



Welcome to Yeading Junior School 2025/26



School of
CHARACTER

Yeading Junior School



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**Headteacher: Mr M. Hall
BA Hons NPQH**

Chair of Governors: Mr S Khan

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Uxbridge
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Yeading Junior School

Welcome

I am extremely proud to be Headteacher at Yeading Junior School and to serve our wonderful community. We are a warm and vibrant school at the heart of our diverse community and are proud of the education we offer our children and our successes. We believe passionately that a great education is one of the most precious gifts a child can receive. We want our children to enjoy their learning and we achieve this in an environment which fosters the character virtues we hold dear: Resilience, Integrity, Teamwork, Curiosity and Reflection.



Underpinning all we do is a belief that every moment a child is in school must be used effectively. If time is wasted, it is lost forever and cannot be given back. Therefore, our structures and policies are designed to maximise learning and unlock potential. Our excellent staff team are committed to ensuring the highest expectations for each and every child and this is supported through nurturing a love of learning, encouraging independent thinking, making learning memorable, varied and inclusive and developing skills and knowledge for life.

I am extremely privileged to work with a talented, dedicated and caring staff team who work hard to ensure that every child's needs are met socially, emotionally, physically and academically whilst developing personal strengths and ensuring everyone is safe. All staff are committed to the highest standards of teaching and learning achieved through a combination of challenge, support, fun, encouragement and praise; we will ensure that all pupils fulfil their potential. Everyone at Yeading Junior is focused on constant improvement - getting better every day.

Ultimately, it is the children who make our school such a special place. Children have just one childhood; we believe their primary school experience should be magical, filled with inspirational and unforgettable learning experiences. At Yeading Junior, we know it is both our duty and pleasure to help our children delight in their precious childhood years, building a firm foundation for the next stage in their education and the rest of their lives. Our responsibility is to empower all of our children to believe in themselves and that anything is possible.

We believe education is a partnership between home and school and we want to build a long and rewarding relationship with you, in order that your son or daughter may achieve their best and be happy. A warm welcome awaits you at Yeading Junior School and we hope you enjoy exploring this website: it is a window in to the wonderful things that go on here.

Michael Hall

Headteacher

Yeading Junior School



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Our Vision

Learning; Working; Achieving Together

At Yeading Junior School we keep children at the centre of everything we do.

We are an inclusive, safe and happy school leading to strong wellbeing.

Our aim is to unlock every child's potential academically, physically, emotionally and socially in order to build a strong foundation for the future.

We aim for our pupils to be well-rounded, responsible, aspirational citizens who are confident to express themselves.

Our pupils are supported to approach life as passionate learners who can solve problems by thinking independently.

Children at Yeading Junior are proud of their learning, progress, achievements and relationships with one another.

We do this through:

- Recognising success in all its forms and celebrating this
- Creating a caring environment where pupils are valued for who they are, not just for what they can do
- Effective teaching of the curriculum knowledge and skills which embed cultural capital
- Providing opportunities for development through our curriculum and character based trips, visits and experiences alongside our co-curricular offer
- Promoting togetherness, community and collaboration
- Fostering an appreciation of the importance of learning and development
- Embedding character education and values within our school life
- Working in partnership with parents

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Our Values

Learning; Working; Achieving Together

At Yeadling Junior School, Character Education is at the heart of learning as well as the school culture and is a part of everyday school life.

All staff members and children are Change makers. All of us are true representatives of the five Character Virtues which are embedded in the life of our school. These Virtues are:

Resilience Integrity Teamwork Curiosity Reflection

Our Character Virtues enable children to develop as strong young citizens and future leaders who make a real difference to themselves, their community and beyond. They become reflective and curious learners who will continue to thrive in their next stage of education and future lives.

Our Mission

- ◆ Keep everyone safe
- ◆ Create a culture and curriculum where we aim for excellence and learning thrives through nurture, encouragement and support
- ◆ Inspire and empower every individual to achieve their potential
- ◆ Ensure the children and their families know that we care
- ◆ Promote health in mind and body
- ◆ Provide opportunities that drive development

Our Rules



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Admission

Yeading Junior School, which opened in 1932, is a community, co-educational school, for children between the ages of 7 and 11.

Pupils must be 7 on or before the 31st August, in the year they are admitted. All children, after attending Yeading Infant School, are guaranteed a place in the Junior School. Children from other Infant and Junior Schools may be admitted if there are places available. If at any time there were too many applications for admission to the Junior School it would be necessary to introduce the LA criteria for offering places. The LA admissions team deal with the admissions to the school. The Headteacher has the responsibility for dealing with casual admissions as the school follow the current LA Guidelines Policy for admissions.

Meetings for all parents of new children joining us in September will be arranged to take place in the Summer term in the school hall. Please join us to learn more about our school. Should the dates and times be inconvenient you may contact the school to make another appointment. The Headteacher will be pleased to meet with you.

Arrangements are made with the Infant School, for the Year 2 pupils to visit us and meet their new Year 3 teachers. There is very positive support from the Infant school staff, to ensure that this transition is done as smoothly as possible. The staff of both schools, meet to discuss the needs and achievements of the children in order to build on the good work covered in Key Stage 1. We aim to get to know each child as an individual. A transition package has been devised, to ensure smooth transfer from one key stage to another.

Children in other year groups are admitted, subject to there being spaces available (128 per year group). Parents and their children are invited to visit the school before deciding whether or not to apply for a place.

All parents are asked to read and sign the Home/School Agreement form which is linked to our vision, value and mission, laying out how we will work together to support your child's development and achievement.



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Curriculum

Learning can be defined as change in long-term memory. At Yeading we therefore aim to change long term memory; every lesson, every day, every year. Our aim is to inspire the next generation of learners through teaching them essential knowledge and skills, so that they can embark on their next step in their journey filled with confidence, able to form their own opinions and develop a deep love for learning.

Our curriculum exposes children to ambitious content that has been highly specified and well-sequenced. We teach a curriculum that values, specifies and sequences knowledge and skills, that are taught to be remembered. Our curriculum ensures that each precious moment will support children in acquiring the knowledge, skills and cultural capital that they will need to become well-educated citizens of the future.

Through utilising cognitive science and the psychology of learning, memory and schemata, our curriculum is designed to ensure that the knowledge is taught to be remembered. At its core, our curriculum enables all children, regardless of socio-economic background, to be provided with the opportunities to succeed in later life. It empowers them to have choices and the confidence to achieve their ambitions.

“The more you know, the more **complex**, and interesting, **connections** you can make.”

Cultural Capital

At Yeading, this means the knowledge children need to be able to think for themselves, to understand the circumstances within which they live, to recognise systems within society, to ask questions and know how to find answers. It is the intention of our school to address social disadvantage by developing pupils' cultural capital. As with knowledge, those with cultural capital can gain more as they move through society with much more power than those who do not have it. It is important that our community knows that cultural capital is not just an 'add-on' that can be 'done' through trips or through musical instruments. We have embedded cultural capital into the fabric of our curriculum.

The school has wholly embraced the National Curriculum in a dynamic way. The subjects taught at Yeading are:

English

Science

Geography

Mathematics

Computing

Art

Design Technology

Physical Education

Religious Education

Music

French

Assessment and Reporting

At Yeading Junior children have summative assessments three times a year in Reading and Mathematics. These are standardised assessments and we report on these termly to parents. Our summative assessments are diagnostic and are used to identify gaps in learning so that planning can be adapted to meet the needs of all children.

Children are also assessed in Writing. They are assessed as on track for working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GD). This is an on track assessment until the end of the year when the final judgement is made against all of their writing over the full academic year.

In Science and the Wider curriculum, children are assessed termly and then across the year as either working towards the expected standard (WTS) or working at the expected standard (EXS).

We provide an End of Year Report for all children in July and parents are able to discuss this with teachers. Parent Meetings are held in October and March where the class teacher will discuss your child's behaviour for learning as well as where they are in relation to the expected standard for their year group and ways we can work together to ensure that your child reaches their full potential.

We are an open school and encourage communication and dialogue throughout the year. If you have concerns or need to communicate simply speak to us.

Feedback and Marking

At Yeading Junior, we operate a **'whole class feedback model'**.

Why are you doing 'whole class feedback' and not marking my child's book individually?

The most up to date research shows that traditional marking has very little impact on a child's progress. Most of the time, comments aren't read by the child, or they can't read, or they are not acted upon. This means teachers spend lots of time, giving lots of effort, for very little gain.

With less formal marking to do, teachers have more time to plan next steps for individual children and deliver more personalised lessons. Teachers will still look at every book everyday and they will be making general notes as to who needs what next, rather than individual comments or ticks.

Does this mean my child's teacher will never tick a book again?

No, we will sometimes mark something traditionally, but this will probably be when the teacher is actually sitting with the child, rather than afterwards away from them. If teachers still wish to make quick comments in a child's book about something fantastic or in need of attention, they may still do that. Remember, they are still looking at each book everyday, just not necessarily making a pen mark in it.

Is this possible with 30 children in a class?

Yes, because even though each child is an individual, many of them will have similar strengths and weaknesses after each lesson. Those children can then be taught the next step together in the next lesson. Children who have specific learning needs will be noted and then a staff member will work with the child to address any areas of difficulty.

What about children who always get things right?

They shouldn't! If they are being challenged, they shouldn't find their work easy. Teachers will make notes to plan the next steps to ensure each child is challenged.

What about children who always get things wrong?

Again, they shouldn't. If the teacher is pitching the work correctly, it should be challenging but within their capabilities.

Home Learning

At Yeading Junior School, we believe home learning consolidates and reinforces knowledge, conceptual understanding and skills across the curriculum, helping to raise the level of achievement of individuals. We recognise that education is most effective where there is a positive partnership between home and school. Home learning provides opportunities for teachers, parents and children to work together, thereby fostering an effective partnership between home and school. We are confident that home learning will increase a child's enjoyment of learning and their depth of understanding. In turn this will continue to enhance the culture of lifelong learning and aid our pupils as they develop a habit of home learning which will support their success in secondary school and beyond.



Special Educational Needs

At times children require special education provision during their school lives. These children may have needs over an extended period or have short term needs. These may be academic, emotional, physical or behavioural. Such needs can usually be met in the classroom with the co-operation of child, parent and teacher.

The school ensures that appropriate resources are in place for children with particular needs. Staff attend appropriate training sessions and outside agencies support staff training. Mr Melmoth is the Inclusion Lead within the school and Mrs Din is the SENCO.



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Co—Curricular Offer

Our co-curricular offer is just that - it works alongside our curriculum not as an 'extra' to it. Providing experiences that drive development is a key element of our mission. Our co-curricular offer utilises support from volunteers, teachers & teaching support staff and coaches.

We provide 300+ clubs spaces per term and try to ensure all of our PPG pupils attend one club per term. In order to ensure all our Pupil Premium children have access to an after school club we will be offering one free club per term to each child in receipt of Pupil Premium funding. Clubs cost a very competitive £20 per term and work on a first come - first served basis. Our Pastoral team alongside our admin team support the setup and running of a club. We welcome volunteers to run clubs.

If you want to set up a new club or run one of our previous clubs please contact the school office for further details for more information.

We offer a free breakfast club for all children. Breakfast club starts at 8:00am—8:35am. During breakfast club the children are offered cereal with milk or a bagel.

Extra-Curriculum Clubs

Football

Gymnastics

Computer Coding

Choir

Cricket

Dance

Dodgeball

Basketball

Maths

Homework

Crochet

Knitting

Sewing

Board games

LEGO club

Podcast

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Pupil Leadership

Our pupil leadership opportunities enable our children to develop leadership and organisational skills which benefit them in later life. A sense of ownership, pride and self-esteem is fostered. Children learn what it means to be an active citizen and how to positively contribute to their school community.

Our pupil leadership opportunities are:

- School Council
- Eco-Council
- Playground Leaders
- Sports Leaders
- House Captains
- Bank Managers and Board of Directors
- Librarians
- Class Monitors/Helpers

Pastoral

We can define Pastoral work as delivering support for pupils to ensure they are prepared emotionally and physically to engage with teaching and learning. We are fortunate at Yeading Junior to have a dedicated Pastoral and Learning mentor, Ms Edith Iwobi, as well as members of our teaching support team who are able to provide specific support for targeted pupils. This team is overseen by our Assistant Headteacher for Pastoral and Inclusion, Mr Tom Melmoth.

Community and Family Support

At Yeading we work very closely with our community and understand that, 'It takes a village to raise a child'.

To us this means that an entire community of people must provide for and interact positively with children for those children to experience and grow in a safe and healthy environment.

It is therefore crucial that we work closely with our community to ensure the best possible development for our children. We are lucky to have a dedicated Home/School Community Worker, Mrs Rozina Mirza who works with pupils, parents, carers and outside agencies to ensure our families are effectively supported and can be the best villagers possible.

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House System

Our House System aims to facilitate unity between the different year groups, increase community spirit, boost the existing rewards system, encourage more children to get involved in competitions, and develop leadership opportunities. The children within each House work together to earn points for positive behaviour, support each other, and compete against other Houses and earn an end of term reward.

Every child and staff member on entering school is placed into one of the school houses.

Our houses are:

Dove	-	Blue	-	Peace
Eagle	-	Red	-	Courage
Owl	-	Green	-	Wisdom
Phoenix	-	Yellow	-	Resilience



We believe that rewards have a motivational role, helping children to see that good behaviour is valued. We praise and recognise children's efforts in a variety of ways:

- Stickers for affirmation of positive learning behaviours
- Dojos - awarded by teachers for positive behaviours and can then be converted to our school currency - Yeados. 50 dojos will result in a bronze certificate, 100 in a silver and 150 in a gold. Dojos are given for star of the day in each PE session.
- Yeados - our school currency which can be spent termly in our school shop
- House points - given outside the classroom and contribute to House totals alongside inter-school competitions. The house with the highest total at the end of the term receives a celebration time with their house. Totals are tallied up every week and presented every two weeks at the end of the week Celebration Assembly. The house with the highest total at the end of the year receives the House Cup.
- Headteacher certificates - given weekly for displaying our schools character virtues
- Top Doodlers earn a certificate each week for Home Learning and the Top Doodling class for the week has the honour of looking after Doodle Bear the following week.

Various inter-house activities are arranged during the year, including school sports and co-curricular activities.

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School Meals

The Pantry has the contract for the meals that are provided in school. Menus are available online. The Pantry offer the options of non-Halal, Halal and vegetarian dishes on a daily basis, available to order on line at www.thepantrycatering.co.uk

Parents may, if they wish, send their child with a packed lunch which is clearly marked with their name and class.

Free School Meals

If you would like assistance with your application, Mrs Rozina Mirza is available most mornings, in the Community House. Pupils receiving this benefit, will be entitled to the same menu as all the other pupils.

Absence From School

Yeading Junior School uses a Parent Call system, whereby parents are contacted if they have not informed the school about their child's absence. If your child is unable to attend school, please contact the school office by 8.45am, otherwise an electronic call system will contact you directly. This is useful not only for the information it contains but also as a check against truancy. Unauthorised absences, including late arrivals are noted in the register and will be recorded on the child's report and also on Department for Education returns.

The Headteacher is very unlikely to authorise exceptional leave, as the school discourages parents taking their children out of school during term time. If a parent wishes to take their child out of school for extenuating circumstances, they must make a request in writing via email to the Headteacher, with a minimum of two weeks notice. Leave taken without permission, will be marked as unauthorised. Unauthorised absences are forwarded to the Attendance Support Team. Leave taken without authorisation, may mean a penalty notice being issued per child by the Attendance Support Team, or a summons to a magistrate court.

Every moment in school counts, and days missed add up quickly.

Being in school is important to your child's achievement, wellbeing and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best results.

Did you know...?

In a school year, if your child is late every day by...	Your child would have lost approximately....	or they would have missed approximately...
5 Minutes	3.5 days from school	20 lessons
10 Minutes	7 days from school	41 lessons
15 Minutes	10 days from school	55 lessons
20 Minutes	14.5 days from school	82 lessons
30 Minutes	22 days from school	123 lessons

Getting your child to school really matters
Remember absence = Lost learning opportunity

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Trips and Visits

At Yeading Junior trips are a fundamental part of all children's development. This is because:

- They provide practical memories and experiences
- They offer real-world experience of the subject
- They improve the classroom environment
- They improve peer relationships and teacher - pupil relationships
- They build confidence and develop independence
- They inspire

In addition, our trips focus on character building; providing experiences that take your child out of their comfort zone. These are essential for personal growth and developing an appetite for trying new things.

Our aim:

- Six trips, visits and experiences each academic year
- Children will visit a place of worship learnt about during their Religious

Education curriculum each year

- One trip per year will be character education focussed
- All children will attend school residential in Year 5 and Year 6
- Trips, including residential trips, will not cost more £300 over the four years your child is at Yeading Junior School
- 50% subsidy for voluntary contribution for Pupil Premium Children



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School Governors

Yeading Junior School has a Board of Governors which has been democratically elected. It is composed of:-

- 4 Co-opted Governors
- 3 Parents Governors
- 1 Local Authority Governor
- 1 Staff Governor
- 1 Headteacher

The governing body is here to support and challenge the Headteacher and the school team to ensure we are fulfilling our mission, implementing our vision and having the desired impact on our children and community.

Our parent governors are Mr Khan and Mrs Jeeta

School Structure

The school day is structured to maximise impact on pupil development and ensure we have the time to fulfil our mission and vision.

Timetables and lesson time is carefully planned to ensure direct links between curriculum content/expectations and timings.

Any intervention is planned carefully to ensure children are out of class for minimal time and there is a clear rationale for any intervention in school.

- School gates open at 08:30am
- At 08:35 the children enter school
- School day ends at 3:15pm

Wraparound Care Programme

We will be offering **Wraparound Care** from Monday 17th November 2025 available **Monday to Friday** during term time only.

We offer **two sessions** each day:

Session 1: 3:15pm – 4:30pm (£4.50 per session)

Session 2: 3:15pm – 6:00pm (£9.50 per session)

The sessions will take place in the Learning Pod at Yeading Infant School. We hope this provision will support the needs of our families. Please contact the school office on 01895 462 396 for more information.

School Uniform

We have taken into account the cost of living and ensured that our school uniform is affordable and can be purchased from any reasonable retailer selling these standard items.

You can purchase a jumper with the school logo from School Trends via www.schooltrends.co.uk/uniform/YeadingJuniorSchoolUB40NR if you choose to.

The uniform requirements from September:

- ⇒ Navy blue jumper plain or with the school logo grey/black skirt, grey/black trousers/tracksuit bottoms or grey pinafore dress
- ⇒ White Polo shirt
- ⇒ Optional summer uniform – blue and white summer dress and black/grey shorts
- ⇒ Plain white P.E t-shirt, plain black/grey joggers or shorts and plain black trainers
- ⇒ Headscarves need to be white, navy or black
- ⇒ Stud earrings may be worn but should be removed or taped (provided by parents) on PE days and Games lessons. No other jewellery is permitted e.g. chains, bracelets, hooped or novelty earrings etc.
- ⇒ Significant religious items of jewellery may be discreetly and safely worn beneath the school uniform
- ⇒ Children are required to wear black trainers daily. Footwear should be comfortable.

Children must wear the correct school uniform everyday

ALL CLOTHES SHOULD BE CLEARLY LABELLED WITH THE CHILD'S NAME.



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Swimming

We aim to deliver swimming lessons for all children at Yeading junior School. Swimming lessons will generally take place onsite and be delivered by a fully trained swimming instructor. Children will require a swimming cap, costume and towel.

These should be carried in a suitable bag.



OPAL Play

Yeading Junior school has adopted the Opal Play scheme! This initiative aims to improve opportunities for our pupils' physical activity including socialisation, coordination, resilience, creativity and overall enjoyment through enhanced play experiences.

We believe play is an essential part of a child's education. Therefore, we have adopted a new programme that aims to maximise growth and development in our children.

Our play times are filled with fun and innovative activities, from building dens, imaginary play, playing in our giant sand pit or digging area to creating music and riding Didicars. We encourage our children to take responsibility for their own decisions, ensuring that the playground is a space where their imagination can flourish.

We are committed to providing a rich environment that supports their exploration and creativity.



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Our Transition Journey

Here is an outline of the events we have planned this year:

- Prospective parent meeting
- Infant school assembly with Mr Hall and Mrs Kaur
- Year 2 write to and receive letters from their Year 5 buddy
- Year 5 children support Year 2 sports day activities
- Headteacher's welcome
- Parent transition meeting
- Year 2 and Year 5 buddy time - afternoon of games and questions on our field
- Meet the teacher morning in new classrooms
- Year 2 swimming sessions in our school pool
- Transition morning - Year 2 children spend time with their teacher at YJS
- Parents meet the teachers and school tour



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