



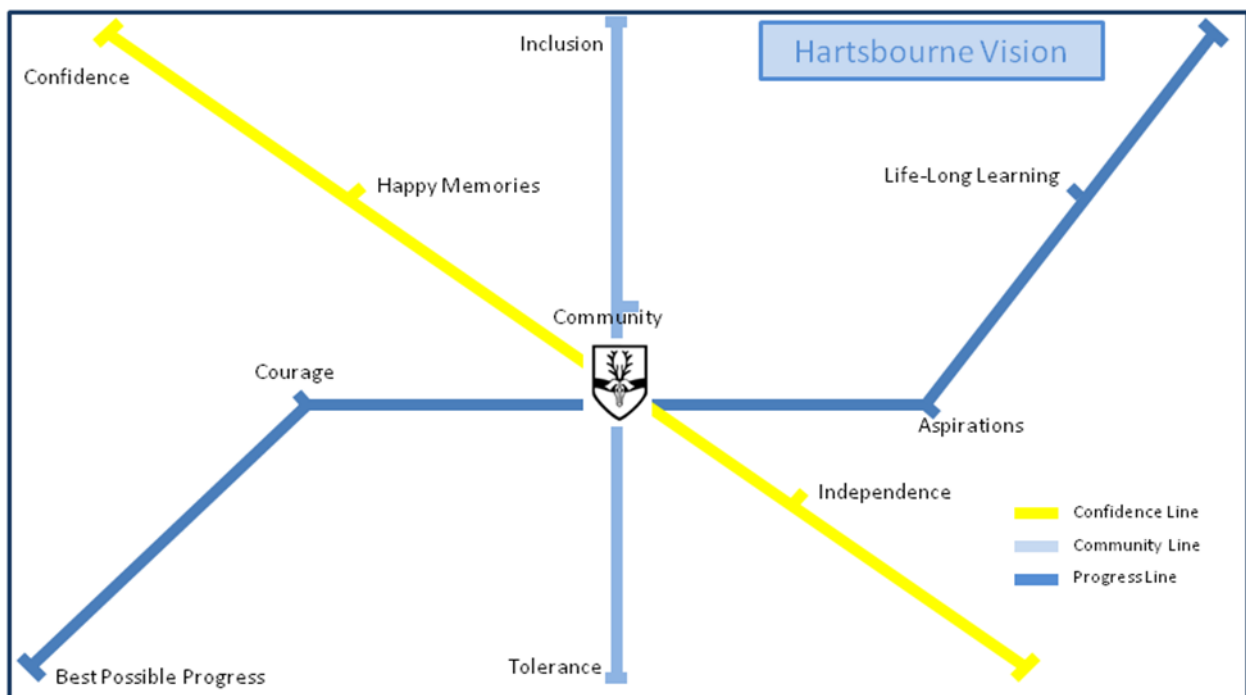
# PARENTS' GUIDE TO HARTSBOURNE PRIMARY SCHOOL 2016 – 2017

HEAD TEACHER: Valerie Hudson.  
DEPUTY HEAD TEACHER: Greg Harper  
ASSISTANT HEAD: Julie Durrant-Patel,  
SCHOOL BUSINESS MANAGER: Jackie Caetano

## AIMS AND VISION

### THE VISION

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.



Welcome to Hartsbourne Primary School. We are a warm, friendly and vibrant community, proud of our strong ethos, vision and relationships. We believe that children benefit most from education when parents and schools work together in partnership. We encourage our parents to take an active role in their child's education, so that working together we can enable our children to grow into confident, articulate and talented young adults.

Hartsbourne children are always our top priority and our best ambassadors. Their positive attitude, respect for all staff and each other, together with their obvious sense of pride in their school is always clearly in evidence. We hope this guide will provide you with the information about the school that you need. It is intended to help you understand how we work and what we are trying to achieve for your child while she or he attends Hartsbourne.

### GOVERNORS

A list of current governors, their designations, attendance record and length of service can be found on our website. Governors serve for four years and are elected by parents or appointed by the governing body.

The Governing Body has a key role to play in helping the school provide the best possible education for all its pupils and raise standards. They do this through strategic overview and development, policy review and development and financial overview and accountability. The day to day running of the school is the responsibility of the Head teacher and staff.

### **Care, Concerns and Complaints**

The School Care, Concerns and Complaints Policy and specific procedures can be found on the website. Parental concerns should be discussed initially with the class teacher by prior appointment but if the issue is unresolved then an appointment should be made with the Head. Governors will encourage parents to discuss (and resolve) concerns with the school before making a more formal complaint. Governors may discuss issues with the Head teacher, the Chair of Governors or the Governing Body.

### **COMMUNICATION**

We value all contact with parents; they are their children's first educators and the pupils are our mutual concern. We like to think of ourselves as pro-active and responsive; a listening school.

A regular weekly newsletter is sent home which includes all termly diary dates and our website is a source of information for policies, out-of-school activities, curriculum and news. We also offer a texting and e-mailing service to parents and absence can be telephoned in to our answering machine.

### **School Office**

The school office is open from 8.30am until 3.30pm each day. Telephone messages may be left outside these hours or e-mailed to [parents@hartsbourne.herts.sch.uk](mailto:parents@hartsbourne.herts.sch.uk). Payments for trips and other services can be made safely online using our Parent Pay system. School dinners should be paid direct to Caterlink Ltd via their secure website. All cheques should be made payable to Hartsbourne Primary School unless otherwise stated.

### **Admission and Transition**

We hold 'open mornings/afternoons' in the autumn term for parents looking for a reception place for the following autumn, dates and times can be found on our website. Hertfordshire County Council manages applications for places. Contact the school office for further information.

All Reception pupils are admitted under a short staggered intake in September. In the case of oversubscription the Local Education Authority criteria are applied. The application (and Appeals) process is explained in full, in the booklet the LEA sends to Hertfordshire families at the beginning of the admissions cycle.

In the summer term Year Five parents are invited to a Secondary Transfer Meeting. In September of the autumn term, Year Six parents are given a General Information Guide to Transfer (published by the LEA) and applications must be made on-line. The guide will contain a list of Open Evenings for Hertfordshire secondary schools. All families living in Hertfordshire must return an STF to obtain a place at any Hertfordshire maintained school.

### **ATTENDANCE AT SCHOOL**

#### **Times of the School Day**

SOFT START:	8.45am – 8.55am:	Children enter the classroom.
REGISTERS:	8.55am – 9.00am.	
LEARNING STARTS:	9.00am – 12.15pm	BREAK: 10.40am – 10.55am.
LUNCH BREAK:	12.15pm – 1.15pm	KS1 BREAK: 2.20am – 2.30pm.
AFTERNOON LEARNING	1.15pm – 3.20pm	

Children arriving after 9.00 am will be marked 'late' and should report to the office and sign the late book. The importance of children arriving on time cannot be over-emphasised; when pupils are late the class is disrupted, explanations of learning are missed and the children can become upset.

## Sickness

Please inform the office on the first day of sickness absence either by telephone, e-mail or written note. Children who are taken ill at school may be sent home for their own and the safety of others. Please ensure contact details are kept up to date.

Only the school can authorise an absence and an unacceptable explanation can result in 'unauthorised absence' being recorded. Please avoid making non-emergency medical or dental appointments during school hours. The 'Attendance Policy and Precis' on the website has further information. A record of attendance will be included with a child's annual report.

Poor attendance/lateness will be followed up with a letter. If there is no improvement the Head will contact the parents to implement a plan for improvement and the Educational Welfare Officer may be informed. Good attendance will be rewarded with praise, certificates and an annual prize for 100% attendance. The most improved attendance will also be rewarded.

## Leave of Absence in Term Time

Children can only make the most of the educational opportunities available to them if they attend school both regularly and punctually. Parents and Hertfordshire County Council have legal responsibilities concerning a child's regular school attendance.

- **Hertfordshire County Council must ensure that:** Every child of school age is provided with a suitable education.
- **Parents must ensure that:** Their child regularly attends the school where he or she is registered.

Acceptable reasons for authorised absence:

- Sickness, medical procedures, medical tests
- Unavoidable and emergency medical or dental appointments
- A visit to a new school (where a place has been accepted)
- Up to three days of religious observance
- **Exceptional** family circumstances, eg bereavement, parent in the Services

The following reasons are **NOT** acceptable and will not be authorised:

- Looking after brothers/sisters, sick parents or relatives.
- Shopping or day trips, visits to relatives.
- Birthday treats, 'surprise' holidays, mistakes with term dates.
- Tiredness following a late-night celebration.
- Requests for absence in the half term prior to SATs and the week of the tests for Year Two and Year Six.

Children should not be absent from school to go on a family holiday. For **exceptional circumstances** schools can give permission for short periods of absence. Parents must complete the request-form at least six weeks prior to the absence and be prepared to discuss this with the school. When granting leave of absence the school will consider:

- Attendance record within the academic year (not below or cause it to drop below, 95%).
- Year group (see above)
- Attitude and progress in class.

If the school does not agree to the absence, and you still take the holiday, your child's absence will be marked as "unauthorised" in the school register. Parents should be aware that if leave is granted it would be for the purposes of a single period of absence which occurs once in the school year and not a series of long weekends or short breaks.

## **ORGANISATION OF THE SCHOOL DAY**

**All adults who work in school undergo an enhanced DBS check and regularly receive child protection training. The Head Teacher is the designated senior person for child protection issues, the Deputy Head will deputise in the absence of the Head.**

The school caters for pupils of all abilities from Reception to Year Six. There are approximately 210 pupils on roll in seven classes of thirty, grouped by age. Class teachers and teaching assistants are responsible for the general welfare of the children in the class and for teaching a broad and balanced curriculum.

All children are placed in a school 'house', the names currently refer to types of deer. House Captains are chosen from Year Six. Children are awarded house points for appropriate attitude, achievements, helpfulness and good behaviour, these are added up each week and the winning house 'bangs the gong' in assembly.

One girl and one boy from Year Two to Year Six are elected for representation on the School Council. The School Council meets regularly with the Head Teacher or other member of the senior leadership team.

Achievement assembly is held once a week and children can be presented with any certificates or trophies they have been awarded out of school as well as those in school. Two children will be selected for the school 'Achievement Book' each week and maths and writing certificates will also be awarded.

### **Child-Care**

Breakfast Club is open from 8.00am and places can be booked through the school office. The After-School Club is open from 3.20pm to 5.30pm and can be booked through the private provider.

### **Behaviour**

Our Umbrella Rules are at the heart of our ethos and we ask parents to discuss these with their children before they start at Hartsbourne:

- *Understand each other's point of view.*
- *Make amends if we do something wrong.*
- *Behave safely everywhere in school.*
- *Respect differences and each other.*
- *Ensure equipment is looked after and resources are not wasted.*
- *Let other children learn without disruption and interruption.*
- *Look after each other.*
- *Always keep a positive attitude*

**Our Playground Rules were agreed with all the children and are clearly displayed in classrooms overlooking the playground:**

### **ON OUR PLAYGROUND**

#### **WE USE OUR HANDS AND FEET TO:**

- *Line up sensibly*
- *Keep ourselves and others safe*
- *Use equipment properly and safely*

#### **WE USE OUR MOUTHS TO:**

- *Apologise if we hurt people*
- *Use appropriate language and speak kindly*
- *Show kindness, manners and respect for all*
- *Be honest when things go wrong*

**WE USE EARS TO:**

- *Listen to adults and co-operate*
- *Listen to other children and respond positively*

**WE USE EYES TO:**

- *Look out for others and space to play safely*

**WE USE OUR MINDS TO:**

- *Think before we speak*
- *Treat others how we'd like to be treated*
- *Share and play fairly (no-one excluded)*
- *Keep control of comments, behaviour and temper*

**School Uniform**

Our school uniform is available from Uniform4Kids (formerly known as Pullens at Stanmore) or can be ordered online and collected from the school office. Please ensure that ALL clothing is clearly marked with your child's name. Storage facilities are extremely limited at the school and unnamed lost property is kept for a few days and then disposed of.

Uniform consists of a light blue sweatshirt (or cardigan) with school logo, white polo shirt and dark grey or black school trousers. Girls may wear a dark grey school skirt or pinafore or a blue and white school dress (in the summer). PE kit is black or navy 'football' shorts, white t-shirt (logo for Year 3 onwards) and a navy-blue tracksuit. PE kit should be kept in a fabric PE bag only, clearly named (not a backpack). School book bags should be used for Reception to the end of Year 3.

Children should wear flat school shoes only (not trainers) in black or brown with Velcro or lace fastenings and white, black or grey socks. Jewellery should not be worn other than studs in pierced ears, an inexpensive wristwatch, and/or religious emblem on a chain. The school cannot accept responsibility for jewellery and other items brought to school.

**Lunchtimes**

We actively promote and encourage a healthy lifestyle and the school has taken part in the Healthy Schools Programme since 2001 and has national accreditation.

Drinking water is available in all classrooms and children who are four years old receive free milk. Other KS1 children may receive milk at a subsidised rate and free fruit. Children in Reception, Year One and Year Two are eligible for Universal Free School Meals (UFSM) and have the option of a freshly prepared school lunch or bring a packed lunch or a combination of the two.

Children in KS2 may bring a playtime snack of fresh or dried fruit or raw vegetables. At lunchtime they have the option of a school lunch bring a packed lunch or a combination of the two.

**Security**

The safety of the children and staff are of prime importance and for everyone's peace of mind the following procedures are in place:

- Electronic access only between 9.15am – 3.00pm.
- Visitor identification and record system.
- Security alarm installed and personal intruder alarms
- Regular fire and evacuation drill

Children must be collected from the school office for appointments during the school day.

## **DEVELOPING INTELLECTUAL CURIOSITY**

Hartsbourne Primary School provides a broad and balanced education that allows each pupil to fulfil their academic and personal potential and to develop unique strengths and talents. Many areas of learning are delivered through cross-curricular topic work and the children make a 'Learning Journey' book that is brought home at the end of the year.

### **The Curriculum**

Learning is structured or differentiated to cater for all abilities. We have a statutory duty to teach within the National Curriculum and subjects are: English, Mathematics, Science, ICT, Religious Education, Art, Design Technology, Geography, History, Music, PE and Games, French and PSHE. RE is taught in accordance with the Hertfordshire Agreed Syllabus. We use the Hertfordshire designed ICT scheme of work.

Topic webs and curriculum information for each year group are available on our website under the 'Classes' button for topics and 'Parents' button for curriculum.

### **Foundation Stage**

As children start their learning journey with us we provide a secure, caring environment where we foster all aspects of a child's development. The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The framework makes strong emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical and personal, social and emotional development. At the end of Reception, the children will be assessed as 'emerging, expected or exceeding' in these (and other) areas.

### **Key Stage 1 and Key Stage 2**

Literacy and numeracy skills are central to a child's development and we aim for all children to leave the school confidently literate and numerate. All children at Hartsbourne have opportunities to see live theatre and participate in drama and writing workshops. We develop computational skills in mathematics and foster the ability to solve number problems in a variety of different contexts. We use digital media and computers as tools for learning.

We develop scientific thinking, methodology and fair testing by providing opportunities to observe, investigate, explain and experiment. All children are encouraged to enjoy games and sport that help to develop teamwork and lifelong habits of regular physical activity.

### **Homework**

Homework reinforces classroom learning and helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We are aware that children have other out of school activities and they also need time to rest and play. We aim to strike a fair balance between these needs, please see the Homework Policy on our website for further information.

## **INCLUSION**

We believe that all children are special and we work hard to provide an accessible and stimulating curriculum that caters for the diverse needs of our all pupils. All children, irrespective of ability, are supported by a variety of teaching strategies, styles, resources and activities. We believe that providing a fun and interactive learning environment is one of the reasons why achievement at the school is high.

### **The SEND Offer (See further information on our website)**

At Hartsbourne we are committed to the equal inclusion of all pupils in all areas of primary school life and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

### **Support for Children with SEND**

When children have identified SEND before they start school, we work with the people who already know them and use the information already available to identify and support their special need and how we can manage it together with parents.

If a parent thinks their child has a special need we will discuss this and look in to it further. Concerns should be raised with the class teacher in the first instance and an appointment can be made through the school office in the usual way. We may undertake a reading or maths assessment or screen for dyslexic difficulties. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has a SEN this may be because they are not making expected progress, for example they may not be reading well, writing confidently or able to follow instructions. We will observe them, look at the way they learn and consider what works already and what doesn't to create an all-round picture of your child.

### **School Referral System and Specialist Services**

The school uses the following system to ensure all children make appropriate progress:

**Wave 1:** High quality first teaching, including appropriate differentiation, concrete resources and a variety of scaffolding techniques. If no progress is made:

**Wave 2:** Establish a baseline through a cognitive ability test or similar and discuss with school Inco (Inclusion Co-ordinator). Class teacher will write a group provision map (GPM) with achievable targets and implement changes recommended, eg reinforcement or pre-learning activities with a teaching assistant. If progress continues to be inadequate:

**Wave 3:** Discuss pupil at the termly provision meeting with Senior Leadership Team and consider implementing 1:1 intervention programme. Class teacher writes a PPM (Progress and Provision Map) with SMART targets and regular opportunities for review. If progress continues to be slow:

Take advice from agencies such as Parkside Specific Learning Base or referral to specialist external agencies (eg educational psychologist, occupational therapist, speech and language etc).

### **Keeping Parents Informed and Pupil Wellbeing**

Parents will be part of the target setting process and progress will be monitored carefully through the use of on-going (formative) assessments and termly (summative) assessments. Children identified as needing support will be discussed at the termly provision meeting with staff, to ensure they are making appropriate progress.

Children who are experiencing a particular social difficulty, live apart from a parent, or have suffered bereavement may need a little extra support at school. In the first instance they may meet with a member of staff for discussion and participate in activities such as social stories or nurture games to develop their understanding of their experiences.

For more serious difficulties, the school buys into the Hertfordshire Counselling Service for children and a Family Support Worker from the South West Herts Partnership. We can also request GPs to make referrals to paediatricians at the Watford Peace Centre, or CAMHS (Child and Adolescent Mental Health). All policies are available on our website and many also support wellbeing.

## **Able, Gifted and Talented Children and Enrichment Opportunities**

We have devised a programme of enrichment that benefits all children at Hartsbourne, regardless of age or ability. Our programme has three key strands:

1. High quality teaching for ALL pupils – Planning and delivering differentiated lessons with consideration of pupils' individual learning styles. Ensuring appropriate challenge and support for pupils including open-ended activities to develop the skills of higher order thinking, independent study, research and enquiry.
2. Expertise and enrichment for ALL pupils - Topics and concepts may be introduced by guest speakers, demonstrations, drama, films, slides, CDs, TV, newspaper articles, field trips, museums etc.
3. Specialised programme of study for specific pupils- These are opportunities for investigations, problem solving or research inquiries taken from an advanced Key Stage. These activities are most likely to be for children who are of above average ability, task committed and highly creative.

Music is taught in every class and peripatetic teachers are available to teach a variety of tuned instruments including piano. Singing is practised regularly, the recorder is taught in Year Three and Djembe drums are taught in Year Four and Five. The annual musical soiree, Christmas show, Year Six show and class assemblies all provide opportunities for children to perform and demonstrate their dramatic talents!

Themed curriculum weeks are held each term and may include 'expert' visitors, workshops, DVDs and demonstrations. All classes make regular day visits to places of interest, Year Four participate in an 'Adventure Quest' day and Year Six stay at a PGL Camp for outdoor activities.

We take part in the National Gallery's 'Take One Picture' scheme; a whole school programme to develop art appreciation, knowledge and skills.

There is a range of well attended before and after-school activities including sport, drama and dance. Contributing to charity is an important part of developing empathy and citizenship and we involve the children in raising money for specific charities at different times throughout the year.

### **Assessment and Marking**

We believe marking is about responding appropriately to children's work an evidence of this can be found in children's books as 'pink and green' comments ('tickled pink' and 'green for growth'). Pupils are given regular opportunities to agree success criteria for a lesson and taught the principles of fair marking to use for peer and self-assessment activities.

We promote a culture where all learning is celebrated (not just 'performance'). High quality marking will:

- Provide feedback to aid learning and give direction to the next step
- Demonstrate continuity and progress through the school
- Provide evidence that learning has been reviewed
- Help to inform parents of their child's progress

## **HOW PARENTS CAN BE INVOLVED**

We believe that learning is most effective when parents and carers are genuinely involved and we actively encourage parents to support their children's learning and engage in the life of the school.

Parents have a crucial role to play in helping their children to develop their talents and abilities. Parent volunteers regularly help out in school to help organise resources, listen to reading and assist with trips and visits. We also ask our parents to help with our enrichment programmes, workshops and topics by sharing their own skills and talents.



All parents are automatically members of The Friends of Hartsbourne and the committee regularly organises socials, events and fundraising. Further information is available in the weekly newsletters. Parents are also represented on the governing body whose role is to both support and challenge the school to be the best that it can be. This involves setting the strategic direction of the school, ensuring 'value for money' and monitoring outcomes for children.

### **Local Community Links**

The school works hard to forge links with the local community. For example:-  
Sending harvest gifts to the New Hope Trust, raising money for charities such as Help for Heroes, Red White and Blue Day and The Red Cross, visits from the Community Police, Service Family Representatives, St Andrew's Church and the Edware Reform Synagogue.

### **Letters and Flyers Relating to Activities in School**

The school often receives flyers from organisations that provide out of school activities for children and we may choose to send them home with children. This does not mean we are approving or recommending the activity; we are only acting as distributor.

### **FAMILIES LIVING APART**

The Governing Body of Hartsbourne recognise that while the parents of some pupils may live apart both have a right to be informed of and involved in their child's education. Research and experience have shown that separated parents can become particularly estranged, especially during the initial stages of the split. This is very often traumatic for those children concerned and can have an impact on a child's schooling.

At Hartsbourne Primary we wish to promote the best interests of the child, working in partnership with both parents, unless directed by a court order. In the event that the school is not informed of such action, neither parent will have rights superior to the other.

Please read our 'Working with Parents' Policy on the website for further information about how we can support families who live apart.

### **HOME SCHOOL AGREEMENT**

Parents are asked to sign a home school agreement when they join us:

#### **THE CHILD:**

I will try to:

- Arrive at school with everything I need and be ready to work.
- Understand and obey the Rainbow Rules.
- Do all my schoolwork and homework as well as I can.
- Always take pride in myself, my work and my school.

#### **PARENTS or GUARDIANS:**

I will:

- Ensure that my child arrives at school on time, in school uniform, fit to study and properly equipped.
- Inform the school promptly of any concerns or problems that might affect my child's work or behaviour.
- Read and support the school's policies and guidelines on behaviour, discipline and respect for others.
- Support my child in homework and in other opportunities for learning at home.
- Attend Parents' Evenings, and to take time to learn about and understand what my child is doing at school.
- Support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.

## **HARTSBOURNE PRIMARY SCHOOL:**

The school will:

- Ensure that your child receives the best possible education at all times through challenging and stimulating work, and thereby achieves his/her full potential.
- Keep you informed about how your child is performing at school by having regular Open and Parents' Evenings, and by providing annual progress reports.
- Provide regular information and updates on school events, school policies and the curriculum.
- Ensure that any concerns or problems raised by parents or guardians are dealt with courteously, quickly, efficiently and effectively, and will also ensure that any concerns about your child are raised with you promptly.
- Encourage all parents and guardians of children attending the school to become involved in the daily life of the school in any way that they can.

## **CHILD PROTECTION**

The school works with parents to support children in every way possible. The Children Act 1989 also places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of the children.

As a result, if concerns are raised within the school or if a child, member of staff, or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality and may make a referral to social services in accordance with government and Hertfordshire policy.

### **Safe Use of Images**

To comply with the Data Protection Act 1998, we need your permission before we can photograph or make any recordings of your child. This permission is sought when you join the school and will be kept in your child's personal file.

We regularly take photographs of the children at our school for their Learning Journeys, displays, newsletters and other printed publications that we produce. We may also make video or webcam recordings for recording activities, monitoring or other educational use.

Parents are permitted to take photos or videos of class performances for personal use only and these **must not** be uploaded to the Internet or any form of social media.

## **STAFF TRAINING**

We value high quality in-service training and development for all our staff to ensure the quality of teaching is consistently maintained at the highest level. We are a 'Partnership School with Hertfordshire University for Trainee teacher placements and we accept students from local secondary schools and colleges for work experience and NVQ placements.

## **OFSTED:**

The latest Ofsted report is available from our website. Strengths of the school include:

- Pupils behave well and work hard in lessons and enjoy their learning.
- After ups and downs in the past, achievement is now good for pupils in KS2.
- Attainment at the end of Year 2 has been consistently good.
- Children receive a good start to their education in the Reception class.
- Marking has improved.
- The teaching of phonics is good...a high proportion reach the required standard (Y1).
- Spiritual and cultural education is good and pupils are prepared well for life in modern Britain. Pupils study different religions and are taught to respect each other's differences. Special multicultural weeks are held to learn about diversity. Charities are supported which have links to the school community.

Valerie Hudson, Head Teacher, January 2016