

# John Hellins Primary School



## Prospectus 2014



## *Welcome to John Hellins Primary School*

*In this prospectus we have tried to give you as much information as we can about our school. We hope it will help you find out about the people who are connected with us in many different ways, about how our school is organised and about what happens to your children when they are with us.*

*Being a small school (currently 132 pupils) has many advantages – we have a caring, family atmosphere, where we all know every child as an individual. We are delighted to belong in a village where the sense of community is strong and are still visited by pupils from the recent and much more distant past. We know we are a good school and are proud of this, but we are constantly striving to become outstanding so that we can be sure our pupils receive the best possible education.*

*Over the seven years children spend with us (from four to eleven years) we watch them grow and blossom; nurtured by the special atmosphere and everything we can offer them at John Hellins School. We track their progress carefully and work hard to enable them to reach their full potential, both academically and in all the other areas that are so important. We know that the world is changing quickly and want to provide them with the skills to adapt to an unknown future, as well as the traditional values that will enable them to value and respect everything and everyone around them.*

*We welcome visits to the school by appointment and invite you to come and see first hand our lovely environment, our facilities and all the people and children who make John Hellins Primary School a very special place to learn.*

*Michele Bramble  
Headteacher*

## *Aims of John Hellins Primary School*

- ***Encouraging** every child to develop intellectually, physically and socially to the best of their ability*
- ***Including everyone**, regardless of race, religion, gender or ability*
- ***Expecting** children to take pride in their work and behaviour whilst striving for personal excellence*
- ***Providing** a caring and secure environment in which children are valued, stimulated and challenged to learn*
- ***Developing** in all children a keenness to learn*
- ***Giving** opportunities for children to accept responsibility for themselves, each other, property and the wider community*
- ***Fostering** an enquiring mind by developing independence, initiative, creativity and perseverance*
- ***Promoting** harmonious relationships between home, school and the community*

## **The Staff Team**

### **Teaching Staff**

<i>Head teacher</i>	<i>Mrs Michele Bramble</i>	
<i>Deputy Head</i>	<i>Mrs Jodie Matthews</i>	
<i>Class teachers</i>	<i>Mr Tim Crouch</i>	<i>Class 5</i>
	<i>Mrs Candace McColgan</i>	<i>Class 4</i>
	<i>Miss. Hayley Kean</i>	<i>Class 3</i>
	<i>Mrs Sharon Jones</i>	<i>Class 2</i>
	<i>Mrs Annika Davies</i>	<i>Class 1</i>

### **Non-teaching Staff**

<i>Bursar</i>	<i>Mrs Angie Owen</i>
<i>Office Assistant</i>	<i>Mrs Catherine Woodhouse</i>

<i>Classroom support (TAs HLTAs &amp; teacher)</i>	<i>Mrs Karen Annan</i>
	<i>Mrs Charlene Bonini</i>
	<i>Mrs Claire Edwards</i>
	<i>Mrs Tasha King</i>
	<i>Mrs Sarah McErlean</i>
	<i>Mrs Mandy Rose</i>
	<i>Mrs Catherine Woodhouse</i>

<i>Caretaker</i>	<i>Mrs Teresa Deakin</i>
<i>Key holder</i>	<i>Mr Tony Bartlett</i>

<i>Lunchtime supervisors</i>	<i>Mrs Debbie Holmes</i>
	<i>Mrs Sharon Jones</i>
	<i>Mrs Carol Kerr</i>
	<i>Mrs Sarah McErlean</i>

<i>Cook</i>	<i>Mrs Sarah Stewart</i>
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*There are 132 children on roll as of 6 September 2013.*

*School website: [www.johnhellins.co.uk](http://www.johnhellins.co.uk)*

## **History of John Hellins Primary School**

*The school was first opened in 1817 after Rev. John Hellins saw the need for some formal education for the children of the village. In March 1817 he pleaded to the National Society for Educating the Poor for assistance. They agreed, and by the end of the month the school had opened with 50 boys.*



*By March 1818 John Hellins was able to write to the society that: 'The new school room is almost complete; the floor has lately been laid with bricks, the inside walls have been whitewashed, the desks put up and the windows prepared to receive glass'. The school room, somewhat changed, still forms part of the present day classroom. It was not until 1857, 40 years after the school began, that a girls department was added, to be followed by an infants' department in 1870.*

*A further addition to the school was made in 1949 in the form of a 'HORSA' building to be used as a canteen. It was later used as a classroom after a new hall and kitchen were built in 1972. Until Kingsbrook School (now known as Elizabeth Woodville Academy) was opened in 1958, Potterspurys School remained an all-age school with pupils coming from Potterspurys, Yardley Gobion, Cosgrove and Grafton Regis.*

*The school was renamed John Hellins School in 1990 (the school was formerly known as Potterspurys Combined Primary School). This was in recognition of John Hellins' achievements and in particular his contribution to the education of the children of Potterspurys.*

*In recent years school has evolved again. The post-war HORSA building was demolished and a purpose-built Pre-School erected on the site in 2011, providing an excellent facility for the children and a good beginning to their education.*

*In 2012 an additional classroom was built, and we now have five classes. School has been remodelled to improve our facilities and KS1 now have a fantastic purpose-built area for outdoor learning.*

## Curriculum Content and Organization

*We are very aware of the significant part we play as a primary school in establishing positive attitudes to learning. All pupils, including those with learning difficulties or disabilities, are entitled to a broad and balanced curriculum, which includes the National Curriculum. Personal and Social Education in its broadest sense also contributes to all areas of the curriculum. We want to inspire confident, successful, independent learners and do this through a creative approach to personalised learning of the curriculum to improve the outcomes for all children.*

*The subjects in the National Curriculum for primary children are:*

*English*

*Maths*

*Science*

*Information Communication Technology*

*History*

*Geography*

*Art*

*Music*

*Physical Education*

*Design and Technology*

*Personal, Social and Health Education (including sex and relationship education and drugs awareness)*

*Religious Education.*

*The taught time for children in the infant and junior age group varies:*

<i>Key Stage</i>	<i>Phase</i>	<i>Years</i>	<i>Age</i>	<i>Time taught</i>
<b><i>Foundation Stage</i></b>	<i>Reception</i>	<i>Reception</i>	<i>4+ to 5</i>	<i>21 hours and 15 minutes</i>
<i>1</i>	<i>Infant</i>	<i>Year 1, year 2</i>	<i>5 to 6 6 to 7</i>	<i>21 hours and 15 minutes each week.</i>
<i>2</i>	<i>Junior</i>	<i>Year 3, year 4, year 5, year 6.</i>	<i>7 to 8 8 to 9 9 to 10 10 to 11</i>	<i>23 hours and 30 minutes each week</i>

*Children, depending on the task and age, will work in a variety of ways. This could be individually, co-operatively within a group, or as part of a whole class. Work is differentiated to support less able and extend gifted and talented pupils in all subjects. Specific materials or computer programs may be purchased to support this and in addition extra support staff have been appointed to assist.*

## *Early Years*

*During the first year at school children follow the six areas of learning which are the basis of learning in the Early Years Foundation Stage:*

- *Personal, social and emotional development*
- *Communication and language*
- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive arts and design*
- *Physical development*

*These form the beginnings of their Primary education and shape them for life. As well as giving them the essential tools for learning, they experience the joy of discovery, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally.*



*Outdoor activities are a key part of our Early Years Education*

## ***Curriculum for Key Stages 1 & 2***

### ***English (Literacy)***



*Author Julia Jarman visits the school and signs children's books.*

*The skills to communicate effectively are developed through work in all areas of the curriculum. Close attention is also paid to the development of listening skills and the ability to express thoughts clearly and fluently. In each literacy lesson we use a variety of approaches to teach reading and writing. A daily literacy lesson, following the Primary Strategy takes place in all classes. The teaching of phonics is a key part of all work in literacy. Children are given frequent opportunities to read in groups, independently, and to an*

*adult. Writing for different audiences and purposes is a part of the literacy programme. Presentation is also considered important and children are encouraged to develop clear, legible, joined-up writing and correct spelling as part of these lessons. They also need to use word processing programs to develop writing skills, as well as ICT skills, which will be required in later life. Our large collection of books in the classes and library is constantly being extended and encourages children to read for pleasure and information.*

*The School Library Service is used every term to also extend the range of books available. Book Week is an annual event where many visitors come into school to read to the children. Not only is it very enjoyable, it also enriches the literacy curriculum.*

### ***Maths (Numeracy)***

*Practical work, tackling problems and investigations provide a framework for children to learn about number, recognise patterns and relationships, measure, work with shapes and collect and handle information. As well as mental arithmetic and formal number work children need to be able to analyse problems so that they can select and use the appropriate mathematics and materials to solve them. Children have daily lessons following the Primary Strategy.*



*Pupils in Class 1 using the interactive whiteboard.*



## Science



*Carrying out investigations, making careful observations and identifying similarities and differences enables pupils to develop knowledge and understanding of the world about them. Children will find out about living things, materials, earth and space, energy, light, sound and the way in which people have influenced their surroundings.*

*Children studying the human body.*

## Information Communication Technology



*Information communication technology is embedded in all subjects of the curriculum. Different aspects of the ICT curriculum include;*

- *Communication and handling information*
- *Controlling and measuring*
- *Modelling*
- *Data Handling*

*Broadband access to the internet is available on our extensive range of PCs, laptops, and iPads. An adult always supervises children when using this facility, as stated in our ICT and Acceptable policy.*

*The school has an extensive range of software that is shared between computers on a network. This enables the children and staff to access a wide range of material covering all curriculum areas.*

*The school has an interactive whiteboard, data projector and dedicated laptop in every classroom and one additional whiteboard in the hall. We aim to be at the cutting edge both in the teaching and resourcing of ICT.*

### **Design Technology**

*Design and Technology draws on knowledge and skills of many other subjects. Pupils will be encouraged to identify needs, design, plan and make a product, and then evaluate not only the end product but to evaluate their work at every stage so that it improves.*

### **History and Geography**

*These subjects are taught through cross-curricular Project work. This enables children to access the requirements of the National Curriculum in exciting and motivating contexts, for example “Tomb Raiders” involves investigating Ancient Egypt; “Mega Structures” explores buildings and “Extreme Environments” covers different geographical features of the world.*

### **Music**

*Music is a strength of our school and we provide many opportunities in class, in instrumental lessons and in performances and concerts. Our orchestra is excellent and our pupils’ enthusiasm is shown by the well-attended practices that are held at 8:15 am! Our pupils achieve well, some at county level, and they are a joy to listen to.*

### **Drama and Dance**

*The school continues a Potterspury tradition of performing the annual Maypole dance and display of country dancing in which all the children participate. This is a magnificent celebration of our role at the centre of the community.*

*There are many opportunities for every child to perform in front of an audience. Drama plays an increasingly important part in our teaching developing deep learning and memorable contexts for all children.*

### **Art and Design**

*We value highly the creation and display of art work throughout the school. We have also extended this to exhibiting work in the local community. We believe that it is important to teach children how to look carefully before drawing, painting or modelling. We teach them to acquire the skills and techniques to do this well and develop their awareness and understanding of their own art work and that of others. We then celebrate their achievements with high quality displays.*

## **Modern Foreign Languages**

*All pupils in KS2 have the opportunity to learn to speak French in weekly language lessons. These are great fun and children are confident to share their knowledge of French. We also run a French club for children in Year 1&2.*

## **Physical Education**

*Physical activity has a high profile at the school and we have a growing reputation for developing talented performers. Pupils take part in games, gymnastics, dance, swimming, athletics and outdoor and adventurous activities to give them a broad and varied curriculum. Children are also taught the value of health-related exercise. Time allocation for PE is a minimum of two hours a week – many children take part in far more than this through activities before and after school. Recently our basket ball team has been particularly successful, but other sports such as netball, karate, hockey, cricket and athletics are also well supported.*

*We are very proud of the fact that we have twice been awarded Active Mark Gold Award for the excellent provision of physical activities at the school, and consistently perform well in competition.*



*Pupils taking part in the annual sports day.*

## **Religious Education**

*Religious Education will be provided for all pupils, be non-denominational and in accordance with the County Agreed Syllabus. Parents have the right to withdraw their children if they do not wish them to participate in Religious Education. The syllabus reflects the fact that religious traditions in this country are in the main Christian, whilst taking account of the teaching and practices of other principal religions.*

*Children will also be introduced to various aspects of particular religions, for example, buildings, founders, symbols, stories, festivals and beliefs.*

*The approach to Religious Education will be in line with the overall educational approaches of the school.*

## **Collective Worship**

*There will be a daily act of collective worship for all pupils, which will be non-denominational. This will sometimes be organised for the whole school, but may be organised for separate groups of pupils, at varying times during the school day. Parents have the right to withdraw their children if they do not wish them to participate. Collective worship in the school will often be of a Christian character. However, not every act of worship will use this as a focus.*

## **Sex and Relationship Education**

*Sex and relationship education is best given in the context of a happy home by loving parents. However, some families find it difficult or even impossible to fully answer their children's questions about sexual matters.*

*The child's age and stage of development will be taken into consideration. A proper and full answer for a six year old will not do for her in four years time. The answers given will also provide acceptable and usable vocabulary for the child and scientific terms will generally be used.*

*An increasing number of girls are beginning to menstruate while in primary school and proper arrangements are available in school.*

*Parents are always informed in advance when SRE is planned.*

## **Drugs Awareness Education**

*Children are taught about drugs, what they are and the effects that they have on people. Use is made of the 'Life Education Centre' van, which allows the pupils to gain valuable knowledge in a lively and interesting manner. We book this resource regularly and parents are notified of the programme that is going to be taught to their child. The school has taken a leading role in developing drugs education and sex and relationship education in the county and we are proud of the part our staff and children have played in doing this.*

## **Personal, Social, Health Education**

*Anti-bullying, sex and drugs education are a part of our PSHE curriculum, which is taught throughout the school. Reflecting our commitment to healthy lifestyles we recently renewed the Healthy Schools National Award, and are now working towards the enhanced level. Our pupils are eager enthusiasts for healthy living.*

## **Special Educational Needs**

*Children are identified as having special needs by their teachers as soon as possible in order to try and support them. They then have Individual Education Programmes (IEPs) which set targets for the child. Parents and the child are involved and asked if they would like to discuss or make comments about the targets that are being suggested.*

*Particular tests may also be used, as well as on-going assessment, to help establish the progress being made by each child. When necessary, support staff are allocated time to assist that child either in a one to one situation or in a small group.*

## **Special Education Needs Policy**

*The school has a Special Needs Policy, which explains the procedures for identification and practice within the school. All parents of children with special needs are encouraged to work with the school and are contacted termly to discuss their child's IEP. A copy of the Special Needs Policy is available on our website.*

## **Gifted and Talented**

*We have a register of our gifted and talented children. We ensure that their needs are met, providing extra challenges and working with other schools in the area. This is a dimension we want to develop further.*

## **Equal Opportunities**

*The policies of this school allow equal access to all areas of the curriculum and related activities. We actively aim to promote inclusion through our organisation, teaching and curriculum activities.*

## **Extra Curricular Activities**



*Lunchtime and after school activities are available for children, depending upon their age, but will also depend upon the expertise and interests of the staff. Activities offered could include recorders, choir, guitar, football, netball, cricket, basketball, cross country running, tennis, art, athletics, rounders, French and British Sign Language.*

*Further enrichment is sought through educational visits and through specialists such as musicians, actors or sports persons visiting the school.*

### **School Council**

*The School Council is an integral part of school. They meet regularly to share the views of their classes. They are involved in interviews to appoint staff, they recently organised a fund raising art exhibition and they led the redecoration of the toilets. Their understanding of the democratic process is enviable.*

### **Eco Council**

*This is a popular initiative in school with the aims of increasing environmental awareness and making our school more sustainable. The children are passionate about the need to protect their world and have reached Silver Award we are now working towards the coveted Green Flag Award.*

### **International Schools Award**

*We have already achieved Foundation level and are working towards Silver. Broadening our horizons is an important aspect of the wide education we want our children to receive and they thrive on the opportunities this award provides.*

### **Whole School Thematic Projects**

*Each term we hold at least one day when the whole school works in groups of all ages to support and explore a particular topic. As well as teaching us a great deal, we have tremendous fun and remember how lucky we are to be in a small school where we can all work together.*

## **General Information**

### **Admissions**

*The school has adopted the county admission policy, which is outlined in section 4 of the Information for Parents booklet produced by Northamptonshire County Council. Admissions are now completed on line. If you would like help with this please contact our office. We have developed a very successful induction process for children coming into Reception, and will give you details when we know your child is joining us.*

### **The School Day**

*Doors open at 8:45 and children go straight to their classrooms. This is an opportunity for parents to talk briefly to school staff. School finishes at 3.15. If you are going to be late collecting your child at the end of the day, please phone us so that we can let them know.*

### **Playtime/lunchtime procedures**



#### ***Playtime***

*10.25 Children have milk and then eat their snack in the playground.*

*10.40 Bell rung and children line up to enter the school a class at a time.*

*Two members of staff are on duty at each playtime*

#### ***Lunchtime***

*Facilities are provided for children to eat their own packed lunches or eat a cooked lunch on school premises.*

*Children need to bring their food and drink in suitable containers so that it can be stored safely until lunchtime. Lunchtime supervisors will assist children with lids etc. but wherever possible food should be sent so that children can eat their lunch independently.*

### **School meals**

*Since September 2010 healthy hot meals have been cooked in the school kitchen. This is an initiative by NOURISH, a division of Northamptonshire County Council, who hope that improved nutrition will lead to higher achievement. We support this aim and the children enjoy their healthy meals. If pupils do not wish to have school dinners they can bring a packed lunch or they may go home at lunchtime.*

## **Transport**

*Children are generally expected to come to school on foot or by parents' own transport. No children are allowed to cycle to school. The journey to and from school is a time of particular danger to children on the roads, and we need everybody's co-operation to ensure their safety. We actively encourage children to walk to school and highlight this with a 'Walk to School Week' in the summer term.*

## **Pupils' Welfare**

*Parents are notified if a child becomes unwell at school. If both parents are at work during the day please give the school a contact number so that you can be reached. If you change your mobile number please let us know.*

*We have a policy for the administration of medicines. We will endeavour to give prescription medicines if necessary – parents need to complete a form and we will record when we have administered the medicine.*

*Simple first aid is dealt with at school by qualified first aiders but if further treatment is needed then the parents and the child's doctor are contacted for further advice.*

*If a child is unwell and unable to attend school parents need to contact the school office, who will be able to advise on the recommended period to be kept away from school as defined by the Health Protection Agency.*

*Please phone and leave a message before 9:00am. If we do not know where your child is we will phone you to make sure they are safe.*

## **Behaviour**

*Behaviour within the school is the responsibility of us all and we emphasise the need for everybody to show care, courtesy and consideration for others. We encourage children to become self-disciplined and expect good standards of behaviour at all times. Children are aware of the rules, consequences and rewards system within the school. As parents, your support is essential for high standards to be achieved and maintained.*

## **Homework**

*Homework is set by the teacher for all children in the form of Learning Logs. These are challenges which develop and extend the children's learning and we are constantly amazed by how creative they can be. Displays of homework are often on show in the entrance hall. We value the opportunity for you to help support your child's progress.*



## **School Uniform**

*We expect all children to wear the school uniform listed below. We hope that all parents will co-operate with us in this matter and set a standard of dress suitable for school.*

*Sweatshirt/ cardigan – royal blue with school logo*

*polo shirt – white*

*trousers, skirts or school shorts – navy, black or grey*

*flat sensible shoes*

*summer dresses –blue and white*



*School uniform is available to order on-line at [www.schooltrends.co.uk](http://www.schooltrends.co.uk). If you wish to check on sizes, we do have samples in school. Second-hand uniform is available for a small cost from the office.*

## **PE kit**

*We encourage every child to wear the school PE kit. A pair of trainers will also be needed for outdoor games. Indoor PE is normally done barefoot but plimsolls can be worn. A swimming costume, swimming hat and towel will also be required when swimming is available at Towcester. Bermuda style shorts and two-piece swim wear is not allowed.*

## **Lost property**

*Please put your child's name in all the items that your child wears or brings to school. We spend too much time looking for missing clothes. We cannot take responsibility should items be lost, stolen or damaged. We do not allow children to bring electronic devices or mobile phones to school.*

## **Medical Examination**

*The hearing and sight of all children are tested soon after they enter school, and parents are not normally present for this. Dental inspections of all children are made from time to time. Our school nurse is happy to discuss parental concerns – her contact details are available from the office.*

## **Open access to records**

*When the child is admitted to school we open a file. This file will be added to and reviewed annually, and will contain the following information:*

- 1. Name, address, date of birth, family doctor etc.*
- 2. Information concerning the child's personal circumstances*
- 3. Reports and records of the child's achievements.*

*Please note that it is the school's and the local authority's policy to provide open access to all records for employees and pupils. Parents may therefore ask to see their child's records by appointment with the Head Teacher. Records will be confidential to all those who have rightful access to them.*

## **Charging for school activities**

*Although education provided as part of the curriculum is free, it is possible to provide a much broader range of enriching activities if parents contribute to these, financially, on a voluntary basis. We endeavour to keep these contributions as small as possible.*

*Where a residential visit has been organised by the school a charge will be made. No charge will be made to pupils whose parents are in receipt of Family Credit or Income Support.*

*Any request for a full or partial remission of charges will be considered and parents should get in touch with the head teacher. All such requests will be treated as confidential. A charging policy is available for parents to read and this is available from the school office.*

## **Insurance – Personal Accident**

*Parents should be aware that there is no universal personal accident cover for school children. The council's policies cannot extend to cover pupils engaged on educational visits, school journeys, etc., because it has no insurable interest, although the general liability policy protects the council against the consequences of action brought against it on behalf of pupils. School takes out insurance for visits in this country involving an overnight stay. Parents are, of course, at liberty to take out insurance on an individual basis should they want additional cover.*

## **John Hellins Governing Body**

<i>Mrs Judith Millidge</i>	<i>Chair/Co-opted governor</i>
<i>Mrs Anna Ward</i>	<i>Vice-Chair/Local Authority Governor</i>
<i>Mrs Shelly Bramble</i>	<i>Headteacher</i>
<i>Mrs Sheila Stockton</i>	<i>Co-opted Governor (chair, business committee)</i>
<i>Mrs Cathryn Judd-Akrill</i>	<i>Co-opted Parent Governor</i>
<i>Mr Mick Folwell</i>	<i>Co-opted Parent Governor</i>
<i>Mrs Sam Fordham</i>	<i>Parent Governor (elected) (chair, learning committee)</i>
<i>Mr Markus Cox</i>	<i>Parent Governor (elected)</i>
<i>Mrs Carolyn Holland</i>	<i>Parent Governor (elected)</i>
<i>Mr Tim Crouch</i>	<i>Staff Governor</i>
<i>Mrs Sally Wade</i>	<i>Co-opted Governor</i>
<i>Mrs Dinah Spence</i>	<i>Co-opted Governor</i>
<i>Mrs C Hawkins</i>	<i>Local Authority Clerk</i>

<i>Associate Members</i>	<i>Mrs Angie Owen (School Bursar)</i> <i>Mr Anthony Bartlett (Premises security)</i> <i>Mrs Lucy Soper (HR)</i> <i>Mr Alexander Lynch (HR)</i> <i>Mr Alan Davies (Business)</i>
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<b><i>Chair of Governors</i></b>	<b><i>Clerk to the Governors</i></b>
<i>Mrs Judith Millidge</i> <i>27 Church End,</i> <i>Potterspury</i> <i>Northants</i> <i>NN12 7PX</i>	<i>Mrs Christine Hawkins</i> <i>John Hellins Primary School</i> <i>Potterspury</i> <i>Northants</i> <i>NN12 7PG</i>

## **Complaints Procedure**

*The school will always try to resolve difficulties or complaints at the earliest possible stage through discussion between teachers and parents, or Head Teacher and parents. If the matter is such that it cannot be resolved then there is a specific local authority procedure which the school has adopted as its policy. This involves the governing body and details are available from the school office.*

*Other documents available on our school website, [www.johnhellins.co.uk](http://www.johnhellins.co.uk) include:*

- OFSTED reports*
- School policies*
- Statutory documents from the DFE about the National Curriculum*
- Pupil Premium information*

## **John Hellins Primary School Procedures**

### **Visitors**

*All visitors to the school are welcome. They should report to the office, sign the visitors' book and take a badge.*

### **Fire Drill**

*Regular fire drills are held in accordance with the Health and Safety Procedures followed by the school.*

### **No smoking policy**

*In line with legislation and in order to protect all those who attend or work at John Hellins Primary School, we have adopted a No Smoking Policy, which applies throughout the school site, including the buildings and surrounding areas.*

### **Safeguarding**

*John Hellins Primary School is committed to ensuring the welfare and safety of all children in school. All Northamptonshire schools, including John Hellins Primary School, follow the Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection Procedures which are available from the school office). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Safeguarding Policy is available on request.*

### **Making contact with the school**

*We welcome parents in school and value the partnerships we have. We hope you will contact us whenever you wish to know anything about school; this could be informally, at a headteacher drop-in or by making an appointment. In addition we have the following opportunities:*

### **Consultation**

*During each academic year parents' evenings are held, usually in October and February, to enable parents to meet the teachers and discuss their child's progress and attainments.*

### **Reports**

*Written reports, indicating attainment and progress of your child's abilities in all aspects of the curriculum, are sent to each child's parents in July. You also have the*

*opportunity to make an appointment to talk to the class teacher about any aspects of the report. There will also be an open day at this time when parents can look at displays in classrooms and their own child's work.*

### **Friends of John Hellins (FOJH)**

*John Hellins Primary School benefits from having an active and supportive Friends Association, which organises social and fund-raising activities throughout the year. We do hope that you will be able to support the various events, which are arranged or become an active member yourself.*

### **Voluntary Helpers**

*Parents, grandparents and villagers are encouraged to help in school in a variety of ways. If you have any skills such as listening to children read, working on computers, handicraft skills, musical talents or transport for educational or sporting events please contact the class teacher, Head Teacher or phone the office for more details. For reasons of security and child safety, we ask that all volunteers, including governors, declare that they are willing to comply with safeguarding procedures.*



### **SATS results 2013**

The 2013 Performance tables published by the government record the achievement of Year 6 pupils at the end of their primary school career.

	<b>Level 4+</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
Maths	100%	–	100%	19%
English	100%	13%	88%	
Grammar	100%	25%	75%	
Reading	100%	6%	94%	

<b>Percentage achieving Level 4 or above in reading, writing and maths</b>	<b>2012</b>	<b>2013</b>
John Hellins	80%	100%
Local Authority	71%	72%
England - All Schools	75%	75%

A comprehensive review of John Hellins' excellent results can be viewed on the Department of Education's Data Dashboard <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=121851>

### **Attendance Figures 2012-13**

<b>No of Pupils</b>	<b>Authorised &amp; Unauthorised Absences % of Sessions</b>
120	4.3%

No pupils had Persistent Absence of 20% or more.