

Dear Parents

### **Welcome to Heritage Park Primary School**

On behalf of the staff and governors, I should like to welcome you and introduce you to our school. We hope that you and your family will have a long and happy association with us and look forward to welcoming your child into school.

I trust that you will find the information in this brochure useful. It is intended to provide initial information about the school and then to be used for reference. In addition you will read about various ways in which parents can be involved in the day-to-day life of the school. This is important for we believe that parents and teachers should work in partnership if children are to obtain maximum benefit from their school years.

If you have any questions regarding the information in this brochure, or any queries about the school, please do not hesitate to contact me.

Yours sincerely

Mrs K J Hepworth-Lavery  
Headteacher

## SCHOOL HOURS

**Our school hours are:**

**Morning session**                      **8.45am - 12.05pm**

**Afternoon session**                      **1.00pm - 3.20pm**

The register is taken promptly at the beginning of each session.

Children should arrive at school no earlier than 8.35am and, unless staying for an after-school activity, should leave immediately school ends. It is expected that all children in Key Stage 1 will be collected by a parent, guardian or another nominated adult who is known to the class teacher. For children in the reception class, it is a requirement that schools hold a list of people who parents have authorised to collect their child and that the children should only be collected by people on the list. Parents will be asked to provide a password which they should acquaint all the people on their list with as the classteachers will ask for this. If you decide to change either your password or your list of 'collectors' during the course of the year, you should contact the school office.

## SCHOOL FACILITIES

The school building was completed in December 1997 with an extension added in 2001. There are six class bases built as three pairs. Each pair has its own entrance from the playground, its own toilet and cloakroom facilities and computer workstation. The classes are arranged around two sides of a central courtyard. In addition there are two separate classrooms one for Year 6 and the other for the reception class. The reception class has its own toilets and cloakroom and leads directly into their own outdoor area which forms a natural extension to the classroom. Each classroom has a reading corner containing a wide variety of fiction books. There is a separate reference library and resources area, and ICT suite, kiln room and food technology room.

The school hall is well equipped for gymnastics and is used for a daily act of collective worship. At lunchtimes it serves as a dining hall and meals are served from the servery of the adjoining kitchen.

Incorporated into the school is a separate wing comprising of a carpeted hall, small kitchen and toilet facilities. This is used by the school as well as being available for hire by the local community. Further accommodation consists of a small group room, suite of offices and a staffroom.

There are two hard core play areas and to the rear of the school there is a large playing field together with a special feature area that can be used as an outdoor classroom and large play equipment. The whole of the school site has been landscaped with a wide variety of trees, shrubs and bulbs.

## OUR AIMS

**We aim to encourage a love of learning and thereby make every day a rewarding experience for child and teacher.**

The school offers a broad curriculum in line with the requirements of the "Curriculum Guidance for the Foundation Stage", the National Curriculum and advice of the Department for Education and Employment and the Local Education Authority. It is designed to meet the educational needs of each and every child.

We aim to help children:-

- to make best use of all opportunities presented to them during their time in school
- to develop lively, enquiring minds with the ability to question and argue rationally
- to acquire knowledge, skills and understanding
- to develop habits of self-discipline, acceptable behaviour, courtesy and good manners
- to understand the importance of taking personal responsibility for themselves and their learning
- to use language and number with confidence and enthusiasm
- to develop respect for religious and moral values and tolerance towards ways of life that differ from their own
- to understand the world in which they live and the interdependence of individuals, groups and nations
- to respect and care for other people and the environment
- to appreciate human achievements and endeavour
- to grow in aesthetic awareness and make best use of opportunities for their creativity and imagination
- to develop agility and physical co-ordination and the ability to express themselves through movement

We guide each child towards fulfilling his/her full potential:-

- through the provision of high quality education and resources
- through encouragement and high expectation
- by praising and recognising his/her achievements and talents
- by developing self-esteem and fostering self-confidence
- by providing a stimulating, happy and safe environment in which he/she may work confidently
- by ensuring continuity and progression through the setting of appropriate goals
- through offering equal opportunities
- by preparing him/her for future education and a fulfilling adult life

<b>SCHOOL STAFF</b>
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**Teaching staff as from September 2009**

Mrs K J Hepworth-Lavery	Headteacher
Mrs K Marks	Deputy headteacher
Miss E Adcock	Classteacher
Miss A Chambers	Classteacher
Mrs L Chapman	Classteacher
Mrs C Divers	Classteacher
Mrs M Drake	SENCo
Mrs C Freeman	Classteacher
Miss C Livingstone	Classteacher
Miss P McGroarty	Classteacher
Miss G Perry	Classteacher

**Non-teaching staff...**

Mrs C Anderson	Secretary
Mrs A Pitts	Administrative assistant
Mrs J Barker	Teaching Assistant (First Aider)
Mrs T Clinkard	Teaching Assistant and midday supervisor (First Aider)
Miss N Colam	Teaching Assistant
Mrs L Ewins	Teaching Assistant Reception Class
Miss R Hart	Teaching Assistant
Mrs P Hepper	Teaching Assistant
Mrs J Lazenby	Teaching Assistant and midday supervisor
Mrs E Mehmed	Teaching Assistant and midday supervisor
Mrs A Owlett	Teaching Assistant and midday supervisor
Mrs A Wales	Teaching Assistant and midday supervisor
Mrs N White	Teaching Assistant and midday supervisor
Mrs N Davison	Midday supervisor
Mrs L Walton	Playleader (After School Club)
Miss L Bradley	Playworker (After School Club)
Mrs D Barfield	Caretaker

<b>SCHOOL ORGANISATION</b>
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The school is organised into seven mixed ability classes, each taught by qualified teachers. The children are encouraged and enabled to work at their own level and we seek to bring out the best from each individual.

## ADMISSIONS

Although the Local Education Authority is responsible for setting criteria for admissions, applications for admissions should be addressed to the Headteacher. Occasionally we have places available for children who live outside the catchment area. However parents should be warned that there is no guarantee that a younger brother or sister can be allocated a place at the school in the future.

Where the number of applications is greater than the number of places available, places are allocated in the following priority order:-

- 1) **Verified medical need relating to the pupil.**
- 2) **Children living in the school's catchment area.**  
Details of the catchment area may be obtained from the school or from the Local Education Authority.
- 3) **Children living outside the school's catchment area with a brother or sister in attendance at the school.**
- 4) **Children outside the school's catchment area living nearest to the school by the shortest available safe walking route.**

## ADMISSIONS INTO THE RECEPTION CLASS

The children enter school in the September of the academic year in which they have their fifth birthday. The children initially start school on a part time basis, either mornings or afternoons, for the first few weeks of term. A child may then come to school on a full time basis once both the school and the parents are in agreement that he or she is ready to do so.

During the summer term prior to admission parents will be invited to a meeting at the school. At this meeting parents will have the opportunity to meet staff, to learn more about the school and to ask questions. The children, too, will have the opportunity to visit the school in order that they can meet staff and become familiar with the classroom and the school environment.

## THE CURRICULUM

The National Curriculum was introduced into schools in England and Wales from autumn 1989 and was revised in September 2000. Our curriculum builds on this national framework for education and the curriculum is delivered through a thematic approach. In the reception class we follow the guidance as set out in the Foundation Stage Curriculum.

As a school we aim to offer the children as high a quality of education as possible. In the last few years this high standard has been recognised by outside agencies who have presented the school with four prestigious awards. In July 2002 we were awarded the Basic Skills Agency's Quality Mark in recognition of the work we do with the children in

literacy and numeracy. In May 2005 we received this award again for our continued efforts to improve teaching and learning in these crucial subject areas and in May 2008 we received the award for the third time. Sport England have awarded us with their Activemark for the quality of physical education on offer to the children both as part of the curriculum and for the range of activities provided out of school hours. The Arts Council have recognised the opportunities that we give the children across the arts, in art, drama, dance and music, and given us their Artsmark Silver Award. We have also obtained the Healthy Schools Award for our work with the children on personal, social and health education, citizenship and the way in which we encourage the children to lead healthy lifestyles. We have been awarded Becta's ICT Mark for the work that we do with the children in ICT.

## **English**

By its nature, the teaching of English must extend into all aspects of school life. Every area of the curriculum demands its own specific use of language, both written and spoken, according to its requirements. Therefore we promote a variety of language skills across the whole curriculum.

Our scheme of work is planned in detail at each level to develop the children's skills in the three areas of the National Curriculum, which are:

- Speaking and Listening
- Reading
- Writing

In the reception class reading, writing and spelling are taught using a very structured phonetical approach. This work is then built upon through the use of the National Literacy Framework which is taught in the context of a daily literacy hour throughout the school. The children continue to use a variety of reading schemes. In addition various textbooks are used for the teaching of grammar, punctuation, spelling and handwriting. Handwriting follows an agreed school script that is based on the Nelson handwriting style.

Each classroom has a comprehensive selection of storybooks, poetry and reference books in their class libraries. These selections are regularly refreshed with new purchases. The school has a library and this is well stocked with up to date children's reference books on most subjects, including encyclopaedias.

## **Mathematics**

We provide a variety of structured mathematical experiences to develop the children's knowledge, skills and understanding in the use of number, shape, space, measure and handling data in accordance with the requirements of the National Curriculum and the National Numeracy Framework. Mathematics is taught for one hour each day throughout the school.

Our overall aim is to give the children confidence through exercising their ability to reason and communicate in all aspects of mathematics. Problem solving and investigation skills are encouraged and there is a great emphasis on mental maths.

## **Science**

In accordance with the National Curriculum, the children learn about life processes and living things, materials and their properties, and physical processes.

Science in everyday life is central to the school's scheme of work and activities are based upon the exploration and understanding of the world around us. Our science curriculum is mainly practical and through this we aim to develop the children's investigative skills and knowledge. We take the children on a three day residential trip to the Stibbington Field Study Centre in order to complement their work on habitats and food chains.

## **Design and Technology**

Design and technology is about designing and making products. The children learn a range of techniques, the use to which a variety of materials can be put, including food-based products, and how to use tools safely and accurately. The children are required to demonstrate their understanding of this knowledge by designing and making their own products. Food technology is taught in a purpose built room.

## **Information and Communication Technology**

The school currently has PCs and appropriate software to meet the needs of the curriculum. Sixteen of these PCs are housed in the purpose built ICT suite, fifteen are housed in a mobile laptop trolley, and the rest are classroom based. The children are given opportunities to engage in data handling activities, word processing, modelling and to experience programs that instruct and control devices. This computer-based work occurs in many contexts and supports subjects across the curriculum. Every classroom has a wall-mounted interactive whiteboard and we have a number of digi-blue cameras and video cameras that allow the children to make short films.

## **History**

Our approach to history is one of investigation and enquiry using artefacts, photographs, paintings, videos and music. The children are encouraged to develop a curiosity and long term interest in the past that will enrich their understanding of today.

At Key Stage 1 the children learn about famous people and things that happened in the past. At Key Stage 2 the children study aspects of British History, including the Vikings, the Tudors, the Victorians and life during World War II. In addition they learn about Ancient Egypt and Ancient Greece. Many of the historical topics at Key Stage 2 include educational visits to museums and other relevant places of interest.

## **Geography**

In geography the children study the relationships between people and places at a number of different scales, from the immediate and local to the distant and global.

At Key Stage 1 much of the children's geographical education takes place in the local area. In addition they learn about specific localities elsewhere in the U.K. and in the wider world. At Key Stage 2 the children make a study of a Third World country, they

focus upon a contrasting area of the U.K. and study geographical themes including settlement, weather, rivers and environmental change. Map reading is taught at different levels throughout the school. The children spend a week in a contrasting area of the country.

## **Music**

We aim to stimulate the creative imagination, cultivate an interest in music and develop musical abilities in all children. The children are given experience of sound, rhythm and melody through listening to, composing and performing music in accordance to the National Curriculum. We regularly have visiting musicians come to school so that the children have the opportunity to listen to music of varying styles and from different cultures.

In September 2005 we entered into a partnership with Cambridgeshire Music with a view to improving music teaching across the school by providing all children with the opportunity to learn to play a musical instrument. The youngest children play ocarinas before progressing on to the recorder. In years 4, 5 and 6 the children learn to play a woodwind instrument. The children take these home and it is anticipated that parents will encourage them to practise for a short time each evening.

## **Physical Education**

The children are encouraged to be successful in all aspects of physical education. Included in the curriculum are gymnastics, dance, swimming, games, athletics and outdoor and adventurous activities. Skills and use of apparatus are developed to suit the needs of the growing child. Games help the child to enjoy and develop these skills and they promote social development, self-discipline and fitness.

The children are encouraged to play a variety of sports. At Key Stage 1 the emphasis is on developing the children's games skills whilst at Key Stage 2 they play football, netball and uni-hoc during the winter months and cricket and rounders in the summer.

In the reception class the children have three PE lessons each week. The rest of the school have two lessons a week. As from September 2005 one lesson a week has been taught by a qualified sports coach.

At various times during the year there are extra-curricular activities that the children may partake in. These include cricket and football coaching, netball and country dancing. As a school we participate in local football and netball leagues and tournaments.

## **Art**

In art the children are given experience in drawing, painting, print making, textiles, 3D work and sculpture. The children are provided with a variety of tools and materials and are given many opportunities to experiment and develop their skills.

The children are encouraged to value and develop a critical response to their own work as well as that of others. This includes studies of artists from different periods and cultures, artists in residence working with the children in school, and visits to art galleries.

## **Religious Education**

The 1988 Education Reform Act requires that syllabuses, whilst reflecting the fact that the religious traditions in Great Britain are in the main Christian, must take account of the teaching and practices of the other principle religions represented in this country.

We have produced our own R.E. programme with the guidance of the county's agreed syllabus "A Framework for Religious Education in Peterborough". The aim of this syllabus is to enable children to understand the nature of religion, its beliefs and practices. The school's scheme of work follows this aim, setting out to help children acquire a knowledge about, and understanding of, religions and reflect upon, and respond to, human experience. These targets are approached through the themes of writings, people, places, worship, festivals, rites of passage, self and the natural world.

The development of personal respect, relationships and moral values is taught alongside Religious Education. An act of collective worship is held daily and is non-denominational. If you wish to exercise your right to withdraw your child from those parts of Religious Education that constitute worship or religious instruction as provided for in the 1944 Education Act, you should contact the Headteacher.

## **SPECIAL EDUCATIONAL NEEDS**

If a class teacher identifies a child as having special needs, his or her name will be recorded on a 'class teacher concern sheet' which will give details of the difficulties which the child is experiencing. This sheet is reviewed each term. If these difficulties still persist after a term then the child will be placed at 'school action' and an Individual Education Plan, or Group Education Plan, will be written. Once again this will be reviewed termly.

If the child's difficulties continue, other professional advice may also be sought from outside agencies, for example from the educational psychologist. A very few children whose needs are serious, complex and long term may be referred for a statutory assessment. A Statement of Educational Needs may be the outcome. At all stages we work in close partnership with parents.

## **SEX EDUCATION**

Parents are the key figures in helping their child to cope with the physical and emotional aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. Our teaching of sex education is complementary and supportive.

Sex education is taught during year 6. The ITV video entitled "Living and Growing" is used and parents of year 6 children are welcome to borrow this in advance if they so wish. The approach used emphasises the love and care needed in the upbringing of children and the responsibility of bringing a new person into the world. We answer children's questions in a frank, straightforward and sensitive manner at the level judged to be appropriate to the maturity of the questioner. Due consideration is given to any

religious beliefs or cultural traditions that may have a bearing on the discussion of sexual issues.

We hope that many parents will welcome the fact that sex education is included in the curriculum. However we respect the right of individuals to be able to withdraw their child from all, or part of, sex education.

### **EXTRA – CURRICULAR ACTIVITIES**

The staff provide many opportunities for the children to become involved in various extra-curricular activities during the lunch hour and after school. The intention is to attempt to cater for as wide a range of interests and age groups as possible and the clubs on offer at any one time reflect the staff's interests and talents.

Some of the extra-curricular activities are seasonal, for example each summer term the country dance club prepare for, and then perform at, the Peterborough Primary Schools' Dance Festival. Other clubs, such as the choir, ICT club, reading club, take place all year round. Some activities are organised by outside bodies, for example cricket, rugby and football coaching.

### **CHARGING**

To enrich the curriculum we look for opportunities to take the children out into the environment or have visitors into school who can provide special expertise. Unfortunately these often cost money. In order for these activities to take place we often have to ask parents for monetary contributions. Charges are made in the following circumstances for activities organised by the school:

- The board and lodging element of residential activities deemed to take place within school hours.
- The full cost to each pupil of activities deemed to be optional extras taking place outside school hours.
- The cost to the pupil for providing individual instrumental tuition.
- The cost of materials, ingredients, equipment for certain aspects of the curriculum if the parents have indicated in advance that they wish to own the finished product.

In certain circumstances where there may be cases of family hardship that make it difficult for pupils to take part in particular activities for which a charge is made, parents or guardians may apply in confidence for the remission of charges in part or in full. Authorisation of remission will be made by the headteacher in consultation with the chair of governors.

### **HOMEWORK**

Style, content and quantity of homework change as the children progress through school in accordance with government guidelines.

Our structured approach to reading requires the support of parents in order to give extra practice to the work undertaken in school. Parents receive detailed guidance as to how they can best help their child.

Reading scheme books are sent home regularly and are accompanied by a reading diary that acts as a two-way dialogue between home and school. It is anticipated that children will spend approximately ten minutes a day reading with parents at the early stages. As the children become more proficient at reading they will no longer need to read to parents but will read independently. They should be encouraged to build up their reading stamina to at least twenty minutes of independent reading a day by the time that they are in year 6.

Spellings are set in all years, although lists will vary in length and difficulty according to the age and ability of the child. We hope that parents will give invaluable support with learning these at home.

Once multiplication has been taught in school, tables will be set for homework. Once again we hope that parents will help the children to learn these.

As children's research abilities develop, so they are encouraged to complete work from topic assignments at home. There may also be times when a class is studying a particular area of the curriculum for which extra work will be extremely useful. Parents are asked to support such homework activities and may be asked to help where appropriate.

In cases of illness or other factors that cause a falling-behind in general class work, children may be asked to complete specific tasks at home. Once again parental involvement will be sought.

### **MONEY IN SCHOOL**

Money that needs to be brought into school, for example for dinners, should always be placed in a sealed envelope, with the child's name and class on the outside, with a clear note as to what the money is for. Children should not bring money into school unless it is for a specific purpose.

### **SECURITY**

Every attempt has been made to make the school as secure as possible. The gates leading into the main playground are locked once school has begun and are not reopened until the end of the school day. There are locks on all the external doors and visitors are asked to report to the main reception. There they will be greeted by the school secretary, asked to sign the visitors' book and given a badge to wear for the duration of their stay in school.

### **COMPLAINTS**

We expect all pupils, staff and parents to listen carefully and respectfully to each other. Parents who are not happy about something should contact us at once. The headteacher will always meet concerned parents in order to resolve difficulties. Minor complaints should be dealt with by the class teacher. If you are not satisfied at this stage, then please contact the headteacher. Complaints of a more serious nature should

be referred immediately to the headteacher so that an early investigation may be made into the problem. If the problem is not resolved, then parents should consult a member of the governing body.

## **TRANSFERRING TO SECONDARY SCHOOL**

During your child's final year with us the following arrangements are made for September transfer to secondary schools:

Early in the autumn term parents receive detailed information about secondary schools together with a preference form and full instructions. Later in the autumn term secondary schools arrange evenings for parents to assist in the making of this important choice. Parents are notified in the spring term of their child's secondary place. In July the children spend an introductory day at their new school and parents are invited to another parents' evening.

In 2008 there were 26 children in year 6. Twenty two children transferred to Stanground College, one child transferred to Hampton College, one child transferred to Orton Longueville School. Two children relocated to Huntingdon.

## **SCHOOL MEALS**

Lunchtime is an important part of the school day. Good manners and table etiquette are encouraged and we regard the school meal as an opportunity to practise social skills.

School meals are provided by the School Catering Service who take care to ensure that the children are presented with balanced, nutritious menus, and these menus rotate on a three weekly basis. There is a set menu with two different set meals available each day, whereby the children will either choose lunch choice 1 or lunch choice 2 and the catering staff serve the complete meal (main dish and vegetables). A salad bar will always be available should a child require a salad.

The cost of a daily school meal is £1.90 for children in reception and Key Stage 1 and £2.00 for children in Key Stage 2. Meals must be paid for weekly in advance, preferably on a Monday morning. The children should bring their lunch money in a sealed envelope clearly marked with their name. Alternatively meals may be paid for by cheque. Cheques should be made payable to Heritage Park Primary School and should have a cheque card number on the reverse.

Parents who are entitled to free school meals should apply to the school office for a registration form.

Children may go home to lunch or bring sandwiches if preferred. The lunch should be packed into one clearly named container. No sweets of any kind are permitted, nor are cans or bottles of fizzy drinks.

## **BREAK TIME SNACKS AND DRINKS**

The children in the reception class and Key Stage 1 are provided with a piece of fruit each day to eat during the mid-morning break. The purpose of this is to encourage healthy eating. Children in Key Stage 2 are welcome to bring a piece of fruit to school if they so wish.

Milk is available and may be purchased through an outside provider, Coolmilk, who deliver to school each day. Details of this scheme are available from the school office.

The children in the reception class have access to a water fountain at all times. Children in other year groups may bring bottled water to school if they so wish. We ask that the bottles are clear, that they only contain water and that they are clearly labelled with the child's name.

## **MEDICINES**

As a rule no medicines are allowed at school. These days a large number of children are prescribed antibiotics and very often seem fit enough for school before they have completed the course of medicine. If a child returns to school and is still taking medication, the medicine should ideally be given by the parents or guardians before school and immediately after school. The school is unable to accept responsibility for safely storing or properly administering medicines.

There are exceptions to this rule, notably inhalers for asthmatics. If a child has been given an inhaler then this should be kept in school and should be clearly labelled with the child's name. An asthma record card should be completed and returned to the school giving full details of the child's condition and treatment. Any questions should be referred to the Headteacher.

## **INSURANCE**

Although we exercise every possible care, accidents do occasionally happen. It is sometimes assumed by parents that if an accident occurs at school, the school can be held responsible and automatic financial compensation made. However liability is strictly limited to cases where there is proven evidence of negligence. In the vast majority of cases the circumstances normally reveal little, if any, evidence of negligence on the part of the school or the Local Authority. Therefore, if they think it necessary, parents should make their own arrangements for personal accident cover for their children.

Privately owned musical instruments should be insured, as the school cannot be asked to pay for repair or replacement.

## **PARENTS**

Parents are welcome in school and the teachers are usually available at short notice to meet parents for consultation. However, parents are asked not to enter into a long

discussion with a teacher before school or to come into school to talk to a teacher whilst school is in session.

There are also two opportunities for you to discuss your child's progress with the class teacher. The first meeting is in the early part of the autumn term and the second is in the spring term. Towards the end of the summer term you will receive a written report relating to your child's progress.

Parents are often seen around the school helping in various ways. They may be taking groups for cooking, helping with school visits, etc. and offers of help in this way are very much appreciated.

### **PASTORAL CARE**

When the children are in school the teachers stand in *loco parentis* and children are under direct supervision of teachers and other appointed staff, i.e. midday supervisors and ancillary helpers. The staff deal with all minor accidents but parents are contacted if there is an emergency. For this reason it is important that we are informed of any change of address or telephone number. There is a qualified first aider on the staff.

### **AFTER SCHOOL CLUB**

Our after school club, Asgard, operates from 3.20pm to 5.45pm each day during term time. Parents who are interested in obtaining a place for their child should contact the school office for a registration form and full details of the club.

### **CLEAN AIR AWARD**

We were the first Peterborough school to be awarded the Clean Air Award (Gold Status) because of our no smoking policy that applies to the whole of the school site. We believe that this policy helps to protect the health of the children and staff.

### **FRIENDS OF HERITAGE PARK PRIMARY SCHOOL**

The Friends of Heritage Park Primary School Association was set up in March 1999. The purpose of the association is to organise a number of fundraising and social events each year to buy such equipment as is felt necessary by the school. All parents are automatically members of the association. However membership is extended to other interested people outside the main parent body.

### **SCHOOL WEBSITE**

The school website was officially launched in April 2003. All letters sent home from school are automatically placed on the website. There is also a wealth of other information to be found there including diary dates, term dates and examples of children's work. You can visit our website on: [www.heritageparkschool.co.uk](http://www.heritageparkschool.co.uk)

## UNIFORM

At Heritage Park we believe that a uniform looks smart, wears well and contributes to the feeling of belonging to the school community. Also coming to school in school uniform fosters pride in the school and helps establish the correct attitude for serious work.

The school uniform is as follows:

- Boys:            Grey school regulation trousers or shorts  
                    White shirt or polo shirt  
                    Red sweatshirt  
                    Grey, white or black socks
- Girls:            Grey skirt or pinafore dress  
                    Grey school regulation trousers may be worn in cold weather  
                            (i.e., from the start of November to the end of the spring term)  
                    White blouse or polo shirt  
                    Red sweatshirt or cardigan  
                    White or grey socks or grey, red or black tights  
                    Girls may wear a red and white checked dress in the summer.

Red sweatshirts, red sweatshirt type cardigans and white polo shirts, all embroidered with school emblem upon them, are available from the school office.

For all PE activities it is important that the children have the appropriate kit. This should be brought to school in a bag of the drawstring variety. We have PE kits in school colours for indoor and summertime wear. These red shorts and white T-shirts are available from the school office, as are the PE bags. During the winter months the children will require an extra layer of clothing for outdoor PE. A tracksuit top or sweatshirt top would be ideal. The children do indoor PE barefooted and should have a pair of plimsolls or trainers for outdoor PE activities.

Children should not wear jewellery to school other than one pair of stud earrings and a watch. In the interest of safety these items must be removed for PE activities. Therefore, ideally, they should not be worn on days when your child is doing PE.

We should be grateful if you would label your child's clothing as this makes it much easier for us to trace the owners of lost property.

## ABSENCE

In cases of illness please ensure that your child remains at home until completely recovered as infections are easily spread in school. In the case of diarrhoea and vomiting a child must be completely clear of these complaints for at least 48 hours before returning to school. A list of exclusion times for infectious diseases is kept in school and this may be consulted at any time.

All absences from school must be covered by a letter from parent or guardian when the child returns but in the interests of safety, it is advisable to telephone the school on the

first day of absence. Prior notice, in writing, is required of medical appointments, etc. which will require a child to leave school during the school day.

Under exceptional circumstances permission may be sought for a child to be absent from school for a family holiday. Up to ten days absence may be granted at the Headteacher's discretion, **however there is no automatic right to time away from school for this purpose.**

## ATTENDANCE REGULATIONS

From August 1991 the Secretary of State for Education introduced the School Attendance Regulations as part of the very many changes imposed by the Education Reform Act. We now have to separate categories of authorised and unauthorised absence and include information on unauthorised absences in our school brochure and annual report to parents.

The Department For Education and Employment's regulations define authorised absence as being when a child is absent on any day:-

- 1) when prevented by attending by sickness or any unavoidable cause;
- 2) exclusively set apart for religious observance by the religious body to which his/her parents belong
- 3) on the grounds that suitable transport has not been provided and the school is not within walking distance.

All other absence is therefore to be recorded as unauthorised which includes late arrival and holidays taken without permission having been granted by the Headteacher. Unauthorised absences may result in the Local Education Authority issuing a penalty notice.

<b>ATTENDANCE RECORDS</b>
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**Autumn term 2007**

<b>Year Group</b>	<b>Number of children in year group</b>	<b>Number of children with at least one authorised absence</b>	<b>No. of children with at least one unauthorised absence</b>
Reception	30	23	4
Year 1	30	21	1
Year 2	24	19	3
Year 3	26	17	1
Year 4	30	24	2
Year 5	30	22	2
Year 6	25	20	3

**Spring term 2008**

<b>Year Group</b>	<b>Number of children in year group</b>	<b>Number of children with at least one authorised absence</b>	<b>No. of children with at least one unauthorised absence</b>
Reception	30	24	8
Year 1	30	13	1
Year 2	24	20	3
Year 3	26	10	2
Year 4	30	20	1
Year 5	29	19	2
Year 6	26	15	2

**Summer term 2008**

<b>Year Group</b>	<b>Number of children in year group</b>	<b>Number of children with at least one authorised absence</b>	<b>No. of children with at least one unauthorised absence</b>
Reception	30	25	3
Year 1	30	19	0
Year 2	23	18	4
Year 3	26	18	4
Year 4	30	15	1
Year 5	29	18	1
Year 6	26	17	5

**HERITAGE PARK PRIMARY SCHOOL**  
**KEY STAGE 2 ASSESSMENT RESULTS 2008**

These tables show the percentages of Year 6 children achieving each level at Heritage Park Primary School in 2008. Number of children in Year 6: 26.

Figures may not total 100% because of rounding.

<b>TEACHER ASSESSMENT</b>									
	<b>Percentage at each level</b>								
	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Pupils Disapplied</b>	<b>Pupils Absent</b>
English	0	0	0	4	65	31	0	0	0
Speaking and Listening	0	0	0	8	62	31	0	0	0
Reading	0	0	0	4	46	50	0	0	0
Writing	0	0	0	23	54	23	0	0	0
Mathematics	0	0	0	4	54	42	0	0	0
Science	0	0	0	0	54	46	0	0	0
W represents pupils who are working towards level 1 but have not yet achieved the standards needed for level 1.									
<b>TEST RESULTS</b>									
	<b>Percentage at each level</b>								
	<b>Below Level 3*</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Pupils not entered#</b>	<b>Pupils Absent</b>		
English	0	4	62	35	0	0	0		
Reading	0	0	38	62	0	0	0		
Writing	0	15	69	15	0	0	0		
Mathematics	0	0	50	50	0	0	0		
Science	0	0	42	58	0	0	0		
W represents pupils who are working towards level 1 but have not yet achieved the standards needed for level 1.									
* represents children who were not entered for the tests because they were working below level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children entered for but not achieving a level from the tests.									
# pupils working at the levels of the tests, but unable to access them.									

<b>THE GOVERNING BODY</b>
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**Governors are appointed to help:**

- 1) Decide what is taught.
- 2) Set standards of behaviour.
- 3) Decide how the school budget is spent.

School Governors have legal duties, powers and responsibilities. They have to act together, they can not act individually.

**School Governors are:**

- 1) Parents
- 2) Teachers at the school
- 3) Local council representatives
- 4) Community representatives, businessman and women.

**Parent Governors:**

- 1) Have a child in school.
- 2) Are elected by parents of the school.
- 3) Serve, as do other Governors, for four years.

Our Governors and their nominating bodies are as follows:

**LEA Representatives**

Mr S Smith	11 Framlingham Road, Park Farm PE2 8UF
Vacant Position	

**Parent Governors**

Mr V Smith (Vice Chair)	C/o Heritage Park Primary School
Mr M Blackledge	28 Wigmore Drive, Park Farm PE2 8UZ
Mr B Latham	19 Peckover Close, Park Farm PE2 8UQ

**Co-opted Governors**

Mr S Bucknell (Chair)	5 Marketstede, Hampton Hargate, Peterborough PE2 8UP
Mr R Jenkins	7 Oxford Gardens, Snoots Road, Whittlesey PE7 1LF

**Teacher Governor**

Mrs L Chapman

**Headteacher Governor**

Mrs K Hepworth-Lavery

**Clerk to Full Governing Body**

Mrs C Anderson

**Clerk to Finance and Personnel Committee**

Mrs A Pitts

<b>TERM DATES FOR SCHOOL YEAR 2009-2010</b>
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**Autumn Term**

Term opens	Tuesday 8 September 2009
Half Term	26 – 30 October 2009 (inclusive)
Term closes	Friday 18 December 2009

**Spring Term**

Term opens	Tuesday 5 January 2010
Half Term	15 – 19 February 2010 (inclusive)
Term closes	Friday 26 March 2010

**Summer Term**

Term opens	Monday 12 April 2010
May Day	Monday 3 May 2010
Half Term	31 May – 4 June 2010 (inclusive)
Term closes	Wednesday 21 July 2010

## **HERITAGE PARK PRIMARY SCHOOL**

### **BEHAVIOUR AND DISCIPLINE POLICY**

#### **Introduction**

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes.

#### **Definition**

In the context of the school, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of abilities and social skills of the pupils.

#### **The School's Approach**

At Heritage Park Primary School we pursue a positive approach to discipline. We believe that our school should be a happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others.

#### **Policy**

1. The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the headteacher.
2. Class teachers have day to day responsibility for the discipline of the children in their classes and share the responsibility for the sensible behaviour of all children in and around the school. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.
3. A happy, caring environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.
4. Good behaviour is a priority and is insisted upon at all times. Politeness, good manners and care for everything and everyone are encouraged.
5. Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. Support staff, part time teachers and supply teachers are informed about problems facing particular children and of the methods being employed to overcome these problems. In this way the children can benefit from a consistency of approach.
6. If necessary children are given guidance in how to support a child who has been a victim of aggressive behaviour.
7. In exceptional circumstances, behaviour modification programmes are negotiated for specific children.

## **Code of Conduct**

The code of conduct is drawn up each year in consultation with the children. It is displayed in each classroom and the children's attention is drawn to it regularly.

### **General**

To make our school a happy place, we will...

Welcome new people to our school  
Be good ambassadors for our school  
Walk quietly and sensibly through the school  
Take responsibility for our own behaviour  
Try our best in everything we do  
Remember our manners  
Respect our learning environment

### **Classroom**

To make our classroom a happy place, we will...

Always speak in a quiet voice  
Listen to others when they are speaking  
Walk sensibly around the classroom  
Put our hand up if we wish to share ideas  
Work hard and try our best  
Make sure that we are prepared for the day ahead  
Use equipment safely and put it away when we have finished with it

### **Outside**

To make our playground a happy place, we will...

Play safe games  
Play considerately and fairly with each other  
Let children who are on their own join in our games  
Help others when they are hurt  
Put rubbish in the bins  
Stay where the grown ups can see us and ask if we need to go inside  
Stand still on the first bell and walk sensibly to our line on the second bell  
Stand quietly in our lines

### **Lunchtime**

To make our lunch hall a happy place, we will...

Try our hardest to eat all our lunch  
Try to eat a healthy lunch  
Walk sensibly in the hall  
Welcome other children to sit at all table  
Talk quietly with all of the people at our table  
Help the grown ups to keep the hall tidy  
Follow instructions and remember our manners

### **Rewards system**

Each classteacher takes responsibility for the individual and class reward systems that operate within their class, having first agreed this system with a member of the management team. Individual and/or class success and achievements are celebrated during Friday afternoon assembly.

### **Sanctions**

If a child misbehaves he or she is dealt with by the member of staff who witnesses the incident and the classteacher is informed.

A hierarchical system of consequences is applied should a child misbehave. The consequences are as follows:

1. A warning is given
2. The child loses five minutes playtime
3. The child loses ten minutes playtime
4. The child moves to another class for the remainder of the session and loses ten minutes playtime
5. The child is sent to the headteacher
6. A letter is sent to the child's parents and a meeting may be arranged

For severe misdemeanours a child will be sent directly to the headteacher, or the deputy headteacher should the former be absent.

A child may not be excluded from any part of the curriculum but may be excluded from extra-curricular activities, for example clubs. Should a child be excluded from an after-school club, the parents will have prior notification of this.

There is no detention after school and there is no corporal punishment.

A child may be excluded from school for a serious offence. This exclusion may take the form of spending a period of time at one of the seclusion centres run by the Local Authority.

Revised September 2008

<b>HERITAGE PARK PRIMARY SCHOOL UNIFORM PRICE LIST as at April 2009</b>
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**Red embroidered sweatshirt**

24, 26, 28 inch chest	£8.00
30, 32 inch chest	£9.00
34 inch chest	£10.00

**Red embroidered sweatshirt cardigan  
(special orders, not kept in stock)**

24, 26, 28 inch chest	£9.00
30, 32 inch chest	£9.50
34 inch chest	£10.00

**White embroidered polo shirt**

24, 26, 28 inch chest	£7.00
30, 32 inch chest	£7.50
34 inch chest	£8.00

**Red P.E. shorts and White T shirts (printed with school logo)**

PE shorts – sizes 22, 24, 26, 28 inch waist	£4.00
sizes 30, 32 waist	£4.50
size 34 waist	£5.00
PE t-shirts – sizes 24, 26, 28, 30, 32, 34 inch chest	£4.00

**Baseball caps**

One size	£4.00
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**Bags**

P.E. bags	£3.00
Book bags	£3.50

Cheques made payable to: 'Heritage Park Primary School'.