



Valuing Potential; creating opportunities

2019 – 2020

**PARENTS GUIDE TO HARTSBOURNE PRIMARY
SCHOOL
HARTSBOURNE ROAD, BUSHEY HEATH WD23 1SJ
(Part of the Bushey St James Trust)**

HEAD TEACHER: Valerie Hudson.
DEPUTY HEAD TEACHER: Greg Harper
ASSISTANT HEAD and SENCo: Julie Durrant-Patel

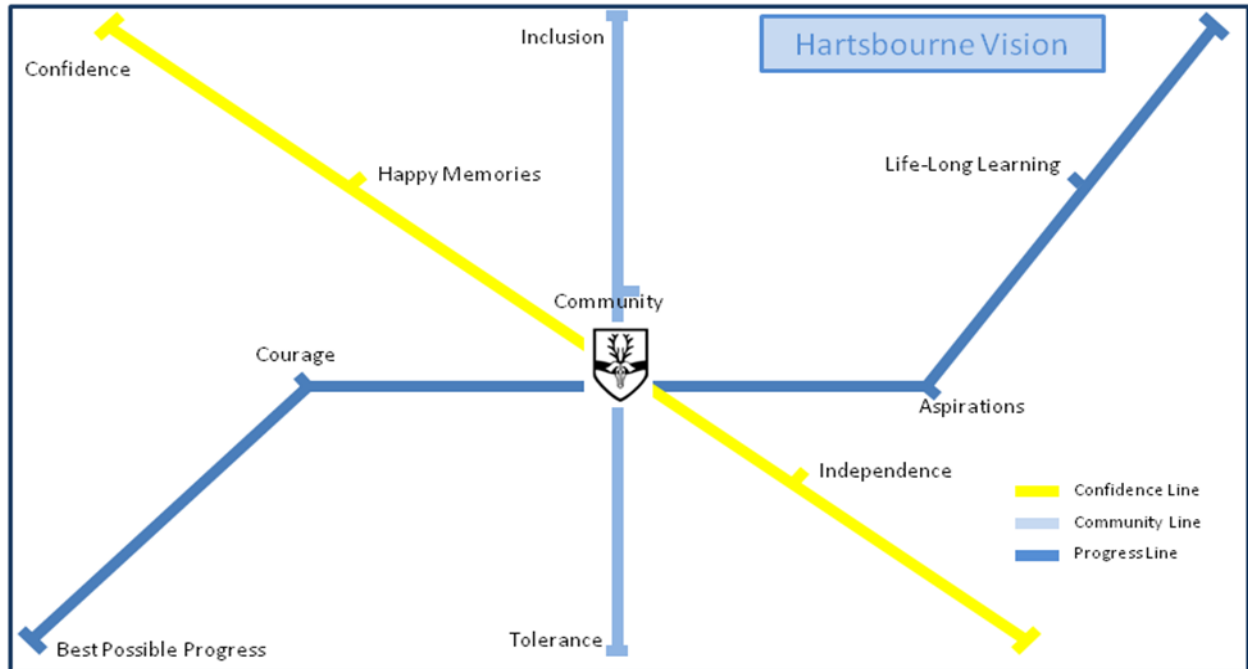
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AIMS AND VISION

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 an Academy and part of the Bushey St James Trust family of schools; proud of our strong ethos, vision and relationships.

We believe that children benefit most from education when parents and school join in partnership in a spirit of trust and support. We encourage our parents to take an active role in their child's education so that 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 and sense of pride in their school is clearly in evidence and we hope you will join us.

Valerie Hudson, Head Teacher



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.

Please let the class teacher know if someone else is collecting your child. Telephone messages may be left up until 1.00pm. After that we cannot guarantee getting a message to the class.

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.org.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.

ADMISSIONS

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, and we have adopted their admissions policy.

Transition (See also our Transition Policy)

Reception pupils are admitted via a short, staggered intake in September. In the case of over-subscription; LEA 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-year admissions for places in other year groups must also be made through the Hertfordshire County Council system. Parents seeking an in-year place are most welcome to visit us and see the school in action. Please make an appointment through

the school office. We will ask parents to list contact details in priority order (i.e. Priority 1 contact is the first person on the list).

Successful transition is essential if children are to arrive at school ready for all the learning opportunities available to them. Please let us know if your child is experiencing difficulties with a transition.

ORGANISATION OF THE SCHOOL DAY

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.

The school gates open at 8.30am and classroom doors open at 8.45am. Children in Reception to Year 3 must not be left alone on the playground; the adult who brought them should wait with them until the class doors open.

BREAKFAST CLUB: 8.00am–8.55am
(places must be booked)

SOFT START: 8.45am– 8.55am:
Children enter the classroom.

REGISTERS: 8.55 – 9.00am.

LEARNING: 9.00 – 12.15pm

BREAK: 10.40 – 10.55am

(For KS1 and KS2)

LUNCH BREAK 12.15 – 1.10pm

LEARNING STARTS: 1.15 – 3.20pm

KS1 MINI BREAK: 2.20 - 2.30pm.

Registration

Children arriving after 9.00 am will be marked 'late' and should report to the office for registration. 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 children can become very upset.

Child-Care and Clubs

Breakfast Club is open from 8.00am and places can be booked through the school office. After-school clubs are listed on the website with the details of how to book them.

Security

The safety of the children, staff and visitors are of prime importance and all visitors must report to the school office. For everyone's peace of mind the following procedures are in place:

- Electronic access only between 9.15am – 3.00pm.
- Visitor identification and electronic record system.
- CCTV and security alarm installed.
- Regular fire and evacuation drills undertaken.

CHILD PROTECTION

The Designated Senior Person for child protection is the Head Teacher (Valerie Hudson). The Deputy DSP is the Deputy Head, (Greg Harper).

If you have concerns about a child's welfare, please contact the named person via e mail or a telephone call to the office.

ATTENDANCE AND SICKNESS ABSENCE

Please inform the office on the first and every day of sickness absence either by telephone (there is a dedicated extension for reporting absence), e-mail or written note. Children who are taken ill at school may be sent home for their own comfort and the safety of others. Pupils must be collected from the school office for appointments during the school day.

Poor attendance/ frequent lateness will be followed up with a letter. If there is no improvement the Head will ask to meet with parents and Hertfordshire's Attendance Officer may be informed. The 'Attendance Policy and Precip' on the website has further information. A record of attendance will be included with your child's annual report.

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 they 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, a parent in the Services.

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

- Holidays in term time (surprises or otherwise) or 'mistakes' with term dates.
- Looking after brothers/sisters, sick parents or relatives.
- Shopping or day trips, visits to relatives, weddings/celebrations abroad.
- Birthday treats, 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.

LUNCHTIMES

We actively promote and encourage a healthy lifestyle and there is a range of activities on offer for children at lunchtime. Drinking water is available in all classrooms (children should bring a **named** water bottle) and children who are four years old receive free milk. Other children may receive milk at a subsidised rate and Reception/KS1 children receive free fruit as part of the government's 'Fruit to Schools' scheme. Children in KS2 may bring a playtime snack of fresh or dried fruit or raw vegetables.



Children in Reception and KS1 are eligible for Universal Free School Meals (UFSM) and all children have the option of a freshly prepared school lunch or to bring a packed lunch from home or a combination of the two over the week.

All our teaching assistants are lunch-time supervisors, hold current first-aid certificates and are well trained in our Behaviour Policy, Lunchtime Policy and child protection procedures.

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.

All water bottles and lunch-boxes must be named. Storage facilities are extremely limited at school and un-named lost property is soon disposed of.

Uniform consists of:

- Light blue sweatshirt or cardigan with school logo.
- White polo shirt.
- Dark grey or black school trousers.
- Dark grey school skirt or pinafore.
- Blue and white check summer dress.
- Black, white, grey socks.
- Flat school shoes in black or brown (not trainers) velcro, buckles or lace fastenings.

PE kit (to be kept in a named, fabric, drawstring bag only):

- Black or navy school 'football' shorts.
- Plain white t-shirt (school logo for Year 3 onwards).
- Navy-blue tracksuit.

Bags, Jewellery, electronic devices, mobile phones:

- School book-bags should be used for Reception to the end of Year 3.
- Back-packs must be small (eg no larger than 30cm square).
- Studs for pierced ears and an inexpensive religious emblem on a chain (optional).
- Inexpensive wristwatch only*.

***No smart-watches or electronic devices are permitted in school. No rubber or friendship bracelets.**

Year 5 and Year 6 may bring a phone **if they are walking home alone**. This phone must be left in the school office immediately on arrival and collected just before the end of the day.

We do not accept responsibility for jewellery, phones and other items brought to school.

BEHAVIOUR, RELATIONSHIPS AND ANTI-BULLYING

Children are expected to follow our four 'Hartsbourne Rules' at lunchtimes as at all other times. The full Behaviour Policy and Lunchtime Play Policy is available on our website and outlines our systems for rewarding good behaviour and managing poor behaviour. Parents are asked to sign a home school agreement when they join us and discuss this with their child.

Rewards and Sanctions (See also the Positive Behaviour and Relationships Policy)

All children are placed in a school 'House,' (Fallow, Muntjac, Roe, Sika) when they join the school. Siblings are placed in the same House and 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.

Y6 act as Play Pals for the younger children and are trained to help them at break and lunchtimes. Classroom monitors are chosen from each class to help develop a responsible attitude.

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.



DEVELOPING INTELLECTUAL CURIOSITY THROUGH OUR CURRICULUM

Our curriculum is founded on a commitment to promote respect for inclusion, equality, diversity and learning about different cultures and religions. We want our children to enjoy an enriched and meaningful experience at Hartsbourne, developing their 'cultural capital' so that they achieve their best both academically and personally.

We aim to provide more than the statutory requirements of the National Curriculum and offer a curriculum that is purposeful and innovative; tailored to children's needs and interests wherever possible. Our curriculum is designed and planned to move children to higher-order thinking skills and mastery at every level.

Our schemes of work and short-term planning provide opportunities for repetition and practise to ensure essential knowledge, skills and understanding in every subject. We aim to provide learning experiences that will:

- Stimulate and interest all children.
- Provide opportunities to work both collaboratively and independently, promoting curiosity and creativity.
- Help pupils to pose questions and follow lines of enquiry to deepen their understanding.
- Develop a broad range of skills including communication, citizenship, teamwork, good sportsmanship, life and social skills as well as academic skills.
- Encourage learners to be proficient and safe users of advancing technology.
- Celebrate resilience, life-long learning, empathy, courage, bravery and independence.



Foundation Stage

We provide a secure, caring environment where we foster all aspects of a child's development to set the standard for future development and learning. The EYFS framework identifies 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 of their learning.

Key Stage 1 and Key Stage 2

Core Curriculum

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.

The Sciences

We develop scientific thinking, methodology and fair testing by providing opportunities to observe, investigate, explain and experiment. We use cross-curricular opportunities to explore the links with design technology, maths and art.



The Arts and Sport

A qualified music teacher from The Trust teaches music to every class over the year. Peripatetic teachers are available to teach a variety of tuned instruments. Music assemblies, the Choir, the Christmas show, Year Six show and class assemblies all provide opportunities for children to perform and demonstrate their talents.

Children will be given opportunities to explore their ideas by experimenting, inventing and creating their own varied works of art using a range of materials. They will learn how to draw, paint, sculpt and explore other art, craft and design techniques. They will also learn how art has shaped and reflects our cultural history.

All children are encouraged to enjoy PE, games and sport as this helps to develop healthy bodies, teamwork, collaboration and lifelong habits of regular physical activity.

Enrichment

The enrichment timetable can be found on our website and all classes make regular day visits to places of interest both locally and beyond. Themed curriculum weeks are held each term and may include 'expert' visitors, workshops, demonstrations and practical workshops. We have forged close links with the schools in the Bushey St James Trust and share expertise, CPD and curriculum knowledge across the three schools.

There is a range of well attended before and after-school activities including sport, art, 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.

Able, Gifted and Talented Children

Our designed curriculum and enrichment programme benefits all children at Hartsbourne, regardless of age or ability. Our teaching programme has three key strands:

1. High quality teaching for ALL pupils – Planning and delivering differentiated lessons with 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. Mastery and Specialisations Opportunities for individuals to undertake investigations, problem solving, reading or research at mastery level and/or with specialist teachers.

These activities are most likely to be for children who are of above average ability, task committed and highly creative.

Homework

Homework reinforces classroom learning and helps children to develop skills and attitudes that they need for successful lifelong learning. Homework is also designed to foster the habits of enquiry and investigation and the role of parents as co-educators of their children. We aim to strike a fair balance over the term and homework is uploaded to the teacher's class blog each week.

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 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, along with many enrichment opportunities, is one of the reasons why achievement at the school consistently exceeds national and Hertfordshire averages.

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 they should make an appointment with the class teacher in the first instance. 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 specific difficulty it may be because they are not

making expected progress, for example they may not be reading well, 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 before agreeing next steps with you.

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/specialist resources and a variety of scaffolding techniques. If no progress is made:

Wave 2: Establish a baseline through a cognitive ability test or similar assessment and discuss with the Senco/Subject Leader. Class teachers will implement the recommendations of the Senco. If progress continues to be inadequate:

Wave 3: Teachers discuss pupil at the termly provision meeting with Senior Leadership Team and consider implementing 1:1 intervention programme. Class teacher writes a PPM (Pupil Provision Map) with SMART targets and regular opportunities for review. If progress continues to be slow we will take advice from specialist external agencies (eg educational psychologist, occupational therapist, speech and language etc).

Keeping Parents Informed

Parents will be informed of targets at the autumn and spring term parent teacher meeting and progress will be monitored carefully using on-going (formative) assessments and termly (summative) assessments. A written report will be shared in the summer term.

Pupil Wellbeing and Families Living Apart

Children who are experiencing a particular (social) difficulty *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, friendship circle, drawing and talking or nurture games to develop their understanding of their experiences.

For more serious difficulties, the school buys the Hertfordshire Counselling Service for children. We can also request GPs to make referrals to paediatricians at the Watford

Peace Centre, or CAMHS (Child and Adolescent Mental Health).

We recognise that while the parents of some pupils may live apart both have a right to be involved in their child's education. Separation can be traumatic for children and have an impact on their well-being. Please let us know (in the strictest confidence) if you are a family living apart.

To promote the best interests of the child we will work in partnership with both parents, unless directed by a court order. In the event that the school is not informed of a court order, neither parent will have rights superior to the other.

ASSESSMENT AND MARKING

We believe marking is about responding appropriately to children's work and evidence of this can be found in children's books as 'pink and green' comments ('tickled pink' and 'green for growth'). Pupils are encouraged to use a 'purple polishing pen' to make improvements to their work and are taught the principles of fair marking to use for peer and self-assessment activities.

We promote a culture where learning is celebrated (not just 'performance') and mistakes are expected, inspected and respected in order to learn from them.

We use the Chris Quigley Milestones as a basis for assessing Foundation subjects (Art, Design Technology, Geography, History, Music, PE and Games, French and PSHE). We use HertsforLearning Ltd schemes of work for IT, science, maths and English and the Hertfordshire Agreed Syllabus for RE.

Topic webs and further curriculum information for each year group are available on our website.

HOW PARENTS CAN BE INVOLVED WITH THE SCHOOL

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. Volunteers accompany school trips, help with class admin and run the school library.

Friends of Hartsbourne

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 (through policies), ensuring 'best value for money' and monitoring outcomes.



COMMUNITY LINKS

Hartsbourne works hard to forge links with the schools in the Bushey St James Trust and with the local community, including the New Hope Trust, charities such as Red White and Blue, Royal British Legion and The Red Cross, visits from the Community Police and Service Family Representatives, St Andrew's Church and the Edgware 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. This does not mean we are recommending the activity; we are only acting as distributor.

CHILD PROTECTION

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 Senco is the designated lead for Children Looked After.

The school will work 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.

GDPR (GENERAL DATA PROTECTION REGULATION)

All staff are trained in GDPR Legislation and the law on data protection and privacy as it relates to schools. The GDPR aims primarily to give control to individuals over their personal data and we have in place appropriate systems to implement data protection principles. To comply with the Data Protection Regulations (May 2018) 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 personnel file.

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. All staff in the Trust participates in CPD and the three schools work closely together to provide high quality training. 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.

ACADEMIC RESULTS AND OFSTED:

The school is currently evaluated as 'Good' across all areas with many areas of strength. The latest Ofsted report is available from our website. All our academic results can also be found on our website.

GOVERNORS

Governors provide both challenge and support to the school, oversee the strategic direction and monitor finances and the implementation of our policies.

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.

CARE, CONCERN AND COMPLAINTS

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 Teacher. Governors will encourage parents to discuss and resolve concerns with the school before making a more formal complaint. The Policy and further information can be found on the website.

Valerie Hudson, Head Teacher
September 2019

