

I wrote this story because I saw children like Yazan in my hometown of Damascus. Their lives were changing, and they couldn't understand why. All of a sudden, the Fridays that were supposed to mark our weekends became frightening instead of fun. Families were afraid to go outside and instead stayed home.

I noticed that my illustration style started changing. Where once I was drawn to dreamy tones, my palette became gloomy and dark. I felt the need to express what was happening around me so I decided to write this book.

Almost a decade later, the situation continues to worsen for Syrian children, especially those who are living away from their homes and who have missed years of school. Today, we wait for a time when "tomorrow" can be a better day for all Syrian children.

Nadine



'Quwa' (qu-wa) / power

'Quwa' is a common Arabic word used to express strength or power. You can use it to describe someone's strength physically or mentally. In Islam, it is understood that no one is more powerful than God.



'Shams' (shams) / sun

'Shams', meaning sun, has been used in a variety of contexts in the Arabic language. It is a common name for places because of the associated brightness and radiance of the sun. It has also been used to describe musicians, places and religious concepts or deities.





Nadine came to visit our Portland Road site and every child got the chance to meet the author and hear about the things that inspired her books and her experiences living in Syria.

This helped them to consider what shelter means to children who are seeking a safe place to make their new home whilst wanting to remember the beauty and family in the country they have left.

Paper Aeroplanes Project



Save Syria حفظ سورية

Help the poorer countries

We care ^{نحن نهتم} مساعدة الدول الفقيرة

No bullies لا تخويف

We want to help ^{نحن نريد المساعدة}

We are Hove Junior

School ^{نحن هوف المدرسة}
الإعدادية





Workshops with Dawn East from The Amazing Art Cart

- We asked the children to consider different dwellings and design a safe sustainable shelter. They had the chance to look at architectural models and drawings, some images of buildings made out of recycled materials, refugee housing and non permanent design structures like the summer pavilions at the serpentine in London.
- They were split into groups of 5 and given a pack of materials to work with. The aim of the project was to get the children collaborating by sharing materials and ideas and getting them to think in a 3-dimensional way. It was a problem-solving activity designed to get them thinking creatively focussing on the process.



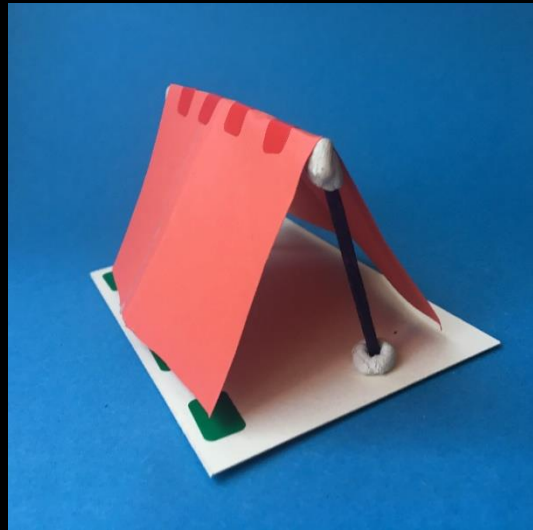
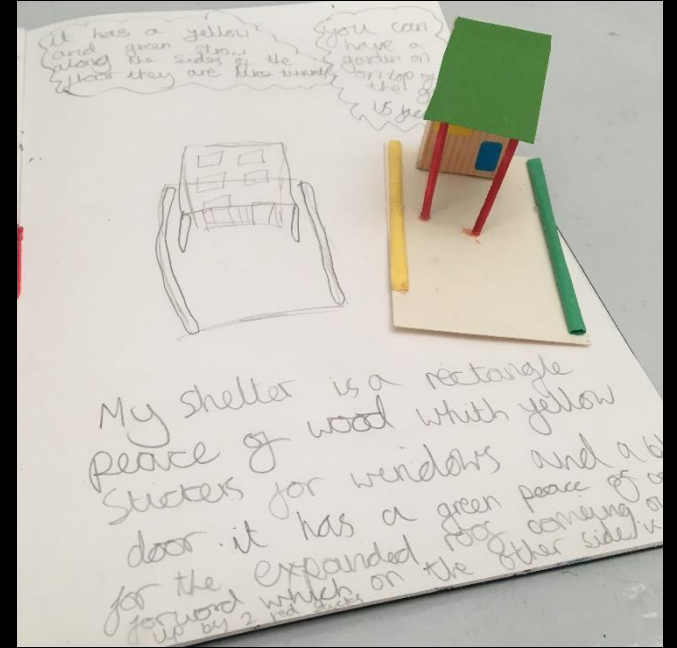
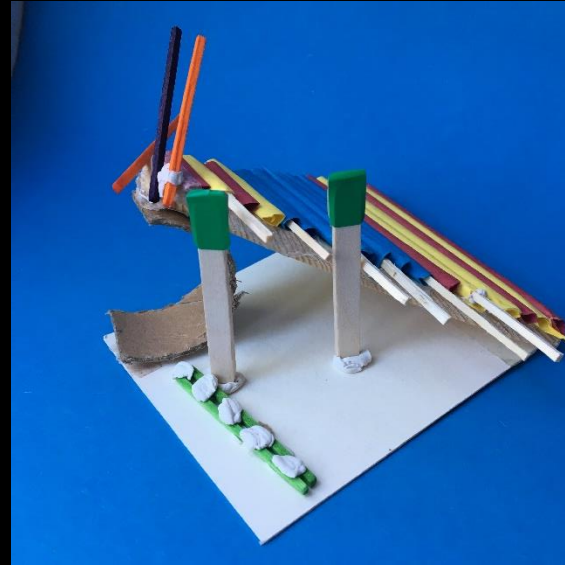
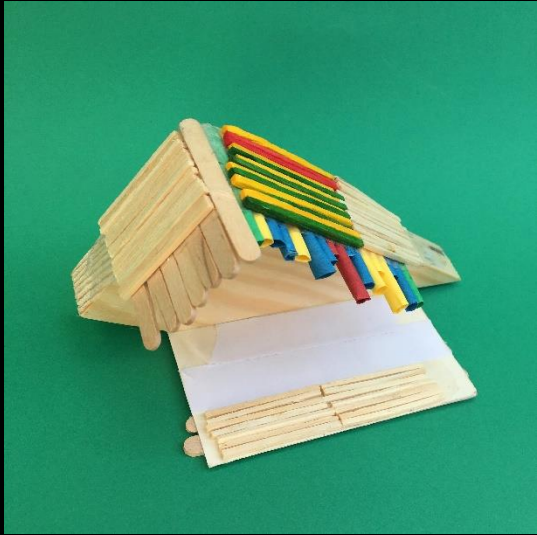
DESIGN A SHELTER PROJECT

WE ASKED THE CHILDREN TO CONSIDER DIFFERENT SHELTERING AND DESIGN A SAFE, SUSTAINABLE SHELTER. THEY HAD THE CHANCE TO LOOK AT ARCHITECTURAL MODELS AND DRAWINGS, INSPIRED BY BUILDINGS MADE OUT OF RECYCLED MATERIALS. REFUGEE HOUSING AND NON-PERMANENT DESIGN STRUCTURES LIKE THE SUMMER PAVILIONS AT THE SERPENTINE IN LONDON.

THEY WERE SPLIT INTO GROUPS OF 5, AND GIVEN A PACK OF MATERIALS TO WORK WITH. THE AIM OF THE PROJECT WAS TO GET THE CHILDREN COLLABORATING BY SHARING MATERIALS AND IDEAS AND SETTING THEM TO THINK IN A 3-DIMENSIONAL WAY. IT WAS A PROBLEM-SOLVING ACTIVITY DESIGNED TO GET THEM THINKING CREATIVELY.

CHALLENGE: CAN MAKE THESE SHELTERS FROM OR AT LEAST USE THE SCHOOL TO MAKE THEM? CAN MAKE THEM FROM OR AT LEAST USE THE SCHOOL TO MAKE THEM? CAN MAKE THEM FROM OR AT LEAST USE THE SCHOOL TO MAKE THEM?





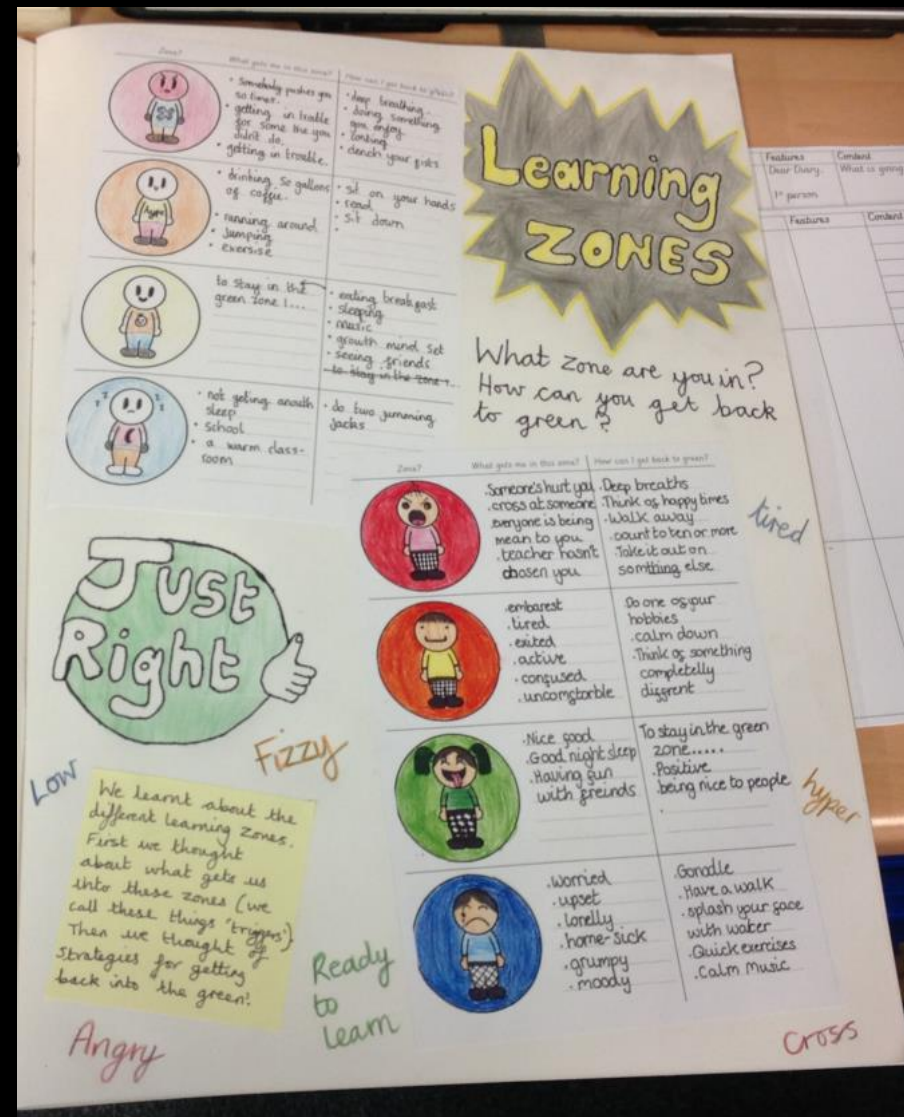
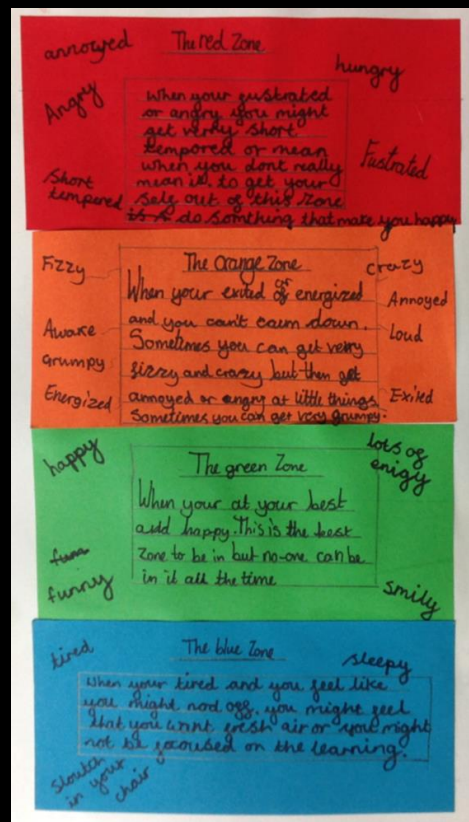


Pupil Voice guided the planning for each element of our Arts Week and it was instigated, in part, by a petition carried out by a group of determined year 4 artists!



How do we ensure all children have access to our creative curriculum and are given the opportunities they need to link new knowledge to exciting experiences and life skills?

Just Right





What can I do to help me be 'Just Right'?

| | | |
|---|---|--|
| Very Fizzy I need time out | Quiet time alone / Safe space Quiet tent | Ear defenders Massage Walk / movement break |
| Fizzy I need help calming... | Office duty Vibrating cushion / toys Gardening Wrap and roll Ear defenders Blow bubbles Move furniture Tug-of-war Weighted backpack Weighted vest Carry weighted items Hang / pull up bar Animal walks Squeeze | Quiet time together Walk / movement break Push Pull Cleaning Chew / Suck Quiet work space Therapy ball Swing (not spin) Obstacle course Climb Massage |
| Just Right I'm ready to learn or play | | |
| Low I need help alerting... | Ball games Dance Ride trike Ride scooter Ride bike Exercises Swing Squeeze Animal walks | Obstacle course Run Crunch Fiddle toys Jump Therapy ball Climb Walk / movement break |

Drama

In drama, we were all put in groups of six to act out Flotsam. There were lots of jobs included like the long, shipowner, family, news-reporter and life-guard. Then we all started to practice a scene of Flotsam. In the end we all performed to each other and worked as a team.



Co-operating

We worked well in a group when we shared ideas and listened to each other.



Team work

When we take turns I feel that we are being fair.



Compromise

Sometimes we disagree but that's okay as we respect others opinions.



Listening to others



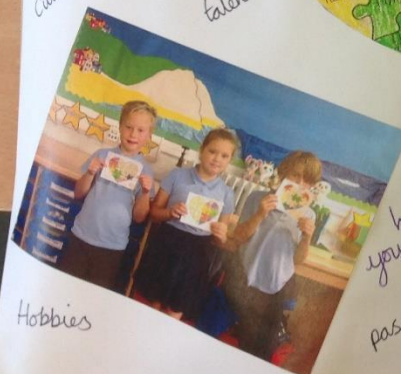
Perform as a group

Good to be me!

Identity



Culture

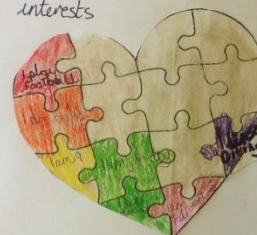


Hobbies

beliefs

What are you really proud of?

interests



talents

religion

What makes you unique?

passion

Our time capsule...



During our year in 5Red I hope to...

We made a time capsule by digging a hole and burying our letters to our future selves. At the end of the year we'll dig them up.

Our time capsules
We each wrote a letter to our future self about our goals and something new we learned then and we will open them next year.

We buried the time capsule because we wanted to see how the world had changed in a years time.

Playdough Baking at the Stoneham Bake House



Circus skills and other extra curricular learning projects with the Outdoor Project



Pupil Voice feedback

Did you enjoy the outdoors project?

Yes 10

No

- 'I liked making the big sticks using the potato cutter. And the obstacle course!'

Did you achieve your target?

Yes 9

No

'Sometimes' 1

- 'My favourite part was the partner games - partner tag!'

- 'The marshmallows on the fire were good - I'd never done that before. I met lots of new friends and Mook was very funny and nice.'

Would you like to be involved again?

Yes 9

No

'Maybe if with the same people' 1

- 'My favourite part was roasting marshmallows and the ninja course.'

- 'My favourite part was making new friends.'

Do you feel the project helped you?

Yes 8

No

'Kinda' 2

- 'I liked the obstacles. I feel like I can learn more doing things than just sitting listening. Also, I made three new friends. I met my targets each week. It made me feel good!'

What was your favourite part about the project?

- 'My favourite part was making fire and playing games with Mook.'

- 'I liked the last day because we made marshmallows and s'mores and I have never done that before. I also made some friends that I didn't know before.'

- 'My favourite part was spending time with my friends and making new ones (that I don't normally talk to.) Also the yummy marshmallows.'

- 'My favourite part was the marshmallows, pancakes and partner tag. I liked Mook, he was fun.'

Social Skills – Shopping Trips

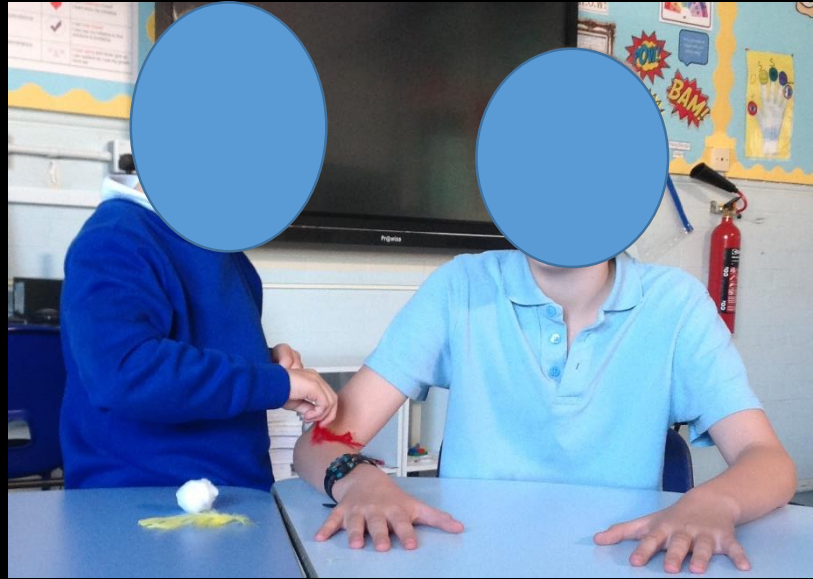


Social Skills – Sandwich Making



Supporting Children to be Ready for Learning

Sunshine Circles





HOVE JUNIOR SCHOOL SUNSHINE CIRCLES PLAN

Beginning

Engagement – *Sit down together in big circle.*

Welcome song. (+on first session – names)

Greatest Showman – This is me

American Authors – Best day of my life

Structure – Rules; No hurts, stick together, HAVE FUN!

Middle

Nurture – *Cotton Ball or Feather? Guessing game.*

First, demonstrate by touching the child's hand with a cotton ball and a feather; ask the child to notice the difference between the two sensations. Then have the child close their eyes and tell you where you have touched them and whether it was with the cotton ball or feather. Circle stays silent. This adds challenge to nurturing activity. Let children take turns together.

Engagement – *Eye signals.*

Stand facing each other. Use eye signals to indicate direction and number of steps to take. For example, when you wink your left eye two times, participants must take two steps to your left. If winking is difficult, tilt the head or purse the lips to the left or right. To make it more challenging, you can add signals for forward and backward movement as well.

Engagement – *Pizza drawing on each other's backs.*

Children sit back into circle and into pairs. One child turns their back and using their fingers and hands, make a pizza, stretching out the dough, putting on various ingredients and describing how delicious the pizza is going to be.

Nurture – *Feather blow.*

Widen circle and blow feather round the circle, and back round the other way.

Learning Mentors



Hove Junior School

All About Me Questionnaire

Name:..... Date:..... Class:.....

Please answer the following questions by ticking the smiley face of your choice.



= I agree.



= Sometimes I agree
and sometimes I do not.



= I do not agree.

| | | | | |
|----|---|--|--|--|
| 1. | I am loved. | | | |
| 2. | I am strong. | | | |
| 3. | I am proud of myself. | | | |
| 4. | I am hopeful. | | | |
| 5. | I can share my talents. | | | |
| 6. | I have friends and family that care about me. | | | |
| 7. | I am brave. | | | |

Creating new child friendly
entry and exit questionnaires
for children working with our
learning mentors.

| | | | | |
|-----|----------------|--|--|--|
| 8. | I am positive. | | | |
| 9. | I can achieve. | | | |
| 10. | I like myself. | | | |

Exit Scores:

Out of 10_____

Out of 10_____

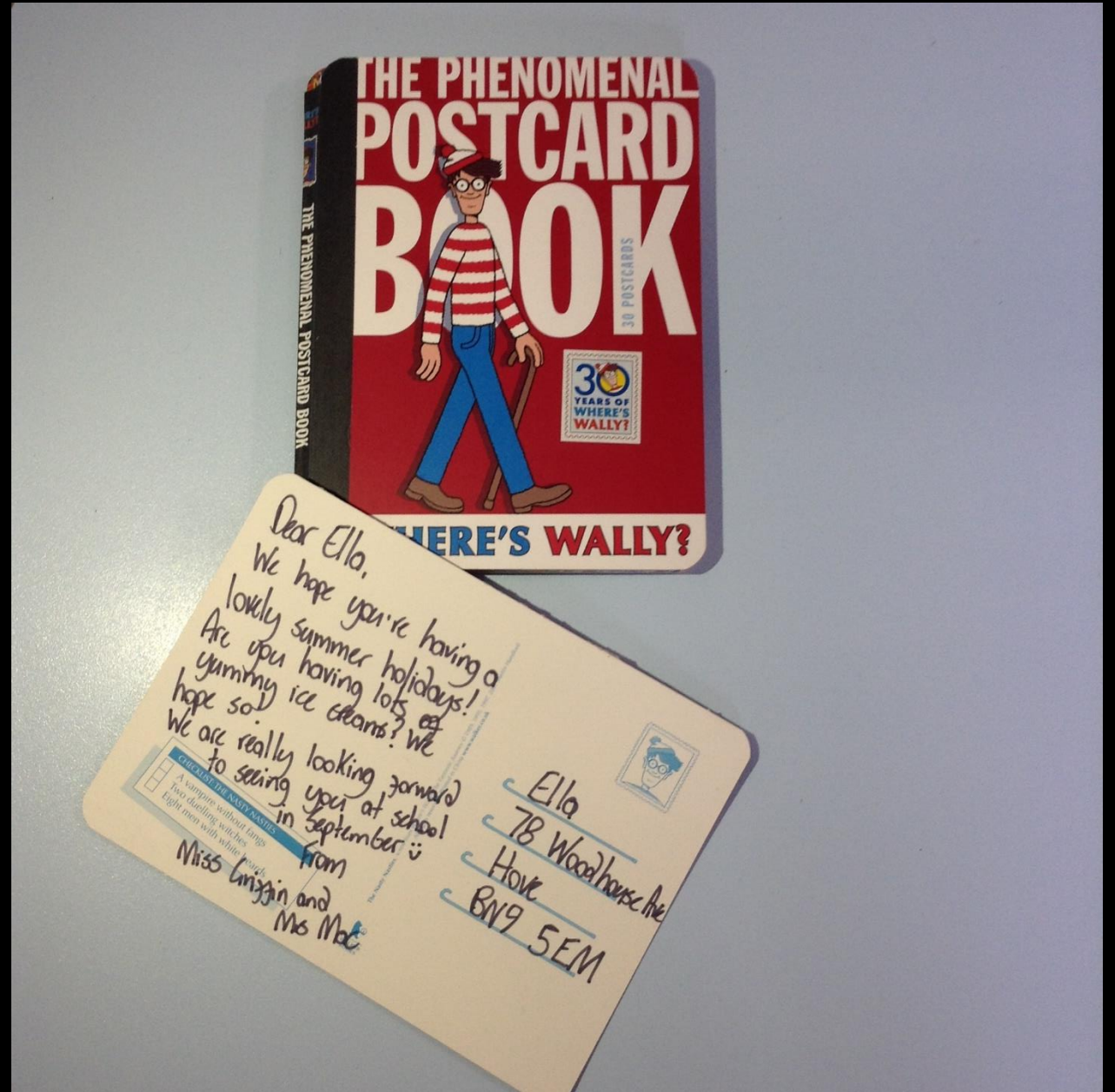
Out of 10_____

Teams for Children



From Year 3 to Year 6

Postcards home in the Summer.



Sensory Circuits



Charlie the reading dog

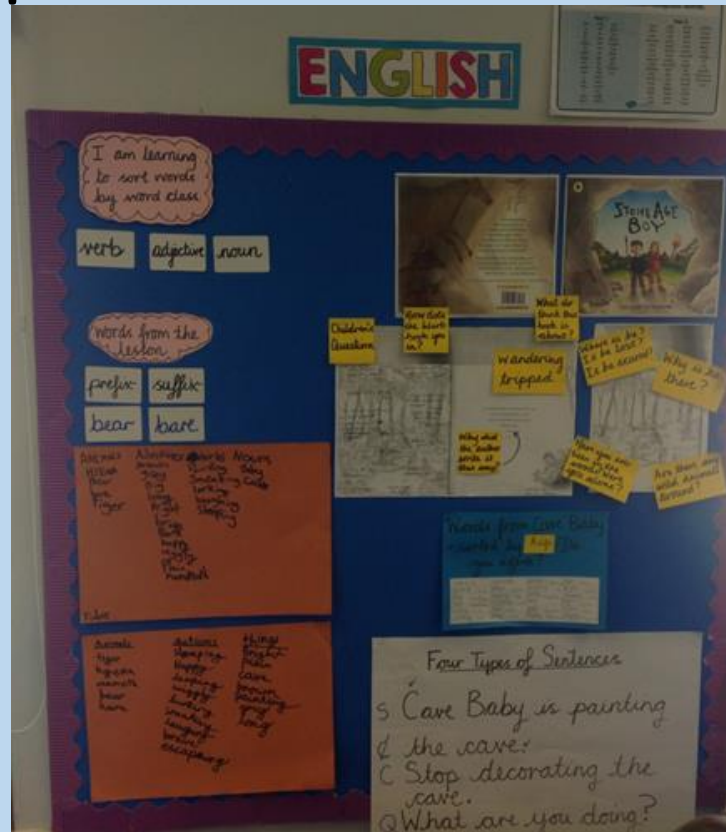


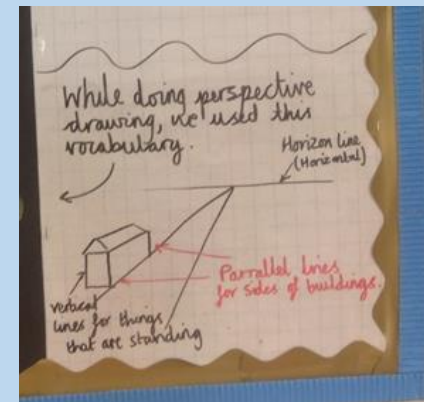
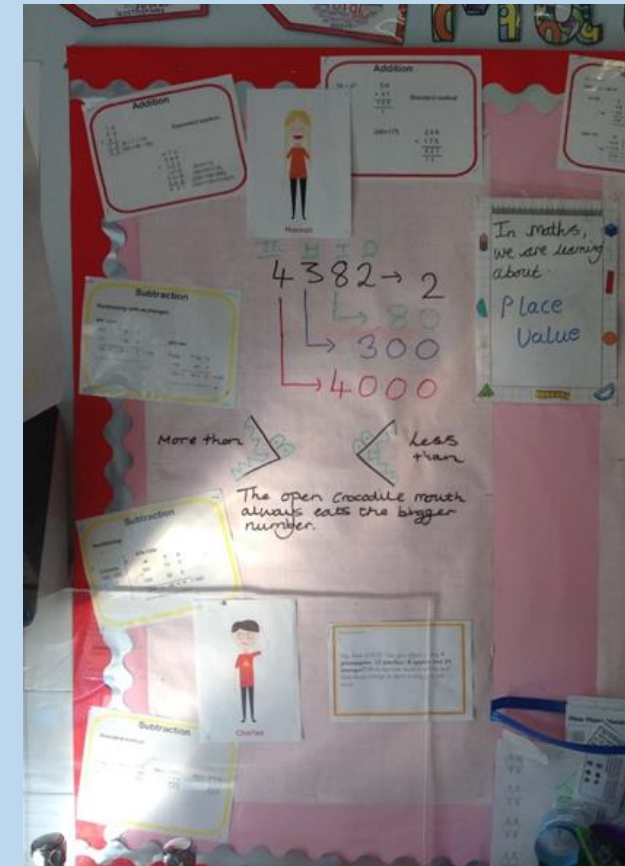
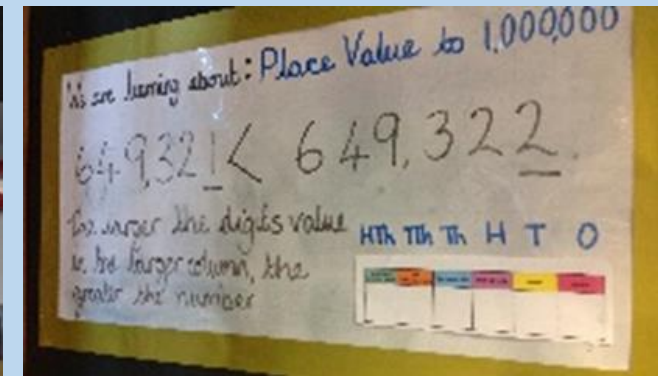


Learning Environment

At Hove Juniors, we aim to make learning accessible, motivating and engaging for all. We make every effort to ensure this is reflected in the school learning environment. We are split across two different school sites, one Victorian extended building and one refurbished police station. Whilst, the two environments are very different we strive to ensure there is consistency between both with key areas of whole school priority reflected in our environment management. For example, both schools have rooms dedicated to our maths and reading interventions - 'First Class@number' and 'Better Reading Partners'. Both schools have a dedicated space for our inclusion mentors who play a vital role in supporting children with 'SEMH' Social and Emotional Needs. Finally, both schools are accessible for children with physical needs and disabilities with a lift.

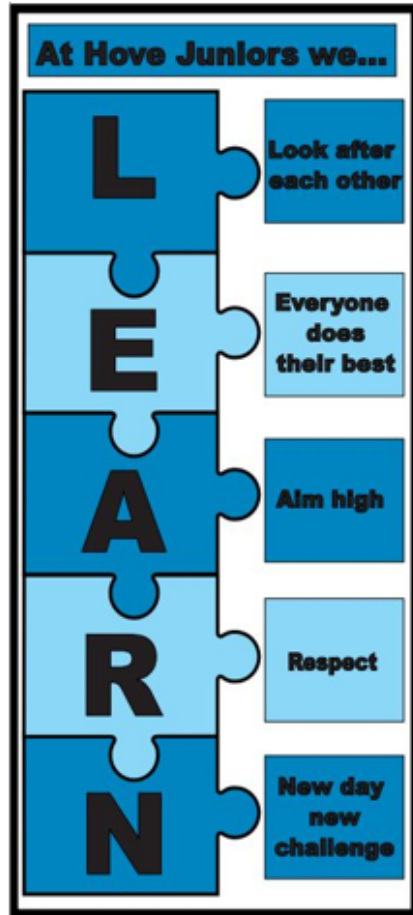
We share guidance for teachers about excellent practice for our learning environments and involve children in the process making sure their voice is heard to ensure that the environment reflects the diversity of the cohort and celebrates all learners. Our Classrooms are areas that we're proud of. They are stimulating, attractive, comfortable environments for learning to take place. They are visually rich environments and have a variety of different types of display.







Learner attitudes and personal development



| | |
|---|--------------|
|  | Question |
|  | Collaborate |
|  | Reflect |
|  | Take Risks |
|  | Independence |
|  | Perseverance |

Our **LEARNING CHARACTERISTICS** support and define how the children become successful learners.



Feedback and Marking

Hove Junior School

Feedback and Marking Policy

The intention of this policy is to ensure that our feedback and marking really does support children to improve. It is also intended that the policy helps staff to make feedback and marking manageable – the aim being **for some marking to take place in the classroom** with the maximum involvement of children, and all adults, in the process.

Hove Junior School is mindful of the research surrounding effective feedback and the workload implications of written marking. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisation which shows that marking should be **Meaningful, Manageable and Motivating**. (See Appendix 3 for acknowledgements to documents reviewed)



| Type | What it looks like | Evidence (for observers) | Frequency |
|---------|--|--|--|
| Live | <ul style="list-style-type: none"> Immediate, often verbal feedback to keep children on track, provide timely intervention or further challenge Includes gathering feedback from teaching, including mini-whiteboards, bookwork, etc. Takes place in lessons with individuals or small groups May involve use of a teaching assistant/INA to provide support or further challenge May re-direct the focus of teaching or the task May include highlighting/ annotations according to the marking code Evaluation may lead straight to a FAB session. Children self-editing work in pencil and using edit pages in English. | <ul style="list-style-type: none"> Lesson observations/ learning walks Some evidence of annotations or use of marking code/ highlighting Improvements evident in books either through editing or further working Live quadrant/ peer feedback | Throughout lessons |
| Summary | <ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson Evaluates against the learning objective(s) using the '3 Tick Approach' This evaluation may lead to FAB session. May take form of self – or peer – assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | <ul style="list-style-type: none"> Lesson observations/ learning walks Timetabled pre- and post-teaching based on assessment FAB code showing additional intervention Some evidence of self- or peer-assessment May be reflected in selected focus review feedback (marking) Quadrant feedback | At end of lesson/ activity |
| Review | <ul style="list-style-type: none"> Takes place away from the teaching session May involve written comments/ annotations for pupils to read/ respond to Provides teachers with opportunities for assessment and understanding Leads to adaption of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention or immediate action – Targets may be recorded on Post-it notes or on target cards. | <ul style="list-style-type: none"> Acknowledgement of work completed Written comments and appropriate responses/ action Improvements evident in books, either through pupils' response Pupils' responses are often in purple pen Adaptations to teaching sequences when compared to planning Use of annotations to indicate future groupings | At least one group per day in English & Maths – Frequency of every child receiving this once a week in English and Maths. (approx) |

Learner progress impact on learning



Hove Junior School 2019

| | |
|----------------------|-------|
| All Combined R/W/M | 71% |
| DA Combined R/W/M | 62% |
| GD Combined R/W/M | 12.7% |
| DA GD Combined R/W/M | 5% |

| | Overall | GD | Average scaled score |
|---------|---------|-------|----------------------|
| Reading | 83% | 38% | 107.2 |
| Writing | 80% | 23% | n/a |
| Maths | 84.4% | 29.3% | 105.5 |
| GPS | 86% | 44% | 107 |

| Groups | Overall | GD |
|------------------------|---------|-------|
| DA Reading (47 pupils) | 76.7% | 25.6% |
| DA Writing | 70% | 13% |
| DA Maths | 79.1% | 4.7% |
| DA GPS | 74% | 28% |
| EAL Reading | 72% | 13.8% |
| EAL Writing | 67% | 11% |
| EAL Maths | 89% | 27.6% |
| EAL GPS | 79% | 32% |
| SEN Reading | 47% | 11% |
| SEN Writing | 28% | n/a |
| SEN Maths | 47% | 5.6% |
| SEN GPS | 46% | 5% |

| 205 pupils | | | | | |
|----------------------------|-----|---------|--------------------------|-------|---------|
| Portland Road (125 pupils) | | | Holland Road (78 pupils) | | |
| Reading | 85% | GD: 35% | Reading | 84% | GD: 42% |
| Maths | 87% | GD: 30% | Maths | 80% | GD: 32% |
| Writing | 80% | GD: 32% | Writing | 79% | GD: 18% |
| GPS | 88% | GD: 44% | GPS | 83% | GD: 46% |
| DA Reading | 68% | GD: 23% | DA Reading | 81% | GD: 25% |
| DA Maths | 64% | GD: 6% | DA Maths | 87.5% | GD: 0% |
| DA Writing | 61% | GD: 16% | DA Writing | 87% | GD: 6% |
| DA GPS | 71% | GD: 27% | DA GPS | 81% | GD: 31% |
| EAL Reading | 70% | GD: 10% | EAL Reading | 71% | GD: 28% |
| EAL Maths | 95% | GD: 30% | EAL Maths | 78% | GD: 21% |
| EAL Writing | 70% | GD: 15% | EAL Writing | 64% | GD: 7% |
| EAL GPS | 90% | GD: 30% | EAL GPS | 64% | 36% |
| SEN Reading | 62% | 22% | SEN Reading | 41% | 6% |
| SEN Maths | 54% | 4% | SEN Maths | 41% | 6% |
| SEN Writing | 37% | 4% | SEN Writing | 35% | 0% |
| SEN GPS | 58% | 9% | SEN GPS | 29% | 0% |

Parents, Carers and Guardians



Parent Gym Testimonials

What our parents said after attending Parent Gym:

My child seems much calmer since I've done Parent Gym...

What our parents said after attending Parent Gym:

... Having some tools to use and a place to share your experiences has been invaluable.

What our parents said after attending Parent Gym:

I've enjoyed the course immensely and I think my family is really benefitting from the tips.

What our parents said after attending Parent Gym:

Loved ideas shared by instructor as well as peers.

What our parents said after attending Parent Gym:

It shows that you're not alone and it's good to get other people's input.

Learner progress impact on learning

Reading:

- Attainment for reading is 83% with 38% greater depth. Average scaled score 107.2. Progress remains good at 2.2 and has increased from 2018.
- Attainment for disadvantaged pupils was 77%. Disadvantaged pupils made more progress than non-disadvantaged pupils with 2.9 average progress score which is the top 20% of schools in the country

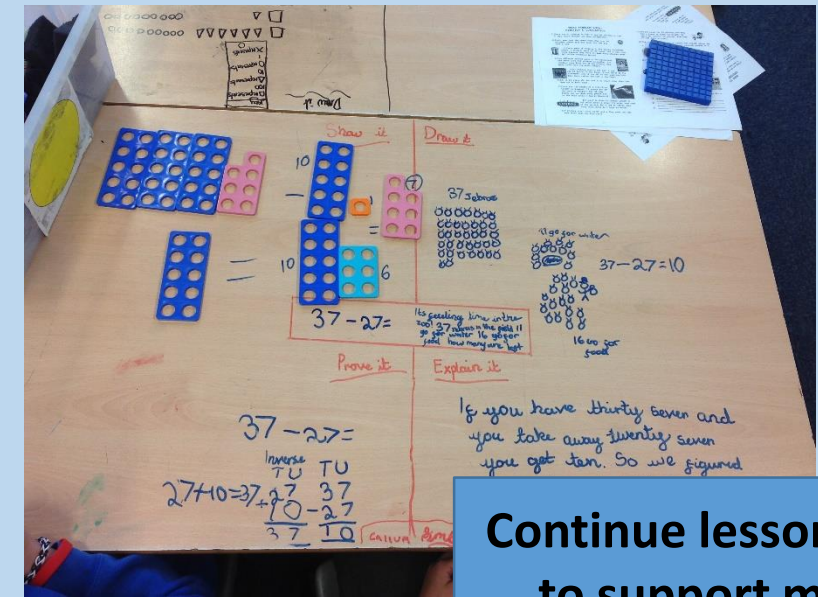
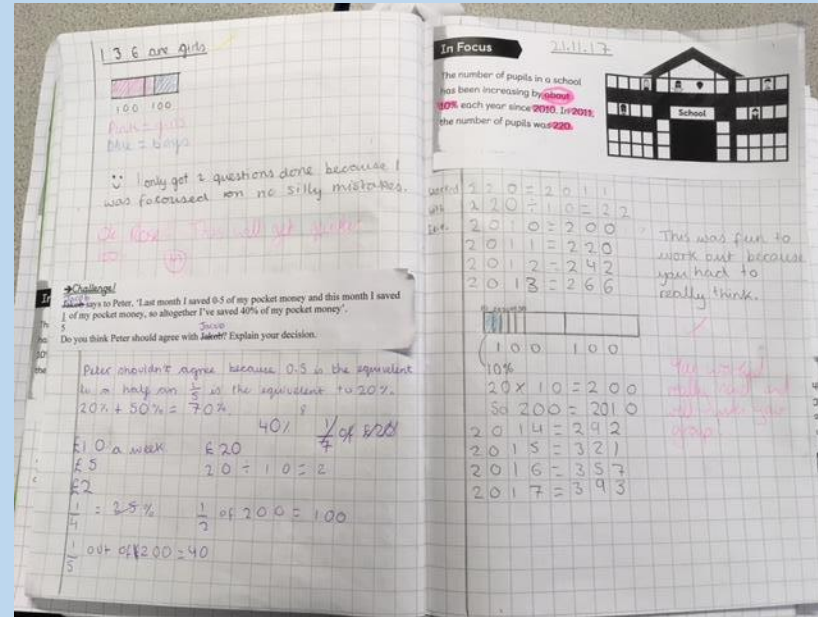


Non Negotiables and high expectations across all year groups

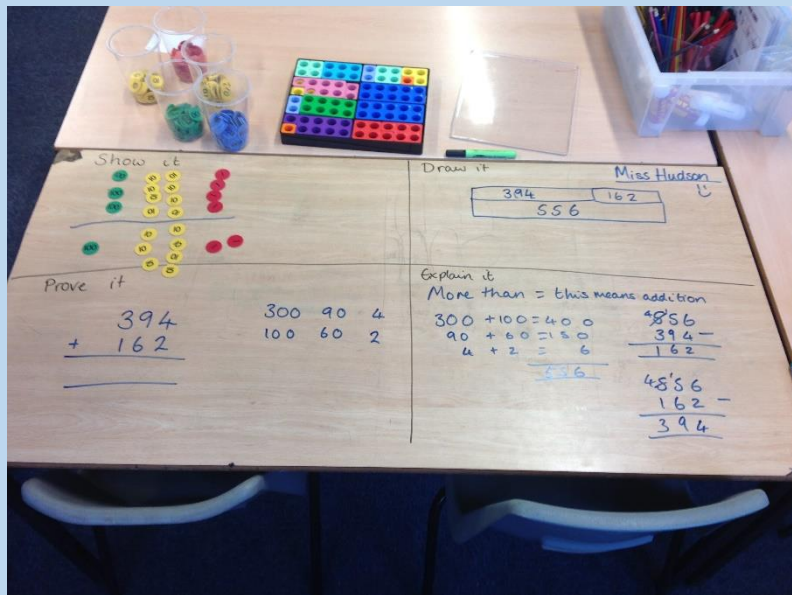
| At a Glance Data Sheet - Sept 2019 | | | | | | |
|---|------------|--|----------------|------------------|---------------|------------|
| DfE Number: | 2070 | School: | Hove Junior | | | |
| Latest Ofsted Inspection: | 12/07/16 | Ofsted Judgement: | 2 | Good | | |
| School Context | | Jan 2019 School Census (Disadvantaged pupils from 2019/20 July provisional funding list) | | | | |
| January 2019 | No. Pupils | % Disadvantage | % FSM Eligible | % Statement /EHC | % SEN Support | % Not SEN |
| School (pupils) | 825 | 19.6 (162) | 10.8 (89) | 1.7 (14) | 14.8 (122) | 83.5 (689) |
| LA Primary Schools | 2,221 | 19.9 | 11.1 | 1.8 | 11.0 | 87.2 |
| Year 6 | 206 | 21.8 (45) | 9.7 (20) | 1.5 (3) | 16.5 (34) | 82 (169) |
| Attendance / Exclusions | | 2019 Attendance for Autumn and Spring terms. 2018 national exclusion. | | | | |
| | 2017 | 2018 | 2019 | LA | National | |
| % Authorised absence | 3.38 | 3.41 | 2.93 | 3.22 | 2.88 | |
| % Unauthorised absence | 0.55 | 0.48 | 0.60 | 0.81 | 0.95 | |
| % Overall absence | 3.93 | 3.89 | 3.53 | 4.03 | 3.84 | |
| % Persistent absence (10% threshold) | 7.00 | 7.78 | 4.96 | 8.65 | 8.68 | |
| Number of fixed term exclusions | 0 | 0 | 0 | - | - | |
| Number of permanent exclusions | 0 | 0 | 0 | - | - | |
| % Fixed term exclusions | 0.00 | 0.00 | 0 | 1.19 | 1.40 | |
| Results | | Key Stage 2 | | | | |
| All Pupils | 2017 | 2018 | 2019 | LA | National | |
| Number of pupils | 124 | 198 | 205 | 2,706 | - | |
| % Expected standard in Reading | 95 | 87 | 83 | 77 | 73 | |
| % Expected standard in Writing | 85 | 83 | 80 | 81 | 78 | |
| % Expected standard in Maths | 90 | 84 | 84 | 79 | 79 | |
| % Expected standard in GPS | 94 | 85 | 86 | 78 | 78 | |
| % Expected standard in RWM | 79 | 75 | 71 | 67 | 65 | |
| % Greater depth within Reading | 54 | 47 | 38 | 32 | 27 | |
| % Greater depth within Writing | 33 | 17 | 26 | 19 | 20 | |
| % Greater depth within Maths | 32 | 28 | 29 | 26 | 27 | |
| % Greater depth within GPS | 45 | 44 | 44 | 33 | 36 | |
| % Greater depth within RWM | 19 | 10 | 13 | 10 | 10 | |
| Reading Progress | 3.2 | 0.9 | 2.2 | 0.6 | 0.0 | |
| Writing Progress | 0.0 | -2.8 | -0.1 | -0.1 | 0.0 | |
| Maths Progress | 0.1 | -1.2 | -0.1 | -0.5 | 0.0 | |
| Disadvantaged Pupils (may not include all pupils) | 2017 | 2018 | 2019 | LA | National | |
| Number of Disadvantaged pupils | 15 | 37 | 45 | 788 | - | |
| % Expected standard in Reading | 87 | 78 | 76 | 65 | 62 | |
| % Expected standard in Writing | 60 | 76 | 69 | 68 | 68 | |
| % Expected standard in Maths | 87 | 76 | 76 | 65 | 67 | |
| % Expected standard in GPS | 80 | 76 | 78 | 64 | 67 | |
| % Expected standard in RWM | 60 | 59 | 60 | 50 | 51 | |
| Reading Progress | 2.3 | -0.9 | 2.5 | -0.7 | -0.6 | |
| Writing Progress | -4.5 | -3.0 | -0.8 | -1.0 | -0.5 | |
| Maths Progress | 0.1 | -3.4 | -0.7 | -1.6 | -0.7 | |

Maths

More emphasis on 'fluency' and reasoning- Explain it



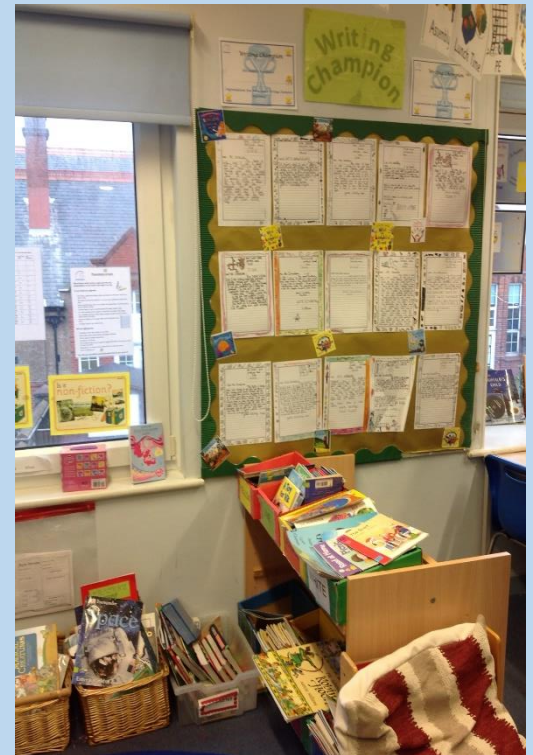
Continue lesson study to support maths pedagogy



Overall attainment for maths is 84.4% with 29.3% greater depth. Average scaled score 105.5. Progress has increased and is at -0.1. Maintained attainment since 2018 and 1% rise in greater depth. Increased improvement in progress for disadvantaged pupils in maths from 2018-2019 from -3.4 in 2018 to -0.7. In line with national average.

Writing

Overall attainment for writing is at 80%. Overall attainment in greater depth writing is 23%. Overall average progress is -0.1 value added. This is an increase from 2018. Attainment for disadvantaged pupils was 70%. At Holland Road disadvantaged pupils made significantly more progress at + 0.9 valued added. Accelerated improvement in disadvantaged pupil progress from 2017 (-4.5) to 2019 (-0.8). On track towards 2020 target.



Governors



- At Hove Juniors we have a strong partnership with governors who offer us with prudent support and challenge. In the last Ofsted inspection they particularly noted that Governors and leaders were successfully managing a period of expansion whilst maintaining high standards. They know the school well and offer a strategic partnership to developing the school and managing change.
- Governors visit the school termly for Governing board meetings and individual governors provide feedback reports on their areas of accountability. We share a safeguarding board meeting with our feeder Infant schools to ensure consistency in safeguarding for our community. This has been acknowledged by Ofsted as a particular strength.
- Subject link governors for English and maths take part in termly 'deep dives' with the English/maths leads and report to governors providing challenge and support.
- Separate governor roles for the sports premium and pupil premium ensure accountability.





Inclusion at HJS

Portfolio

