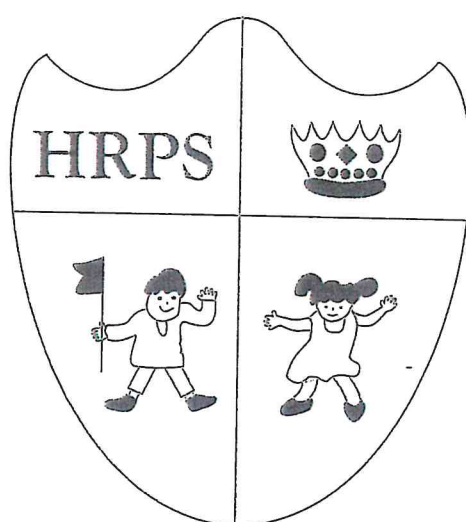


# Houghton Regis Primary School Prospectus



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## **The School**

Our school was built in 1966. It is situated on the north side of Houghton Regis. The grounds include a large playing field, a playground and environmental learning areas. The Foundation Stage Unit has a separate fenced play area which is used for a variety of activities.

The school logo was designed by the children. Regis is denoted by the crown and portrays the time in history when the land was the property of the King. The children on the logo represent the present day and the current role of the school.

All our children have equal access to every aspect of the school regardless of race, gender or ability and we welcome children from a variety of faiths and differing backgrounds.

## **Admission Arrangements**

All parents can choose the school they wish their children to attend. Our school has a designated catchment area and we will admit all children from this area if a place is available.

School places can be applied for by visiting  
[www.centralbedfordshire.gov.uk/school/admissions](http://www.centralbedfordshire.gov.uk/school/admissions)

Places are offered in accordance with the school's admissions policy.

If you or your child are registered as disabled, or have special access requirements, please contact the Headteacher prior to school admission to discuss your needs.

## **Transition Arrangements**

Our children transfer from primary to secondary school at the age of 11 years. Early in the year in which transfer is to take place, the Local Authority writes to all parents giving them full details of transfer arrangements.

## **School Organisation**

In our school there are 10 classes for primary school children and a foundation stage unit accommodating children between the ages of three and five years. Classes are arranged according to age group as far as possible and each class is of mixed ability. In some classes we have two year groups of children in order to achieve balanced class sizes. The curriculum is organised on a two year rolling programme of content which ensures curriculum coverage and continuity for all children. Children are taught according to their ability either as a whole class or in small groups and the curriculum is delivered through a mixture of single-subject and topic-based work.

Parents are encouraged to visit the school with their child, whether at first admission or when transferring from another school. These pre-school visits enable the children to become familiar with the building, the route to school, the teacher and the other children in the year group. Visits to our school are friendly and informal; there is time for parents to ask questions and for the child to meet and play with new friends. Open days are arranged in the foundation stage unit for Parents and Carers to visit during the school day.

## **School Term Dates**

Please ask in the school office for an up to date Term Date Calendar and there is always one present on the school website.

## **The National Curriculum**

In England the following subjects are included in the National Curriculum for Key Stages 1 and 2:

### **Core Subjects:**

English, Mathematics, Science, Computing and Religious Education.

### **Foundation Subjects:**

Design Technology, History, Geography, Modern Foreign Language, Music, Art, Physical Education and Personal, Social, Health and Citizenship Education.

Children aged three to five years follow the Foundation Stage curriculum and an Assessment Profile is completed for each child. All children, at the end of Year 2, are assessed using Statutory Assessment Tests (SATs) in English and Mathematics. All children, at the end of Year 6, are assessed using Statutory Assessment Tests (SATs) in English, Mathematics and Science.

The results of regular formative and summative assessments are used throughout the school to inform teaching and develop learning.

## **Values Education**

At Houghton Regis Primary School, every individual is valued for who they are and what they contribute to the school. The Values Education programme is intended to support the spiritual, moral, social and cultural development of every pupil within the school which we hope will then stay with them throughout their lives. The whole staff team and all pupils at our school are involved in promoting the values and recognising where others are 'living the values'. We also value our parents and careers contributions and encourage the values we share in school to be talked about and practiced at home and within the community.

The values developed through the Values Education Programme within our school have been selected by pupils and staff and are recognized as being important within the school community and throughout life. The values we teach help our pupils to work with one another co-operatively and with tolerance and respect. They learn the importance of friendship, understanding and trust and how to approach life with confidence and hope. These values, along with many more, make our school community happy and harmonious, where pupils, staff and parents feel safe and secure.



## **Religious Education**

Our assemblies emphasise the need to care for each other, the need to live together in harmony whilst developing our own moral and social values. On some occasions parents are invited to a special assembly to celebrate particular events. Religious education in our school is based on the County Agreed Syllabus for Religious Education and is part of the basic curriculum for all pupils.

## **English**

Language and literacy are acquired through the interaction of listening, speaking, reading and writing. We aim to develop these skills through the enjoyment of books, plays, writing for different audiences and by learning to be responsive listeners. All children participate in a daily lesson to develop their literacy skills. The school has a structured spelling, reading and handwriting programme which helps to develop these skills while at the same time allowing each child to maximise her/his own abilities and strengths. Reading books are regularly taken home and a reading diary creates a valuable regular link for parents. Children also have access to the school library and are encouraged to borrow and take these books home. Whilst developing high standards, we also aim for enjoyment and confidence in all areas of language.

## **Mathematics**

All children participate in a daily lesson to develop numeracy skills. Through mathematics, children learn to develop logical thought and spatial awareness. Their ability to assimilate, present and interpret information all contribute to their knowledge skill and understanding of mathematics. Children are taught data-handling, problem-solving, shape and measure as well as the 4 rules of number and mental arithmetic. The outdoor environment is regularly used to deliver the mathematics curriculum and enrich children's learning. Each child is also registered onto Mathletics where they can test their mathematical skills at home.

## **Science**

We value science as an exciting subject that encourages children to be curious about the world we live in and to carry out investigations and experiments to answer their questions. Science allows children to think creatively, to generate ideas, to gain a variety of practical experiences and to evaluate and draw conclusions from their findings. We aim to give children the knowledge, skills, language and attitude that will develop their natural curiosity about the world around them using a scientific approach to activate an enquiring mind. We have enrichment areas within our grounds, which are used regularly throughout the year to enhance learning across the curriculum.

## **Design Technology**

Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do. Our aim is to develop the children's confidence and skill in using the right tools and materials for the task while, at the same time, showing due care for safety. Design and Technology is a 'hands on' subject in which pupils have the experience of evaluating, designing and making products of a high standard.

## **Physical Education**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activity throughout their lives. Children learn teamwork and co-operation; enjoyment in participation; the will to strive for improved performance; the ability to win with magnanimity and lose with grace; all useful attributes for life. Children in key stage one and two have the opportunity to join a variety of school clubs and represent the school in local tournaments.

### **Swimming**

Our school feels strongly that every child should learn to swim well. Therefore we take 90 pupils per week to local swimming pools. Swimming lessons start in Year 2.

## **Art**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives. Children's work is greatly valued and displayed attractively within the school environment.

## **Personal, Social, Health and Citizenship Education**

The opportunities provided by this area of the curriculum are used to support our school aims of enabling all our children to be caring, contributing members of society. To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We focus upon a different "Value" each month and ask families to join us in celebrating children's achievements. Each age group follows an appropriate programme of work. This includes issues relating to personal safety, caring for others, the environment and behaviour management. We are concerned to provide, in partnership with parents, for the welfare needs of our pupils. Where appropriate we will seek the assistance of outside professionals such as the school nurse to help us deliver the curriculum.



## Teaching and Learning

The curriculum is planned and delivered in both single subject lessons and as part of a wider cross-curriculum topic. The children have the experience of working individually, in groups, or as a whole class according to the lesson planned. Experiences are planned which allow for children's individual learning styles and which promote optimum learning.

Learning consists of practical, investigative and collaborative experiences and teachers deliver the curriculum through their own individual blend of teaching styles. Strategies used are according to the teaching matter, age of children and stage of lessons or series of lessons so that approaches which best match the learning styles and needs of the children are used.

The staff work together to develop a whole school approach to the delivery of the school curriculum with regular staff meetings to discuss school policy and practice.

## Planning and Assessment

Assessment, monitoring and record keeping of children's work is undertaken by staff on an individual, class and school basis. The results of all assessments are used to inform future planning. Assessment will be, as far as possible, unobtrusive, constructive and form a normal part of the classroom routine. Records will be easily transferable, of use to the teachers' both compiling and receiving them.

We record each child's progress, abilities and experiences and adhere to the requirements of the National Curriculum legislation in accordance with directives and guidance from the Department for Education (DfE) and the Local Authority (LA). Individuals will be tracked from entry into the foundation unit to transfer to secondary school. The value added will be carefully monitored and will inform future target setting. In our planning we take account of the requirements of those pupils with differing needs. A combination of differentiation by input, task, resources and/or outcome is used with the emphasis on the child receiving the level of activity that is most appropriate. The performance and response of different groups of children is carefully monitored.

## Behaviour in School

We operate a whole school approach to discipline in which children are encouraged to choose appropriate responsible behaviour. An emphasis is placed upon encouragement and praise for good behaviour. Our school rules define the limits of acceptable and unacceptable behaviour. The children are encouraged to consistently follow the rules, to choose responsible behaviour and be aware of the consequences of behaving inappropriately. It is our policy to recognise and reward good behaviour. A partnership with parents is essential in encouraging children to make good decisions about their behaviour and we ask all parents to sign a home-school agreement with the school. Some of the ways you can help are:

- ❖ By talking to your children about the rules and the consequences of appropriate and inappropriate behaviour;
- ❖ By praising your children if they bring a letter, a sticker or a certificate home about good behaviour;
- ❖ Reinforcing the classroom rules with them if they bring a letter home about inappropriate behaviour.

If a child gives persistent cause for concern it is our policy to invite parents into school to discuss their child's difficulties. Bullying of any kind at school cannot be tolerated.

## **Illness**

Please do not send your child to school they are unwell. If your child has a rash, temperature, or is on antibiotics it is better to keep them at home. If your child is sick or has diarrhea, they should be kept at home for **48 hours following the last attack**.

Minor accidents are treated by a member of staff but, in the event of a more serious accident or an illness that occurs during the school day, it is essential that we have an up to date contact number where parents, a friend or relative can be contacted quickly should the need arise. Please keep us informed of any change of telephone numbers.

If your child needs medication while at school you must sign an indemnity form available from the school office. It is important that we are aware of any allergies or conditions which need regular medication, such as asthma. Only prescription medicines can be administered at school by the staff.

## **Jewellery**

We do not allow jewellery to be worn in school. The only exception is if your child has pierced ears, in which case one small stud may be worn in each ear. Earrings will need to be removed (by your child) for P.E. lessons. In addition, no make-up or nail varnish should be worn and we actively discourage the colouring of hair and/or extreme hair styles.

## **Lost Property**

Each class has a Lost Property box. Children are expected to be responsible for their own property and parents can help by naming their child's clothing and property. Every effort will be made to find lost items.

## **Health Checks**

There may be an occasion when your child is called for a Health Check with the school nurse. All school children will have a height, weight, vision and health check during their early years in school. Dental inspections are carried out periodically. If you have any concerns about your child's health which may affect her/his learning, please contact us so that an appropriate appointment can be arranged.

## **Newsletters**

We aim to keep all parents as up-to-date as possible about events going on in school. Regular monthly newsletters are on the school website and these are dated so that you will know if you have missed one. The current newsletter will be available on our website along with copies of all general letters sent home.

## **School Web Site**

The site can be accessed at [www.houghtonregisprimary.co.uk](http://www.houghtonregisprimary.co.uk)  
We aim to keep the site up to date with information for both parents and children.



## School Activities and Charging Policy

School activities are an important part of the learning programme for all pupils. They are organised to support the work planned by staff for a broad and balanced curriculum. These usually include 3 educational class visits each academic year. Other visits may be a walk to local places of interest e.g. park, church, library etc. to support class projects. Live drama groups are invited to perform in school to add to the variety of experiences offered to our children.

All educational visits and journeys are made with the approval of the governing body in accordance with the school's own policy.

Planning for educational visits and journeys follow the basic principles that:

- (a) they are educational
- (b) they are linked to the work of the curriculum
- (c) they are suited to the ages, abilities and aptitudes of the pupils in our school.

Parents will be informed by letter explaining the nature of the proposed activity and its likely value in educational terms. Charges are kept to a minimum and fees charged for parents who accompany children and staff on trips are taken from school funds. If the activity is non-statutory and/or part of the extended school curriculum then it will be stated that participation is optional and dependent upon receipt of payment. Arrangements will be made for children not participating in such activities that take place during the normal school day, to access alternative statutory lessons within school. A wide range of school fund raising events are held throughout the year and all the money raised goes towards supporting school activities and resources. Many visitors to the school throughout the year are paid for wholly or partly through school funds.

## School Meals

All children in Gold Class and Key Stage One classes are offered a free school meal every day. Dinners are available to buy at school for older children. The meals are freshly prepared and cooked in the school kitchen. There is a choice available for both first and second courses. A menu is available from the School Office.

Parents may pay daily, weekly, half termly or for a full term. The correct dinner money should be sent into school *before* the meal is taken.

All monies should be placed in an envelope clearly marked with your child's name and class. **Cheques to be made payable to Luton Borough Catering**

To find out if you qualify for Free School Meals please enquire with central Bedfordshire.

Your child may bring a packed lunch if preferred, in a suitable leak-proof container with your child's name clearly marked on it. No fizzy drinks, glass bottles, bars of chocolate or sweets should be sent in lunch boxes. A lunch trolley is provided for these containers to be left on. Water is always available at dinner time but, if preferred, other healthy drinks can be brought to school. These should always be placed in small unbreakable containers. Milk should not be sent as we have no storage facilities to keep it fresh.

## Complaints Procedures

If difficulties arise, the school, through teachers and the headteacher, should be the first point of contact. If a problem has been highlighted, every effort will be made to resolve it as quickly as possible and in an amicable way. The Local Authority has a procedure whereby complaints about the curriculum and/or collective worship may be dealt with. Should parents find it necessary to consider making a formal complaint, they should bring the matter to the attention of the Headteacher and Governors of the school. If parents find that they must embark upon the complaints procedure, then the Headteacher, on request, will provide them with the relevant details.

## Availability of Public Documents

The following information can be made available by arrangement with the Headteacher during working hours.

The school's policy documents.

The schemes of work in use.

The school's OFSTED Report.

The Local Authority Complaints Procedure.

The Local Authority Agreed Syllabus for Religious Education.

All the documents relating to the National Curriculum, Management of Schools and other matters relating to Education Reform and current Department for Education legislation which are distributed to schools are available, on loan, from the Headteacher.

