

Thomas Harding Junior School



Information Evening

7th July 2026



Aspiration, Success, Pride, Integrity, Resilience and Equality

Information Evening

- Our School
- Introducing Team
- Our Vision and Aims
- Keeping your child safe – a personalised approach
- Our Curriculum
- Achievement and attainment
- The Wider Curriculum
- Reading at Thomas Harding
- Transition and operational matters
- A chance for questions



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Introduction – Key Members of The Team

Joanne Butler – Interim Headteacher

Sumaira Naqvi - Deputy Headteacher

Ali Arnott – Senior Leader/Inclusion Manager

Parveen Chahal – Senior Leader/English Lead

Sarah Smith – Senior Leader/Maths Lead

Miss Godman– Family Liaison Officer

Mrs Lenny – Administration Manager

We aim to develop

Independent and resilient learners who are excited and inspired about the world around them.

Our children have high aspirations, and our teachers have high expectations of all children. We expect your child to achieve highly and feel safe, loved and secure.



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The Thomas Harding Junior School Vision:



Aspiration, Success, Pride, Integrity, Resilience and Equality

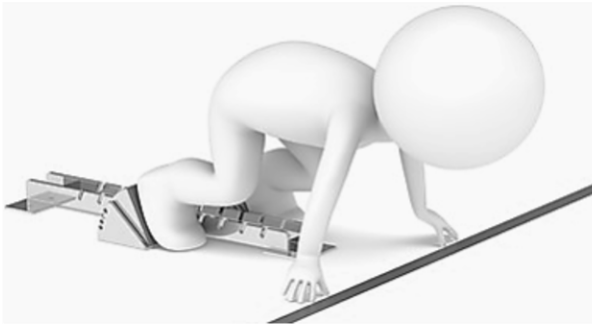
Our Values



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Keeping your child safe

Rules help individuals live together peacefully and productively.



Ready Respectful Safe

Our school rules exist to keep us safe and provide fairness within our school community.



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Keeping your child safe

- The role of parents and the importance of good communication
- Open door policy



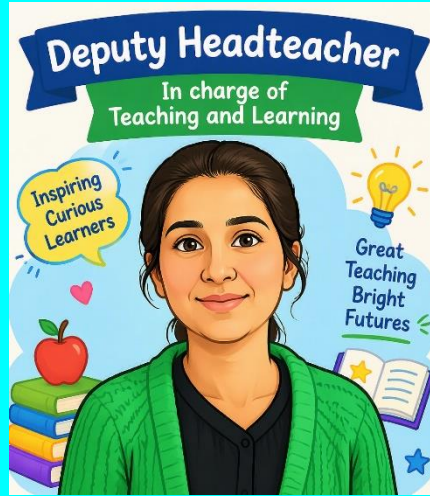
Keeping your child safe



Our Safeguarding Team



Joanne Butler
Designated
Safeguarding Lead



Sumaira Naqvi
Deputy Designated
Safeguarding Lead



Alison Arnott
Deputy Designated
Safeguarding Lead



Stef Godman
Deputy Designated
Safeguarding Lead



Jan Martin
Safeguarding Lead at
ODBST

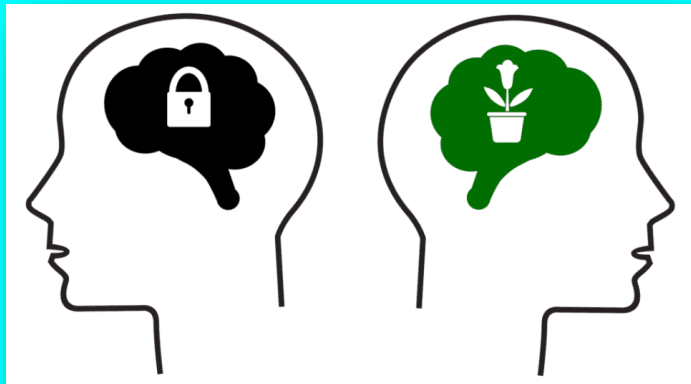


Viraj Rajadhyaksha
Governor for
Safeguarding

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Learning: our part in your child's journey

We are the next part of the Jigsaw!



Learning identity, growth
mindset and aspiration

Building independent and resilient
learners



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Inclusion

We strongly believe that a child's success is determined by their passion and thirst for knowledge, and their dedication and commitment to learning.

We are determined to ensure that **all** our children are given every chance to realise their full potential.

We have high aspirations and ambitions for **all** our children, and we believe that no child should be disadvantaged for any reason.

- Special Educational Needs Coordinator (SENDCo)
- English as an Additional Language
- Pupil Premium
- Transition
- ...





Our Curriculum



Broad and balanced - prioritising core skills

Our ASPIRE values underpin our curriculum.

Research informed school

An enriched curriculum: educational visits and outdoor learning.

Key Skills: Oracy, remembering more and understanding more deeply.

Continually revisiting and building on previous learning.

Our topic/theme approach helps to transfer skills and embed understanding.

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Our Curriculum



Leaders have designed an ambitious and broad curriculum.

Teachers model language and vocabulary clearly, which supports pupils' speaking and writing skills.

Pupils, including those who are disadvantaged, achieve well across the curriculum. Staff adapt teaching to meet pupils' individual needs and enable them to learn successfully.

Leaders understand the quality of teaching and the curriculum well.



Teachers have secure subject knowledge.



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Great Teaching



Thomas Harding Junior School
Achievement through Aspiration
Teaching and learning guidance

What makes great teaching?

Our ASPIRE curriculum is the progression model. Think about curriculum mapping and alignment.

Schemata building

Remember 'Memory is the residue of thought.'

Remember Rosenshein's Principles of Instruction

Dual Coding

Questioning: Use those 6 question templates

Require and monitor independent practice

THIS Memory Hacks

Regular Review

Yesterday, last week, last month
Flashback four, low stakes quizzing,
questioning, use knowledge organisers

The Big Picture

Review previous learning and
understand the sequence of learning and
how each task leads to the end point

Chunking

Take small steps to understand new
learning
Focus on what the children need to
know!

Note Taking

Take notes to help the working memory
Use these notes in independent tasks

Scaffolding and Modelling Tasks

Use resources
Use a range of models to support
learning: worked examples, think aloud,
demonstrate solving problems, model
writing, use disciplinary literacy and
sentence stems
My Turn, Our Turn, Your Turn

Strong subject knowledge

Subject content Progression of concepts Thinking and speaking patterns Common misconceptions

Classroom culture

The pursuit of knowledge
Talk and listen



Read



Doing the right thing

Ready

Respectful

Safe

Leadership and teamwork
Protection



Inclusion



Service

Language about groups of children

Desirable

Children with low / middle / high prior attainment

Children with a SEND

Children eligible for pupil premium funding
Children who are looked after

Children new to a concept and quick graspers

Not acceptable

Low ability / middle ability / high ability / sets

SEND children

PP children / Able and talented children

ASPIRE
Achievement through Aspiration
Inclusion, Success, Pride, Integrity, Resilience and Equality

- Highly skilled teaching staff who understand how children learn and care about delivering the highest quality lessons.
- Research informed- continuous development into 'What makes Great Teaching'
- Knowledgeable leaders offering the highest level of training to staff
- Inclusive- mindful of all needs, abilities and strengths
- Classroom culture is purposefully created to ensure children can learn effectively

Research informed school



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Reading at THJS



- Importance of reading – ‘Reading for life’
- We aim to develop a love of reading in every child
- Reading in lessons – engaging and inspirational
- Reading across the curriculum
- Choosing the right book for your child
- What can you do?



Academic Achievements

An excellent level of achievement
Working hard and having high aspirations
Inspired by the very high quality of learning provided
by their teachers

Teacher Assessment

Reading	Writing	Maths	Combined
Expected + 75%	Expected + 71%	Expected + 74%	Expected + 71%
Greater Depth 43%	Greater Depth 14%	Greater Depth 41%	Greater Depth 14%

Ofsted – May 2026

"Pupils achieve well across the school. Their attainment in public examinations at the end of Year 6 is above the national averages across subjects."

"Leaders place pupils' wellbeing at the centre of their work. Staff know pupils well and understand their individual needs."

"Parents and carers speak very positively about the school. They value the welcoming environment, clear communication and the care leaders show for their children."

"Pupils feel proud to belong to their caring school community. They enjoy coming to school each day and value the opportunities that this brings."

Working in Partnership With You.

PTA

Funds raised by the PTA has a significant impact on what we can offer your child. Any support is hugely appreciated. Contact the school or **pta@tha.odbst.org** if you are interested in being part of this group.



Governance

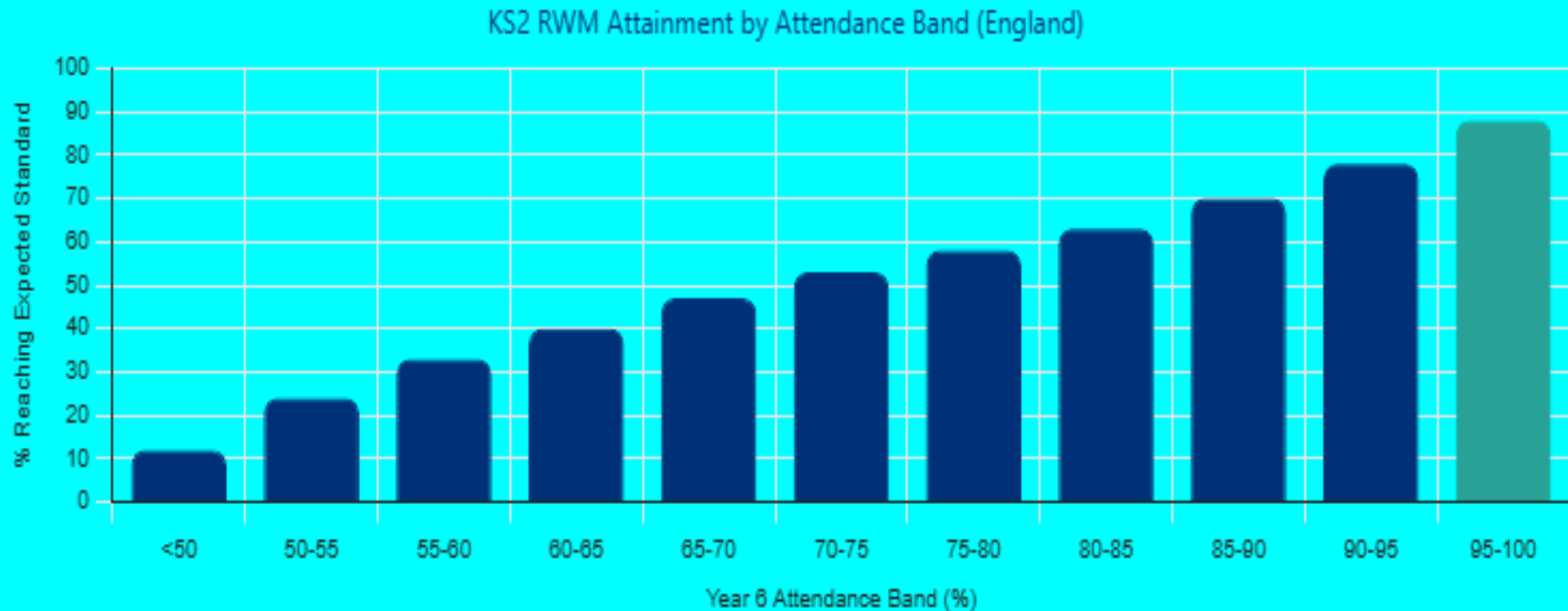
Parent Governors have a large say in the managing of the school and we welcome parents to be part of the governing body.

Attendance

ATTENDANCE MATTERS!

ATTENDANCE DURING ONE SCHOOL YEAR	EQUALS APPROXIMATE DAYS ABSENCE	WHICH IS APPROXIMATELY WEEKS ABSENCE	WHICH IS APPROXIMATELY LESSONS MISSED
95%	9 days	2 weeks	40 lessons
90%	19 days	4 weeks	80 lessons
85%	29 days	6 weeks	120 lessons
80%	38 days	8 weeks	160 lessons
75%	48 days	10 weeks	200 lessons
70%	57 days	11 ½ weeks	230 lessons
65%	67 days	13 ½ weeks	270 lessons

Attendance



"Pupils with 95–100% attendance are around 2.4× more likely to achieve the expected standard than pupils with 85–90% attendance."

Source used: Department for Education, *The Link Between Attendance and Attainment in an Assessment Year* (published March 2025), based on the 2022/23 KS2 cohort



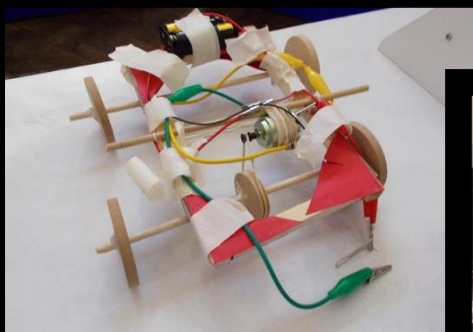
Achievement at Thomas Harding Junior School: *Achievement through Aspiration*



As a school we are a strong community built around the values of ASPIRE. We have high expectations and aspirations for each and every one of our pupils.

Our children are taught the value of hard work and effort- how to be successful

At Thomas Harding, each pupil is known, respected and valued as a unique individual. Our children feel safe and happy at school.



We are proud of the enrichment opportunities that we have embedded into our curriculum.

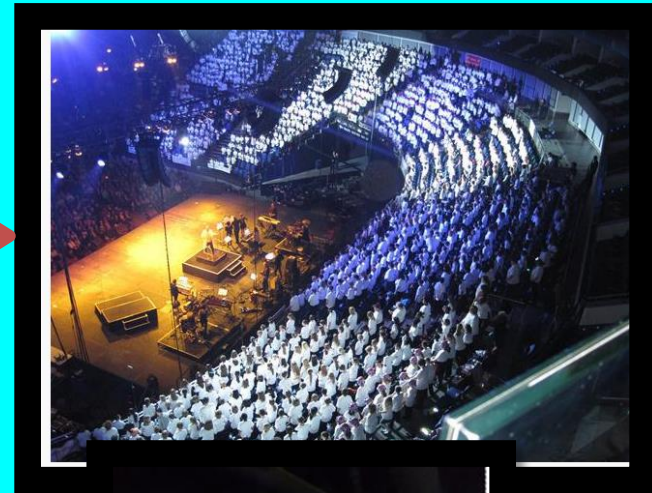
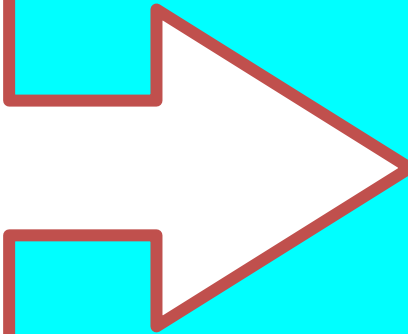
At Thomas Harding, children get to take part in a wide variety of trips and special events such as: Enterprise Week, Art Fortnight, Dance Festival and many more.

We have a wide range of extra-curricular activities that are open to all children.

Children achieve high levels of musical and sporting excellence. We have county sports players and we take the children to national music events such as the O2 arena.

We are a member of a Sport Partnership and enter a wide range of competitions and tournaments.

Children enter sports competitions, writing and maths competitions and they are entered for formal music exams.



Teachers have an enthusiasm for teaching which infects the pupils with a desire to learn and children show a real thirst for learning.

Our curriculum is broad, balanced and relevant to our learners and children are exposed to intriguing and innovative learning experiences.

We value the relationship between home and school and we are passionate about involving parents/carers in school life.

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Clubs

Cricket
Drama
Athletics
Board Games
Football
Yoga
Arts and Crafts
Tag Rugby
Mindfulness
Singing
First Touch Football
Rock Steady
Music
E-Safety



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Our Children

"Pupils feel included and understand that everyone is welcome. Leaders create a caring and nurturing environment."

"Pupils feel proud to belong to their caring school community. They enjoy coming to school each day and value the opportunities that this brings."



Our Voice is Heard

We have lots of ways to be heard in school!

- **JLT-** representatives from every class meet the adult senior leaders every other week. They discuss student's opinions and ideas then these things are changed.

Example of recent changes: children wanted to mix with other year groups on the playground and wanted new equipment and both of those things happened

- **Eco-** 2 children from each class are part of the eco council who make changes to support our eco pledges in school.
- **E-safety ambassador-** 2 children from each class are our E-safety ambassadors, they help to keep us safe online and run assemblies, workshops and drop in sessions.
- **Year 6-** HB/HG, prefects, house captains and sports captains. All lead different areas of the school.



Transition and operational matters



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Our School Day

The school day for Year 3- Year 6 is 8:50am to 3:30pm.

Gate opens	8:30
Morning Registration	8:50 - 9:00
Whole Class Reading	9:00 – 9:30
Lesson 1	9:30 – 10:45
Break	10:45 – 11:00
Lesson 2	11:00 – 12:10
Lunch	12:10 – 13:05
Afternoon Registration	13:05 – 13:10
Assembly	13:10 – 13:30
Afternoon Session(s)	13:30 – 15:10
Class Novel	15:10 – 15:30
Home time	15:30

Homework

- Starts with a staggered approach in Year 3
- Normally set on a Tuesday and due the following Monday
- Maths is online based (MyMaths)
- English may take a variety of forms e.g. reading, writing, grammar, speaking and listening
- Each piece takes around 30 minutes to complete
- 'Tic-Tac-Toe'
- Weekly spellings
- Daily reading (and recording this in Reading Record) A link between home and school.



Staying up to date...

<https://www.facebook.com/thomashardingjuniorschool/>



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Questions