

Parent Information Directory 2021/22



Everything you
need to know for
your child's year
at school.

John Hellins Primary School

Being the best we can be



Everything you need to know...

Jodie Matthews,
Headteacher, says...

I'm delighted that you and your child will be joining us at John Hellins and look forward to getting to know you. John Hellins Primary School is a village school set in the village of Potterspury in South Northamptonshire. Our main school building dates back to when the school first opened, over 200 years ago. At that time the head teacher was the Reverend John Hellins – a vicar with a keen interest in astronomy and mathematics. The school was named in his honour in 1990. We are proud of our school and our history and are very proud of our recent OFSTED inspection result that graded us an "Outstanding" school.

At John Hellins our ethos is simple – we all strive to 'be the best we can be' in every aspect of school life. We all have high expectations and achieve our challenging targets because everything that we do is motivating, exciting and engaging. Our school exudes energy, enthusiasm, creativity and purpose. We achieve outstanding results through our belief in balance and flexible approaches to learning.

To ensure that your child settles into school life and to help you to understand how our school works we have written this directory which should give you answers to many of the questions that you and your child may have. Please do contact us if you have any additional queries - your child's class teacher or the staff in the school office will know the answer to most things.

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Working with Parents

We see parents as children's first and continuing educators. We wholeheartedly believe that working in partnership with parents provides the best outcomes for our children. This partnership takes many forms; the sharing of information and concerns, setting targets for improvement, enjoying school events together, working together in the classroom...and many more! Our shared aim is that our children have the happiest and best possible start with the brightest of futures.

Communication with parents

Our website is frequently updated to keep you informed of all our latest news. In addition, we will email you to keep you up to date with any specific information. We welcome parents into school and value the partnerships we have. There will be opportunities to join us for Celebration Days and Come and Learn sessions as well as special events like Sports Day. We hope you will contact us whenever you wish to know anything about school; this could be informally by ringing or popping in to the school office, or by making an appointment with the class teacher or Mrs Matthews.

Parent Forum

Our Parent Forum has been developed to create a discussion and feedback forum. It is made up of a small group of parents and grandparents who meet to discuss an agreed agenda of topics that relate to all aspects of school. Within this forum, is the opportunity to discuss a range of topics, plus initiatives that are in progress or that we are proposing, as well as ongoing matters. When vacancies become available we advertise these on the school newsletter.

Parent Evenings

Parent Evenings are held twice every academic year, usually in October and February, to enable parents to meet the teachers and discuss their child's progress and attainment. Appointments can also be made to speak to the Headteacher at this time. If you wish to speak with the school's Special Education Needs Coordinator then please contact the school office and an appointment will be made at a mutually convenient time.

News and newsletters

Regular newsletters are emailed to parents with details of important school news, events and dates. These can be found on the school website: www.johnhellins.co.uk under the 'Parents' tab and then Newsletters.

At home

Naturally, 'parental involvement' is not confined to school. Children are learning all the time and their parents are partners in education with our school. Homework is set by class teachers for all children and takes the form of Learning Logs. These are challenges which develop and extend learning and we are constantly amazed by how creative they can be. We value this opportunity for you to help support your child's progress. When children are in KS2 they can attend an after school homework club, where they can receive support with homework. In addition to the set homework task we will also send information by email about spellings and reading and ask that you support us at home with these. In KS2 children have access to several online maths tools which we ask they use every week.

The Home School Agreement

At John Hellins we would like to form a genuine partnership with you and your family members, to enable your child to reach their full potential whilst they are with us. To demonstrate the importance of this partnership, we ask for a copy of our Home/School Agreement to be signed by the child, their teacher and their parent. The agreement outlines the responsibilities of everyone in helping to create a safe, happy and positive learning environment.

Contacting Parents

In case it is necessary for a child to be sent home because of an accident or illness, it is essential that we hold a daytime/work phone number for you, your work address and also an alternative emergency contact. You will appreciate the need to keep this information up to date and it is vital that the school is notified of any change to the details as soon as possible.

Key Information

What are our school times?

- School day: 8.45am – 3.15pm
- Break time: 10.15-10.30am.
- Lunchtime KS1: 11.50pm-12.50pm
- Lunchtime KS2: 12.10-1.10pm

Arrivals and departures

The school doors open at 8.45am and children go straight to their classrooms. This is an opportunity for parents to talk briefly to school staff. School finishes at 3.15pm and children are collected from the school playgrounds by their classroom doors as follows:

Reception - Franklin Class

Year 1 - Newton Class

Year 2 - Edison Class

Year 3 - Einstein Class

Year 4 - Curie Class

Year 5 - Hodgkin Class

Year 6 - Anning Class

If you are going to be late collecting your child at the end of the day, please phone us so that we can let both your child and their teacher know. We encourage children to come to school on foot and have bicycle and scooter racks by the main entrance. If you need to drive to school we ask that you park on Mays Way or on the High Street to avoid congestion on Brownswood Drive. 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. If travelling to school in a car, please park carefully, considering child safety at all times. We work closely with our PCSO to improve safety at the start and end of school times.

Wraparound Clubs

Breakfast Club

We have an onsite breakfast club which runs from 07.45-08.45am. If you wish to book a place for this you can do so on Parent Pay. Please contact the school office if you do not have a log in for Parent Pay. Last minute bookings are also taken by telephone through the school office. The club is very popular and children particularly like the variety of food and the range of activities.

After School Club

We have a jam packed timetable of after school clubs which run at school from 3.15-4.15pm. The school office sends out information by email about how these can be booked. In addition to this, we work with two external providers who collect children from school and take them to after school clubs in Yardley Gobion, providing childcare until 6pm each day. Details are available from the school office.

Uniform

We believe that wearing school uniform helps children to look smart and promotes a strong sense of community within the school. 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.

Our school uniform is:

- White Polo shirt (logo items available).
- Royal blue jumper (logo items available).
- Royal Blue cardigan (logo items available).
- Charcoal grey skirt.

- Charcoal grey dress.
- Charcoal grey trousers.
- Blue and White checked dress.
- Small blue or black hair bobbles.
- Charcoal grey trousers.
- Charcoal grey shorts.

All children need a book bag which can also be ordered directly from our uniform supplier. We encourage girls to have their hair tied back for school. High fashion haircuts are strongly discouraged.

PE Kit

Our PE kit consists of royal blue shorts, white t-shirt and black plimsolls. We expect every child to wear the school PE kit. A pair of trainers and a tracksuit 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 for children in Year Five during the spring term. Bermuda style shorts and two piece swimsuits are not allowed.

Lost property

Please put your child's name in all the items that your child wears or brings to school. Sometimes belongings do go missing and it makes it much easier to return them if they are clearly labelled. Sew-in or iron-in tags are great for this, as is a permanent marker pen.

Where to buy

Our dedicated school uniform supplier is Jules at Home who are able to provide all our logo branded clothing as well as other uniform items and school equipment. The Jules at Home website can be accessed via www.julesathome.co.uk

School Uniform can be ordered directly from our supplier at any time. It is then delivered directly to an address of your choice or to school.

School Uniform Bank

We run a School Uniform Bank with items of good quality used clothing that parents kindly donate. The Uniform Bank is available to parents. We welcome donations of used (in good condition) uniform, PE kits, shoes/trainers and coats at any time.

Food in school

School meals

Our children are busy growing, not just through their learning, but physically too. We know that to perform at their best, they need a balanced and nutritious diet. School meals are cooked freshly on site in the John Hellins Kitchen. Three lunchtime options are available and can be ordered and paid for via Parentpay. Meals cost £2.40 per day. Currently, all lunches are free for children in Reception, Year One and Two.

Packed lunches

Whilst we strongly recommend pupils have a school lunch, especially in Reception, Year One and Two, if you do wish to provide a healthy packed lunch then this is acceptable. Children need to bring their food 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. We ask that packed lunches do not contain any sweets and recommend that they contain at least one piece of fruit or vegetable. We provide water for all children at lunchtime and ask that no other drinks are consumed at lunchtimes.

Free School Meals

The school actively encourages anyone with a child in KS2 who believes that they may be entitled to Free School Meals, to speak to Mrs Matthews. We can support with Pupil Premium eligibility checks which can be done at any time should your circumstances change. Currently, meals are free of charge for pupils in Reception and Years One and Two.

Milk

School Milk is available for all children in school and is free of charge for all four year olds. Our milk is provided by Cool Milk and if you wish your child to receive this you can register with them directly via their website: www.coolmilk.com. Milk will be delivered directly to school. Once your child is five years old, they will still be able to receive milk at school though this must be paid for. Payment should be set up via the Cool Milk website.

Fruit and drinks

All children in Reception, Year One and Year Two will be provided with fruit every day. This may incur a minimal charge that will be payable via Parentpay. Children in KS1 are not allowed to bring snacks from home. If your child has any allergies, please ensure that we are fully aware of this. We encourage children to drink plenty of water, as this has been shown to aid concentration, so please provide your child with a named water bottle for use in the classroom. Children in Key Stage 2 may bring in a snack from home. Mid-morning snacks must only include a piece of fresh or dried fruit or vegetables. Please ensure children do not bring in biscuits or chocolate bars for break time..

Lunchtimes

We work hard to provide a positive experience for our children at lunchtime. We recognise that lunchtime is a very important part of the day, both physically and emotionally. Our Lunchtime Supervisors encourage children to eat and drink healthily and to try new foods. We strive to create a relaxed and sociable feel within our Lunch Hall with table cloths, jugs and music. Children are encouraged to chat to their friends and have an allocated period of time within which to be seated.

Our Lunchtime Supervisors are very experienced and will encourage your child to eat their lunch. If they notice that your child isn't eating well they will contact you to talk about it.

Our Curriculum

Working in a variety of ways

Children, depending on the task and their 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 to 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 where needed.

Primary Education is divided into three stages:

- Early Years Foundation Stage: from ages 0-5
- Key Stage 1: from ages 5-7
- Key Stage 2: from ages 7-11

Early Years Foundation Stage

At John Hellins your child will enjoy many rich and varied experiences, most of which will be hugely practical and centred around play and exploration. Our children have access to a range of outdoor learning experiences, which we see as invaluable to your child's learning and development. The curriculum that your child will follow will be the 'Early Years Foundation Stage' (EYFS). There are seven areas of development in the EYFS:

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

Underpinning these areas are the characteristics of effective learning. These form a significant part of the EYFS curriculum. They are the key educational attitudes that we encourage children to adopt, and are the fundamental skills for becoming lifelong learners. These characteristics are promoted through all activities and include qualities such as independence, self-confidence, exploration, perseverance and joy in discovery. In Early Years, through these skills, we prepare children for their transition into Key Stage 1.

Key Stages 1 and 2

Teaching and Learning

At John Hellins we are committed to developing confident, enthusiastic and effective learners. To achieve this we provide opportunities for all children to fulfil their potential through a commitment to high standards and excellence.

Our innovative curriculum is one of the main strengths of our school and we ensure it is immersive, engaging, broad and rich. Our children are motivated, engaged and can demonstrate independent learning. We achieve this through our core principles for teaching and learning. These are as follows:

- Set high expectations and give every learner the confidence to succeed
- Establish what learners already know and build upon it
- Structure our pace and learning to make everything challenging and enjoyable
- Inspire learning through a passion for the subject
- Make individuals active participants in their learning
- Develop learning skills and personal qualities.

We also recognise the significant impact that environment has upon children's learning. We maximise this through our fantastic outdoor learning provision and by ensuring that our indoor spaces are both inspiring and captivating.

Curriculum areas

From September 2014, we have been following the new National Curriculum. Our project themes are built upon the interests of our children to ensure high levels of engagement. Our skilled teachers ensure full coverage of the National Curriculum throughout these projects.

Reading

Throughout every day, our children are given frequent opportunities to read independently, in groups or to an adult. We hope that this will foster a love of reading that will stay with them for life. Our large collection of books held within the classrooms and the library is constantly being extended. We encourage our children to read for pleasure as well as information.

Spelling and Phonics

Spelling is a crucial skill which impacts all areas of the curriculum and is taught throughout the school in various ways. To begin with, children will experience the regular teaching and learning of phonics. This allows children to readily decode words and has a significant impact on reading fluency. To maximise success and development, children participate in regular group phonic or spelling sessions.



Maths (Numeracy)

Maths is taught, on the whole, as a discreet subject though we do link it to our topics and themes wherever possible. We endeavour to plan practical work, where children are tackling problems and conducting investigations. This provides a framework from within which children can learn about number, can recognise patterns and relationships, can measure and work with shapes and can collect and handle information. As well as developing mental arithmetic and formal number work, children need to analyse problems so that they can select and use the appropriate mathematics and materials to solve them – perfecting their applying and reasoning skills.

Project

Teaching our other lessons through a theme enables us to develop and support our children in their learning - without the constraints of a pre-produced scheme of work. Teachers plan, design and deliver engaging lessons of high quality. These lessons will include investigations in Science, programming in Computing, design and production in DT, and a wide range of other lessons to broaden historical and geographical understanding. The Arts feature highly across all projects and our children experience a vast array of activities. Such opportunities include exhibiting art work and performing music within the community, dance workshops, learning how to play new instruments and many more. We celebrate achievements with high quality displays.

Physical Education

Physical activity has a high profile at our school and we have a growing reputation for developing talented performers. Our children take part in multi-sport 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 allocated to PE is a minimum of two hours per week, but many children take part in far more than this through activities before and after school. We are very proud that we have twice been awarded the Active Mark Silver Award for the excellent provision of physical activities at the school, and for consistently performing well in competitions.

Religious Education

Religious Education is provided for all children and is 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. Our children are also introduced to various aspects of particular religions including, buildings, founders, symbols, stories, festivals and beliefs.

Personal, Social, Health Education

E-safety, anti-bullying, sex and drugs education, physical and mental health, all form part of our PSHE curriculum which is taught throughout the school.

When discussing sex and relationships, our children's ages and stages of development will be taken into consideration and answers given will provide acceptable and usable vocabulary. Scientific terms will generally be used. An increasing number of girls are beginning to menstruate whilst in primary school and we have proper arrangements in place. Parents are always informed in advance when SRE is planned.

Reflecting our commitment to healthy lifestyles we recently renewed the Healthy Schools National Award, and are now working towards the enhanced level. We are also nearing completion of the 'highly commended' Healthier Child Project. Our pupils are eager enthusiasts for healthy living and wellbeing.

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 become confident in sharing their knowledge of French.



Understanding how our school works

Positive attitudes to learning

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 the broadest sense, also contributes to all areas of the curriculum. We want to inspire confident, successful, independent learners and do this through our creative approach and our personalised delivery of the curriculum. This improves outcomes for all children. Our innovative curriculum is one of the main strengths of our school. Our children are motivated, engaged and able to demonstrate independent learning. Our project themes are built around the children's interests; this ensures high levels of engagement. Our highly skilled teachers ensure full coverage of the National Curriculum through these projects, across the year and over time.

Our Facilities

We are very fortunate to have some excellent facilities from which our children benefit. The facilities we are particularly proud of are:

- Our library and elaborate book collection.
- Outdoor learning in our outdoor classroom.
- An extensive range of laptops and iPads.
- Interactive whiteboards.
- Forest School area.
- School garden.
- Fantastic staff.
- Location at the heart of the village facilitating excellent community involvement.
- Chickens and rabbits!

Behaviour

Values and Beliefs

John Hellins Primary School has a positive and inclusive approach through which we aim to pre-empt inappropriate behaviour, thus enabling us to focus upon good behaviour. We believe strongly in the importance of modelling, promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our children and help them to learn how to manage their behaviour appropriately. We give children choices and make clear the consequences of the choices they make. We believe that children have rights and responsibilities and that children have the right to be safe, treated politely and to learn without disruption. We also believe that children have the responsibility to care for themselves, other people and their school.

Inappropriate behaviour

At John Hellins Primary School we expect all of our children to behave appropriately, we do not expect, and will not tolerate, behaviour which impacts on the learning and /or safety of others. Incidents of inappropriate behaviour will be dealt with promptly and fairly. The child will

always be given choices and the consequences of the choices will be fully explained. Teachers may use playtimes and lunchtimes to encourage the child to discuss and reflect upon their behaviour and the choices they made. Lunchtimes and playtimes may also be used for children to complete work, if the child's behaviour resulted in work not being completed to the required standard during the session.

To support some children with their behaviour, the Headteacher and/or SENCO and/or Pupil and Family Wellbeing Leader may hold meetings with the child and/or may contact their parents. Strategies to support the child will be provided and playtimes may also be taken away for a sustained period of time.

The School Council

The School Council is an integral part of school. They meet regularly to share the views of their classes, discuss improvements to school, organise whole school events and promote fundraising. They receive an annual budget but can also make suggestions to the Headteacher on ways we can improve their school experience. Their understanding of the democratic process is laudable.

Special Educational Needs

Support for SEN children

Our SENCO oversees all support and progress of any child requiring additional support across the school. The Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the Class Teacher. The frequency of these sessions will be explained to parents when the support starts.

Meeting parents

The Class Teacher will meet with parents at least on a termly basis (this could be as part of a Parents Evening) to discuss every child's needs, support and progress. All work within class is pitched at an appropriate level so that all children can access it according to their specific needs. Work is differentiated for groups, and on occasions may be individually differentiated. The benefit of this type of differentiation is that all children can access lessons and learn at their level.

One Page Profile and SENCO

Children who are not making expected progress are identified through progress meetings with the Class Teacher, SENCO and Headteacher. In these meetings discussion takes place around why individual children are experiencing difficulty and what further support can be given to aid their progression. We will contact you to discuss this and your child may be given a One Page Profile where we will agree targets to be focussed upon and how we will all work to achieve them. When the child's One Page Profile is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for

this will be discussed and the target may be adapted, broken into smaller steps or a different approach may be tried to ensure the child does make progress. We have an excellent team of Teaching Assistants and deliver programmes designed to meet groups of children's needs. Different children will require different levels of support in order to achieve age expected levels. Children may move off of the SEN register when they have made sufficient progress.

Accessibility

The policies of our school allow equal access to all areas of the curriculum and related activities. Our buildings fully meet all requirements for children and adults with physical disabilities. Reasonable adjustments are always made to ensure everyone has the best possible experience of working/studying at our school.

How to become a volunteer or Governor

Do you want to be a Governor?

The Governors are a team of dedicated volunteers who work with the Headteacher and staff to ensure high standards of education and care. They also oversee important decisions such as staffing and school finances. The Governing Body is made up of parents, staff, past and present members of the Local Authority and people from the local community.

Vacancies for Parent Governors are advertised as they arise. Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.

Volunteering in our school

Parents, grandparents and people from our community are encouraged to help in school in a variety of ways. If you would like to listen to children read, help in the school garden or assist with our chickens, 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 which include undergoing a DBS Check.

Attendance and the impact of taking term time holidays

At John Hellins we have outstanding attendance and outstanding results, and it is important to recognise the link between the two. The vast majority of our students achieve over 95%

attendance and this is what we expect from all students as a minimum. We are committed to enabling our pupils to take full advantage of the educational opportunities available to them. We recognise that positive behaviour and attendance have a significant impact on our children's attainment and their life chances as it maximises learning opportunities. Our school policy aims to support each child to achieve high levels of attendance and punctuality.

Contact the office

If a child is unwell and unable to attend school, parents need to contact the school office. Staff in the school office will be able to advise on the recommended period for which your child should 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 your child's whereabouts we will phone you to make sure they are safe.

Collection

If your child has to leave school during the day we must, for safety reasons, have a request from you and he or she must be collected. Children will never be allowed to leave the premises by themselves during school hours. If they are collected during the day you will be asked to sign them out at the office. If you wish your child to walk home at the end of the school day you should let the school office know.

Holidays

We do not advocate term time holidays and we expect all holidays to take place during the school closure periods. All school holiday dates are published to parents one year in advance on our website. If you do need to go away in an emergency, please write to or email the Headteacher.

Request for absence

The Government and Local Education Authority have put in place new procedures regarding absence during term time and Headteachers may only grant absence in exceptional circumstances. Whilst it will be important to look at the whole situation in making decisions about any individual request, the normality will be that requests will be refused. The aim is to ensure that every child gets their full entitlement to education; every missed lesson is a missed learning opportunity. Unauthorised absences may result in a fine. At John Hellins we will monitor your child's attendance carefully and write to you if we become concerned about it. On occasions, if attendance continues to be a concern, we may ask you to come in to school for a meeting in order that we may work together to improve attendance.

What to do if you have a concern/complaint

The school will always try to resolve difficulties or complaints at the earliest possible stage through discussion between teachers and parents, or Headteacher 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 Stage Two process with your complaint/concern being referred to the Headteacher for investigation and consideration. If you remain unsatisfied with the outcome of this stage, then your concern can be referred to Stage Three which is an appeal to a panel of School Governors. You will be fully consulted and informed at every stage, so that you are always aware of what is happening.

Assessment

As a school, we measure the progress of our children in learning against national expectations and age related expectations. The Class Teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track progress from entry in EYFS through to Year Six, using a variety of different methods including assessment against Key Objectives in the National Curriculum, Numeracy Screening, Reading and Spelling ages. At the end of Year Two and Six, children are assessed in the core subjects by their teachers as well as completing statutory assessment tests in reading, writing and maths.

School reports

Written reports, indicating attainment and progress of your child's abilities in all aspects of the curriculum, are sent home to parents in July. You will also have the opportunity to make an appointment to talk to the Class Teacher about any aspects of the report. In addition to this, there will be an open day where parents can look at displays in classrooms and may view their own child's work.

Is your child entitled to Pupil Premium Funding and Free School Meals?

Pupil Premium: why it's important!

Pupil Premium additional funding is given to schools for:

- Pupils who have been registered as being entitled to Free School Meals (FSM) at any point in the last 6 years. You must register for Free School Meals, so we receive this funding.
- Children whose parents are currently serving in the Armed Forces.

Extra money for extra support

Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. We can use this funding to support children in a wide variety of ways which are tailored to the individual child's needs. Typical examples include assistance with:

- The purchase of school uniform/PE kit or other equipment.
- The cost of school visits and extracurricular activities.
- Fees for breakfast and after school clubs.
- Confidence and skills building experiences.
- Specialist/extra tuition.

Free School Meals can be provided if parents/guardians are in receipt of certain Income support benefits. We encourage parents to apply for FSM even if their children do not take up Free School Meals because we can then access this additional funding to benefit your child. Further information about how the school spends these monies can be found on the school website. Please contact our school office who will assist you with the application process.

Pupil Premium for Adopted Children

The government have extended this to provide additional funds for children who have been adopted from care. However, funding will only be received should parents elect to inform their child's school that their child has been adopted and they would like the school to receive additional Pupil Premium Funding. From April 2014, schools in England can receive the pupil premium for children adopted from care or who left care under a Special Guardianship Order (SGO) on or after 30 December 2005. Schools can also claim the pupil premium for children who left care under a Residence Order (RO) on or after 14 October 1991. To claim the pupil premium for adopted children, and those who are the subject of a SGO and RO, parents will need to inform the school and provide supporting evidence, for example, the Adoption (Court) Order.



Who's who

The Staff Team

The Senior Staff Team

Jodie Matthews - Headteacher

Tim Crouch - Assistant Headteacher

Gill Wilcox - Assistant Headteacher

Cathryn Akrill - School Business Leader

The Teaching Team

Gill Wilcox, Tim Crouch, Julia Burgess, Erin King, Candace McColgan, Ashley Knighton, Charlene Bonini, Chris Knott

The Teaching Assistant Team

Karen Annan, Sharon Jones, Daniella Black Sarah McErlean, Mandy Rose, Helen McArdle, Natalie Tester, Kirsty Leahy, Kate Jones, Ruth Edwards, James Keen, Irma Leudiere, Katy Friday and Tom Judd (Sports Coach)

The Admin Team

Sam Holland, Sarah Carlier, Niki Ball

The Kitchen, Lunchtime and Breakfast Club Team

Amanda Simpkins, Helen McArdle, Sarah McErlean, Kirsty Leahy, Daniella Black, Natalie Tester, Selina Booth, Irma Leudiere, Ruth Edwards, Katy Friday and Tom Judd (Sports Coach)



What to do if...

My child is having difficulty making friends?

Occasionally, children struggle with friendships or making new friends at some time in their school life. This can be an upsetting time for both you and your child. Rest assured, this is perfectly normal and there are things that you can do to help.

Talk with your child

Encourage your child to talk about their feelings, and what has happened in the school day. Just knowing that these feelings are normal, and that they have someone to talk with, can help a lot.

Invite friends over

Ask your child who they enjoy spending time with at school. Start by inviting one or two of these friends over to your house, or arrange a get-together at a local park.

Talk with us

Contact the school office and ask to talk with your child's teacher or the Pupil and Family Wellbeing Leader about your concerns. Please don't be worried - we deal with friendship worries regularly and can help to make a plan to overcome them.

Get help if you sense a real problem

Take things slowly and don't expect 'too much, too soon'. Sometimes making friends can take time. In the majority of cases, shyness or difficulty making friends in childhood is perfectly normal. However, if things do not improve, or your child is getting more anxious and upset, please do talk to us again.

I'm struggling to help my child with their homework...

If you are finding it difficult to help your child with their homework, please don't worry! Lots of families find this can be challenging at times.

Talk with us

The way subjects are now taught in school may be different to when you attended school - so please don't worry if there are unfamiliar methods or terminology in your child's homework. Contact the school office and ask to talk with your child's teacher about your concerns - we can help with ways to make your child's homework a positive experience for everyone.

I'm worried about my child's progress...

It is perfectly normal for parents to be concerned about how well their child is doing at school. Rest assured, we will speak with you if there is any cause for concern and will work with you and your child to put a plan in place for anything that does need addressing.

On-going assessment

Your child is assessed regularly by their teacher, so we will be able to tell you how they are performing and how this relates to what is expected at this stage of your child's education. Your child's teacher will talk to you about this at Parents Evenings.

Extra support within school

Interventions will be put in place for any children needing extra support in specific areas of the

curriculum. We will always discuss these plans with you - so please feel free to ask any questions you may have. On occasions, it may be that your child is struggling because they need to wear glasses when in class, or is finding it hard to hear their teacher. All of these concerns can be discussed and addressed with your child's teacher and/or our SENCO (Special Educational Needs Coordinator).

Activities at home

If your child does need some extra encouragement in certain areas, your child's teacher can also provide you with some fun activities to do at home. These will compliment what is happening in class and will give your child the extra help and support they need.

My child is struggling to sleep or eat well....

The health and wellbeing of our children is of the utmost importance to us. We seek to help you and your child to deal with any problems that your child may face - be that sleeping problems, eating problems, anger or anxiety. By addressing these issues, we feel that we are helping to remove any barriers to learning that our children may have, ensuring that they can all benefit as much as possible from their time in school.

Pupil and Family Wellbeing

If your child is experiencing any of these, or similar problems, please don't worry - the chances are high that we have worked with many other families who have gone through the same thing. Please speak with our Pupil and Family Wellbeing Leader. Her role is to provide pastoral support to the pupils and families of our school, helping to address any concerns and worries you may have about your children at school or at home. Interventions are also offered for individual children or groups of children who need that extra bit of emotional or behavioural support.

I am having difficulties with school systems and forms.....

Accessing new online systems such as our Parents Evening Booking System and Parentpay can be difficult to start with, so please don't worry if you are having problems. Please contact the school office if you require any help with passwords, log-ins or accessing the systems. We are always happy to help.

Support with systems and paperwork

Our Pupil and Family Wellbeing Leader works with external agencies, local secondary schools and preschools to enable her to help you with school transitions, health services and financial entitlements to name but a few - ensuring that you can access the right information and to sign-post help where it is needed. She is also available to help with practical problems such as any school administration or paperwork that you would like support with.

My child is anxious about lunchtimes...

This is a perfectly normal source of anxiety for children - please do speak with us if you have any concerns, but be reassured that we work very hard to provide a positive experience for our children at lunchtime. We recognise that lunchtime is a very important part of the day - both physically and emotionally.

Our Lunchtime Supervisors encourage children to eat and drink healthily and to try new foods. We strive to create a relaxed and sociable feel within our Lunch Hall with table cloths, jugs of water and music. Children are encouraged to chat to their friends and have an allocated period of time within which to be seated for eating. Outside, we have a range of toys and equipment to facilitate exercise, social interaction and fun! We have dedicated play leaders who organise different sports and games each day.

What happens when my child transfers to secondary school?

The process

Northamptonshire County Council co-ordinates the secondary school admissions process for all children wishing to attend a secondary school within the county. All Northamptonshire secondary schools are comprehensive and do not allocate places according to ability. However, some secondary schools admit up to 10% of their intake according to an aptitude in their respective specialism. You must make an application even if you have an older child already attending the school. Do not assume that a place will be allocated automatically to a younger sibling!

How to apply

Parents/carers can apply for a secondary school (Year Seven intake) if their child lives in Northamptonshire at the time of application and has their 11th birthday between 1st September each year and 31st August each year (Year 6 in primary school);

Apply online

The easiest way to make an application is to apply online: www.northamptonshire.gov.uk/admissions.

Other ways of applying

Your local library

You can apply online at any Northamptonshire County Council library. There will be no charge for using the computers.

Apply by post

Download the information booklet from Northamptonshire's website and complete the application form at the back of the booklet.

Contact details for Northamptonshire County Council

School Admissions Team
Northamptonshire County Council
Angel Street
Northampton
NN1 1ED

Telephone: The Customer Service Centre on 0300 126 1000

Email: admissions@childrenfirstnorthamptonshire.co.uk

Website: www.northamptonshire.gov.uk/admissions



Frequently Asked Questions

Here are the questions that we find parents most frequently ask. If you have any questions that are not answered here, please contact the school office and we will be happy to help!

Can children have medicine in school?

We have a policy in place for the administration of medicines. Where necessary, we will endeavour to give prescription medicines to children whilst in school. In advance of this, you will need to complete a form upon which we will record when we have administered the medicine. All medicines will be securely stored and must be handed into the school office. Non-prescribed medicine can be given in certain circumstances. Parents should contact the school office regarding this.

Simple first aid is dealt with at school by qualified first aiders but if further treatment is needed then parents or carers and, if required, the child's doctor, will be contacted for further advice. In an emergency, an ambulance would be called.

The hearing and sight of all children is 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 any parental concerns that may arise and her contact details are available from the school office.

Are there school trips to pay for?

To deepen the delivery of the school curriculum, we aim to provide a broad range of enriching activities. On occasions, parents and carers will be asked to financially contribute to these, on a voluntary basis. We endeavour to keep these costs as low as possible. All children are offered a residential school trip in Year 6 for which there is a charge. Flexible payment plans will be offered wherever possible.

What clubs and activities can my child access?

Lunchtime activities are available for all children and include a range of sports, crafts and other activities. The timetable changes on a termly basis to keep the activities fresh and exciting.

After school clubs are offered to all children in Year One and upwards. These run Monday through to Thursday from 3.15-4.15pm and change every term. Some clubs are run by school staff and others by external providers. There is a cost associated with some of these clubs which is collected via ParentPay or by payment directly to external providers. Examples of clubs are recorders, choir, football, dodge ball, gymnastics, cricket, basketball, tennis, art and film making.

What jewellery can children wear to school?

Children may wear watches and one pair of stud earrings to school but should remove these for PE. If your child is unable to remove these items independently, please remove them before your child comes to school. Please note that we cannot accept any responsibility for any accidents caused by, or related to, the wearing of jewellery. Staff are unable to accept liability for loss or damage to such items.

Can children bring mobile phones to school?

If your child needs a mobile phone for walking to and from school, these must be handed in to the school office on arrival at school and collected at the end of the day.

What hairstyles are acceptable in school?

We request that hairstyles are sensible and appropriate for school. Long hair must be tied up for PE. We do not allow unnatural hair colourants or shaved hair designs.

What happens in extreme weather conditions?

Our policy is to close the school only if forced to by a risk to the health and safety of our staff and children. In the event of a school closure, due to adverse weather conditions, a notice will be posted on our website. If the school has to close unexpectedly in the middle of the day because of bad weather, parents will be informed by text or phone, and a notice will be posted on the website. Children will only be sent home if we have concerns that they are at risk of being unable to travel home safely. In this instance, every effort must be taken to collect your child as soon as possible. If you personally cannot get to school, or you work out of the local area, please have a contingency plan in place, i.e. another adult who may collect your child in your absence. Please make sure that we have at least two current contact numbers, in case we need to contact you urgently.

Information is also available via BBC Radio Northampton 104.2 FM, 103.6 FM or Heart FM.



Term dates 2021-2022

Autumn Term 2022

Friday 3rd September to Friday 22nd October
Half Term 25th October to 29th October
Monday 1st November to Friday 17th December

Spring Term 2022

Wednesday 5th January to Friday 11th February
Half Term 14th February to 18th February
Monday 21st February to Friday 1st April

Summer Term 2022

Wednesday 20th April to Friday 27th May
Bank Holiday Monday 2nd May
Half Term 30th May to 3rd June
Monday 6th June to Thursday 21st July



Being the Best We Can Be

- *Inspiring confident, successful, independent learners*
- *Developing responsible and resilient individuals*
- *Providing a nurturing, caring, family atmosphere*
- *Fostering a strong sense of community*
- *Building positive relationships between home and school*

*Our values... love tolerance creativity
resilience perseverance positivity honesty cooperation
kindness respect enthusiasm determination*



Being the best we can be

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