

# Highwoods Community Primary School

“Learning for Life”



## Prospectus 2022-2023

## Highwoods Safeguarding Statement

Highwoods Community Primary School is committed to supporting young people and their families who may be suffering from significant harm with the aim of making sure they are kept safe both at school and at home.

“Leaders ensure that policies are up to date and meet the latest guidance. All staff are provided with safeguarding training and this is updated annually. All of the appropriate pre-employment checks are carried out on staff and volunteers. Staff know their pupils well. Any concerns are reported and considered carefully and prompt action is taken.”

“Pupils spoke confidently about the ways in which school leaders and staff work hard to keep them safe and look after them. Pupils say that they feel safe in school and staff agree. They know who to go to if they have a concern and feel supported by the ways in which issues are resolved.”

“Pupils know how to keep safe on the internet and the reasons for doing so. They understand what bullying is and explained that, while it may happen, albeit rarely, it is resolved quickly and effectively by staff.”

Ofsted 2019

## Equality Statement

At Highwoods Community Primary School, we will abide by the law in respect of any legislation on equal opportunities including the Equality Act 2010.



## **Welcome to Highwoods Community Primary School.**

This school prospectus sets out the aims, policy and organisation of the school and it includes information about our school which you will need to know. We hope you will find the prospectus helpful and informative.

Highwoods is a Community Primary School for children aged 4 - 11 years.

The school is a modern building that opened in January 1989 and now has 14 class bases, 2 halls, 2 libraries and Forest Schools areas. There are also three group rooms and a resource area. There is a kitchen and provision is made for cooking school meals on the premises.

A large playground and playing fields are situated at the rear of the school. The grounds also include a valuable environmental area with a pond. The school has a log cabin for the use of Forest Schools and other dens used for various play activities throughout the year. There is an adventure playground with a safe surface. The school benefits from a seating area and specially designed sail shades to provide protection from the sun. The school building is surrounded by attractive paved areas and flower beds.

## Vision and Aims

### “Learning for Life”

At Highwoods, we are passionate about developing the whole child when supporting and nurturing young minds. Through our rich, varied curriculum, our Forest Schools Programme and our love of learning, we provide a stimulating, safe and fun environment where children learn about themselves and the world around them. Throughout their time at Highwoods, children become equipped with the knowledge and key skills needed to succeed and take their learning further in the future in an ever-evolving society.



## Curriculum Organisation

Highwoods Community Primary School follows the National Curriculum which was published in 2014. Our curriculum comprises the core subjects (Maths, English and Science) as well as foundation subjects (Geography, History, Art, Design Technology, Computing, Religious Education, Personal, Social and Health Education, Music, Physical Education and French).

### The Core Subjects:

#### English

English is taught daily. English learning comprises of daily reading sessions (phonics in Key Stage One leading onto Guided Reading sessions in Year 2 and Key Stage Two), daily spelling lessons and daily writing lessons, which often include grammar, drama and speaking and listening. In Reception classes and Year 1 we follow the “Read, Write Inc” programme for teaching phonics and reading skills. Once children progress from this programme, we use the Oxford Reading Tree book scheme and have well-stocked libraries from which children can choose their books to read at home and at school. Skills acquired in reading, writing, grammar and spelling lessons are applied throughout the day in all subject areas.

#### Maths

Maths lessons take place daily as well as a daily “Maths Meeting,” where key arithmetic and mental maths skills are practised. The teaching of mathematics is based on the National Curriculum 2014, which places a strong emphasis on mental fluency, reasoning and problem solving. The school also places a strong emphasis on children developing quick mental recall of important number facts in order to form a firm foundation for written computation. Investigational work forms an important part of the mathematics curriculum and will enable children to acquire the necessary skills and concepts and to develop their mathematical thinking. Children will be involved in practising these skills and where appropriate will apply them to other areas of the curriculum. Much of the mathematics taught is of a practical nature, which helps the children's understanding of new ideas.

Computation is often linked with measurement, shape and money. The children learn to apply these skills to solve real life problems. An emphasis is placed on learning number bonds and children are expected to learn their tables.

#### Science

Science is a practical subject and from the earliest age children are encouraged to ask questions about the world around them and to look for answers to their questions. The science curriculum is studied in units which are revisited as a child



progresses through the school. During the Foundation Stage, a wealth of first-hand experiences are provided for children to explore and make sense of the world around them. At Key Stage 1, the Science units are taught through topics and the work is integrated with other units wherever possible. At Key Stage 2, Science is taught as a discrete subject although links are still made with other curriculum areas. At all ages there is an emphasis on practical investigations. Science is studied in units which may be linked to other areas of the curriculum. The children are encouraged to think scientifically, to ask questions, and to plan and carry out investigations in order to answer their questions. A practical approach is adopted wherever possible.

### **The Foundation Subjects**

Geography, History, Art and Design Technology (including Food Technology) are taught through our thematic curriculum. Physical Education, PSHE (Personal, Social and Health Education), Religious Education, Music, French and Computing are taught as stand-alone subjects or as part of our thematic curriculum depending on the subject of the theme.

#### **Art**

Art work arises from all areas of the curriculum and often affords opportunity for self-expression coupled with awareness of colour, pattern, space and shape. The school is enhanced by the displays of children's artwork throughout the building.

#### **Design Technology**

Work in Design Technology is often linked to other aspects of the curriculum, particularly to Mathematics and Science. Children have the opportunity to design and make a variety of products. Food technology is incorporated into Design Technology.

#### **Geography and History**

History is taught through units which focus on a particular period in time. Children are encouraged to develop investigational skills and use different sources for their evidence. Visits to local places will be used to enhance their understanding. In Geography younger pupils will compare aspects of our immediate locality with surrounding areas. Older pupils learn about the wider world, including climate change and environmental concerns.

#### **Computing**

The school has many computer systems which are used to enhance work across the curriculum. We have a suite of lap tops and iPads with a wide range of software and

other technological resources. Interactive whiteboards are used in all the classrooms and the school hall. The mobile laptop and iPad suites provide the opportunity to teach the skills which the children will use across the curriculum. The children can also enjoy using the Internet safely to learn. We have a robust policy on e-Safety and children are taught in an age appropriate manner about responsible use of the internet, to be mindful of words and images they post on the internet and to treat their passwords as personal.

### Modern Foreign Languages

As part of our curriculum at Highwoods, all children in Key Stage 2 learn French. They learn French through exploration of key phrases and other activities, eg the register and games in PE. Our specialist French teacher follows plans which are based on the KS2 framework for languages which enables progression from year to year.

### Music

Children have opportunities to sing and enjoy music and to play a range of percussion and tuned instruments.



## Physical Activity and Sports Premium

We encourage children to adopt a fit and healthy lifestyle. The physical activity curriculum includes individual and team activities, taught at a level appropriate to the needs and capabilities of the pupils. We are well resourced for the teaching of games and both halls are fully equipped for the teaching of dance and gymnastics. Swimming is also part of the Key Stage 2 curriculum. Professional coaching staff frequently teach at the school and we encourage pupils to participate in a wide variety of sports. Extra-curriculum activities are offered to pupils of all abilities and we currently have very successful football and athletic teams who participate in local leagues and competitions. Each summer the children participate in our annual sports day and throughout the year children are involved in inter-house competitions.



## Religious Education

School Assemblies and Religious Education are based broadly on Christian principles and set out to emphasise the belief that children should live and grow together in harmony. They also promote a greater understanding of other people's needs both locally and worldwide. The RE syllabus covers a number of religions, including Christianity. Parents who wish their children to be withdrawn from Religious Education and Assembly should consult the Headteacher and alternative arrangements will be made.



## Relationships, Health and Sex Education (RHSE)

RHSE forms part of our Personal, Social and Health Education curriculum. Learning about growth and development, family life, personal care, relationships and finally puberty and reproduction provides opportunities to ask questions and to learn about values and attitudes. Parents will be offered the opportunity to view video clips and other multi-media when teaching about puberty and reproduction and have the right to withdraw their child from these lessons.

## Forest Schools

The ethos of Forest Schools is to offer children opportunities to achieve and develop in confidence, self-esteem and become independent. Forest Schools provides a safe but not always risk-free environment in which children can recognise and manage risks and use their own initiative. Adults are there to guide, encourage and praise.

Children in Years 3, 4, 5 and 6 walk to Highwoods Country Park. Children in EYFS, Year 1 and Year 2 participate in Forest Schools events on the school site.



## School Organisation

Children are organised into classes according to their birth year. At Highwoods we have two classes per year group, each with approximately thirty children. Children start at school in the September after their fourth birthday and begin, after a slightly staggered start, as full-time pupils. Children stay with their teacher for the year and move to the next year up the following September. Parents wishing to discuss the needs of their child should make an appointment with their class teacher.

### Early Years Foundation Stage (EYFS)

In the EYFS, children study a very broad curriculum which aims to develop skills which give a good foundation for learning at Key Stage One. At Highwoods, we aim to create a calm, happy atmosphere, placing great value on strong links between home and school. There is a great emphasis placed on personal and social development so many activities are planned to encourage sharing and cooperation. Early reading, writing and maths skills are developed through daily whole-class sessions followed by independent and group activities which give children a chance to apply these new skills. Throughout and at the end of the Foundation Stage, EYFS teachers complete assessments on how children are progressing, which are shared with parents at Parents' Evenings and through Tapestry, an online early years learning journal.



### Learning Support

Children with special educational needs are assessed on a regular basis by our Special Educational Needs Co-ordinator (SENCO). A new code of practice for SEND children was introduced in 2015. More details can be found on our school website and the DfE website. For children with individual plans (IPs) and Educational Health Care Plans (EHCPs), a specialist teacher may support them in class and for additional tuition.

### Parental Involvement

We encourage parents to take an active interest in the education of their child and to feel involved in the work and life of the school. The school welcomes the involvement of parents in sharing their expertise with the children. We also welcome parents in as helpers both in the classroom and on educational visits. Parents who wish to help at the school on a regular basis have to go through the necessary police checks before they start.

There are opportunities for parents to discuss their child's progress at Parents Evening and to find out about various aspects of the curriculum. Parents are welcome to make appointments to discuss any aspects of school policy with the Headteacher. Each Autumn term we hold an open morning when prospective parents join us to see the school in action.

Children are encouraged to follow up particular interests related to their class work. Teachers can advise parents on how to help their children at home, thus ensuring that parents and teachers work together for the benefit of the children. Most children will be asked to learn spellings and practice their reading and tables at home. The older children are also expected to undertake more formal homework on a regular basis which can often be in the form of research. Parents are invited into school on a regular basis to learn alongside their children in House Events or in curriculum immersion days (eg sewing days).

### School Council

Our school has an established School Council which is a body of pupils whose purpose is to represent their class and be a forum for active and constructive pupil input into the daily life of the School Community. This is to encourage the development of citizenship throughout the school. The councillors meet regularly with a teacher and discuss items from feedback from their fellow pupils. School Council members, events and issues are displayed in the school corridor.

## Eco Committee

The elected eco committee members meet regularly to discuss all aspects of environmental concerns. Action plans are then drawn up to implement any changes/improvements e.g. recycling, energy saving etc. Minutes of eco committee meetings are also on the notice board in the main corridor. The school has created a set of allotments for gardening club and classes to use.

## **General Information**

The following information has been set out in alphabetical order for ease of reference.

### Absence from School

We take child safety and regular school attendance very seriously. In order to be sure that your child has either arrived at school or has been kept at home for a good reason, we need to hear from you on the first day that your child is absent. You may contact us by phoning the school office on 01206 845887 to report a pupil's absence, or by using the school website "Report an Absence" page. If we have not heard from you by 9.30 am, by following national and local authority policy we are obliged to make contact with parents to establish why a child is not at school. Government regulations require that all unauthorised absences are reported to Attendance Solutions Essex.

You are strongly urged to avoid booking a family holiday during term time. Parents do not have a right or entitlement to take their child out of school for such a holiday, but schools may choose to grant leave of absence for exceptional circumstances only. In deciding whether or not to agree leave for a family holiday, schools will normally consider each case individually and will look at the child's overall record of attendance. In most situations we will not agree leave during term time. If permission is not granted and you still take your child out of school for a holiday, the Local Authority may issue a penalty notice. This is a fine of £60 for each parent of each child.

### Admission Arrangements

See Appendix 1

## Allergies

It is vital that you inform the school of any allergies from which your child suffers. Epipens must be kept in school for those who need them. We will require parents to complete a School Arrangement Protocol form and submit a recent photograph of the child. The school kitchen will advise parents about our lunch menus and every effort is made to ensure pupils with allergies do not eat inappropriate foods. The schools medical policy, which outlines our practice regarding allergies, is available on request from the school office. Children wear a coloured wrist band if they have an allergy to make it clear to kitchen and lunchtime supervisor staff.

## Arrangements for Parents to Visit the School

Arrangements can be made to visit the school by appointment with the Headteacher, who will be pleased to see parents, show them the school and provide further information. If you would like to speak to the class teacher, they will be available before and after school to arrange an appointment.

## Induction of new foundation stage children

Parents of pre-school children are welcome to make an appointment to visit the school at any time. The common application form enables parents to apply for up to four schools in preference order.

Parents of new entrants are invited to an evening Induction meeting to learn about how the Foundation Stage is organised. Parents and children are invited to join their new reception class for a Picnic and Play afternoon during the summer term and Story Telling Sessions every Friday at 2.40pm during the summer term so that the children become familiar with the new environment. We hold Parent Consultations which are a chance for parents to talk to the class teachers about their child. Finally, the children will be invited to spend an hour in their new classroom with their new teacher on 'Moving up day' as the rest of the school visits their new classrooms and teachers.

## Attendance Times/School Hours:

Year Group	Morning Session	Lunch	Afternoon Session
EYFS	8:45am-11:40am	11:35am-12:40pm	12:40pm-3:00pm
1 and 2	8:45am-11:45am	11:50am-12:45pm	12:45pm-3:00pm
3 and 4	8:40am-12:10pm	12:10pm-1:10pm	1:10pm-3:05pm
5 and 6	8:40am-12:40pm	12:40pm-1:40pm	1:40pm-3:05pm

Children should not arrive at school unaccompanied before 8:40am as the school cannot take responsibility for any child before this time, however, please ensure



that your child is punctual as lateness is disruptive. If your child is regularly late, you will be notified by the school and if the problem continues, Attendance Solutions Essex may be involved. Any child arriving after the completion of the register will be marked late. During a normal school week, 23 hours will be spent on teaching at Key Stage 1 and 24 hours at Key Stage 2. These hours do not include registration, assembly and break times. Parents should collect their children promptly at the end of the day.

### Behaviour, Conduct and Exclusion

It is the responsibility of all staff and parents to provide positive role models of good behaviour and conduct to our pupils. Throughout the school, children are praised and rewarded for good behaviour, polite manners and high standards of work. There are Golden Rules of behaviour (the Highwoods Five) in every class and a traffic light system is used throughout the school to highlight the positive behaviour of the majority of children. All children start the day with their name on the green light - they are 'good to go'. Notably good behaviour is celebrated by moving a name to the gold star. Instances of poor behaviour result in a name being moved to the amber or red warning lights and sanctions are applied. If a child displays persistent anti-social behaviour, a consultation is arranged between the teacher and parents so that a combined effort can be made to improve the situation and the advice of external agencies may be sought. In exceptional cases, the Headteacher may exclude a child from the school for a fixed period, or may propose permanent exclusion. Parents have a right to make representation (written in the case of fixed-term exclusion) to the Governing Body and Local Education Authority at the meetings called to consider the exclusion. Please see our Behaviour Policy on our school website for more information.

### Bullying

The school has a written policy on bullying (Anti-Bullying Policy - available to view on the school website). Because we regard bullying as extremely serious, any incident is dealt with promptly. Please let us know immediately if your child experiences any problem of this sort. The school holds an annual anti-bullying week which also focuses on cyber-bullying.

### Charging and Remissions Policy

The Charging and Remissions Policy is available on the school website. A paper copy is also available on request from the school office.

### Complaints Procedure

Governors resolve any complaints as speedily as possible under an approved procedure. Our Complaints Policy is on our school website. The complaints Governor is currently the Vice Chair of Governors. (See Appendix 1 for details)

### Educational Visits

Visits to an appropriate part of the locality are often an important element in the children's work. When these visits take place during school time, we ask parents to make a voluntary contribution towards the cost. The majority of trips are dependent on voluntary parental contributions. If any family finds these payments difficult, please contact the Headteacher to discuss this in confidence. No charge is made for parent helpers on these visits. See also our Charging and Remissions Policy on the school website.

### Eleven-Plus Policy

The policy of Highwoods Community Primary School is to support children being entered for the selection procedure in the following ways:-

Work planned for all children includes varying levels of challenge to ensure the needs of all children are met. (at greater depth)

The Consortium of Selective Schools can provide parents with information on the Eleven-Plus tests. The Headteacher will discuss any queries on an individual basis and parents will be given further advice about their child. Practice papers can be purchased through most book stores and on the internet.

### Emergency Closure

If the weather is very bad, heavy snow, for example, or there are local power cuts, it may not be possible to open the school. In these circumstances parents should check SchoolPing. Children that are sent to school without adult supervision should be told that they must always report to the office even if they learn that the school will be closed. This is important to prevent children returning to an empty house. The school will contact parents via School Ping, so please make sure that you notify the school office immediately of any changes to your phone number or email address.

### Equality

At Highwoods School, we abide by the law in respect of the Equality Act 2010. Our aim is to ensure that individuals or groups of individuals with protected characteristics (Race, Gender, Religion or belief or those without a religion or belief, Sexual orientation, Ethnicity, Impairment / disability, social economic status) are not disadvantaged or discriminated against and we will take prompt and positive action to address issues that arise. There are plans and policies in place to facilitate equality of access to the school building and the curriculum. Where appropriate, 'reasonable adjustments' will be made to enable equality of access and participation

for disabled pupils. For details, please see our Inclusion and Equality Policy, Behaviour Policy, Anti-bullying Policy and SEND Policy (all of which are available on our school website).

### Extra-Curricular Activities

Clubs take place before school, during the lunch hour or after school. Their exact nature varies with the time of year and the interests of the staff. The activities may include Art and Textiles, Choir, Netball, Football, Lego and Athletics. Please see our school website for our current range of extra-curricular clubs.

### First Aid

Minor injuries, such as cuts and grazes, are dealt with by staff trained in First Aid. If your child is unwell or has a more serious injury, we will contact you as soon as possible. A record is kept of all incidents that require medical attention, with the exception of small cuts and grazes. Please make sure we have an emergency telephone number in addition to your home number if you are not at home during the day.

### Governing Body

The school has a Governing Body which is responsible for governance, strategy, policy, and the Headteacher is accountable to the Governing Body. Parent Governors have an important role and are elected by parents of pupils at the school. They have every opportunity to play their full part in decision making and it is our policy that whenever practicable a Governor is involved with teaching staff appointments, including being part of the interviewing panel. The Governing Body of the school consists of the Headteacher, and representatives of the staff, parents, the community and the Local Authority. A full list of current Governors can be found in the appendix and on our school website.

### Holidays

See Appendix 3 and “Absence from School.”

### Jewellery

Children should not wear jewellery except watches and stud earrings. On days when they are involved in PE or Games, we strongly recommend that no jewellery at all is worn as any damage resulting from the wearing of these items cannot be regarded as the responsibility of the school or the Education

Authority. Children with pierced ears will not participate in PE sessions unless they can be removed.

### Fun4Kids

There is an independent child care provision, which is run by Fun4Kids, situated on the school site and this can provide before and after school care for pupils between 7am and 9am (breakfast club) and 3pm - 6.30pm. The club is also available for the majority of the school holidays. The phone number is 07944 698731 or email : [contact@fun4kidscolchester.co.uk](mailto:contact@fun4kidscolchester.co.uk)

### Lost Property

Lost property is kept in the family room and parents are welcome to check to see if their child's property has been handed in. Labelled garments are always returned to the child but each year many items which have not been named remain unclaimed. Items which remain unclaimed at the end of each term will be disposed of in our PTA clothes recycle bin.

### Medicines

If your child has been ill but is regarded by the doctor as fit to return to school, it may then be necessary for you to complete a permission slip for a member of staff to administer prescribed medication. Medicines must be labelled with the child's name and class. Non prescribed medicines may be administered by school staff. We try to ensure medication is given at the correct time, parents should be aware that this is not always possible. With young children, who may forget to go to the office, it is necessary that parents make arrangements to come in and give the medication themselves if the timing of the dose is important. Pupils suffering with asthma should keep an inhaler in school. These are always kept where children have easy access to them. The school nurse team regularly advises us on updating policies for medicines in schools.

### Meeting children from School (see also - Road Safety)

You are welcome to wait for your child in the paved area outside the school. Please do not bring your dog into the school grounds. Pre-school children should be closely supervised. It is important that children are collected on time from the classroom door, but if parents are delayed they should collect their child from the front entrance. Families should be off the school site by 3.05pm so that extracurricular clubs can begin.

### Parents' Letters

Parents are kept in touch with forthcoming events through the means of half-termly school newsletters. School newsletters are posted on the school Website and sent out to parents via School Ping.

### Parents Teacher Associated (PTA)

We have an active and hardworking PTA committee which organizes fund-raising and social events. It depends on parents giving of their time and effort to maintain its success and we hope that by contributing you will feel really involved in the life of school. Events include; quiz nights, fashion shows, discos, clothes recycling and a Summer Fair. Contact the PTA at [pta@highwoodsprimary.com](mailto:pta@highwoodsprimary.com). You can also visit their Facebook page.

### Play Activity Leaders (PALS)

The Playground Leaders are taught a variety of games and encourage group play. The PALS are led by a Play Activity Leader who organises a timetable of children on duty. Children who are PALS wear distinctive caps and bibs and are there to play with children and lead games.

### Prefects

Year 6 prefects are chosen because of their high standards in all areas - work, attitude, presentation, relationships and responsibility. They are given many duties throughout the school which contribute to the welfare of pupils; for example, they assist younger children in the dinner hall and they show visitors around the school for special events.

### Road Safety

Our pupils are regularly taught about road safety. In order to ensure that it is as safe as possible for children leaving the school premises at the end of the day, parents should not park near the school. Whenever possible, children should be brought to and collected from school on foot. Walking to school is beneficial for children's health and fitness and assists in the development of road safety skills. The police have requested that we remind parents that parking is a problem in the area so when it is essential that you use your car, please do so with care, avoiding yellow lines and blocking roads and turnings. Children in Year 6 participate in a Level 2 Bikeability course.

### Safeguarding and Child Protection

The school has an important role to play in ensuring the safety of all its pupils. Teachers are in a good position to observe changes in behaviour or signs of non-accidental injuries. Where there are concerns, the school has a duty to refer cases



to the Social Care Department. All the staff have undergone safeguarding training and are aware of child protection issues in school and during visits.

### School Audit

We regularly carry out a School Audit. Questionnaires are issued periodically to parents to complete and return. This normally takes place during Parent Consultation evenings. The results are used to help us draw up our School Improvement Plan.

### Universal Infant Free School Meals

It is our priority to offer a school meals service which provides pupils with a healthy balanced diet based around sourcing local fresh ingredients and creating high quality meals cooked by our own staff on site. We continue to develop our food and service to meet and exceed the government requirements for school meals.

All dinner money must be paid electronically via School Comms.

### Packed Lunches

Parents can opt for their child to have a packed lunch. We encourage all parents who supply a packed lunch to follow healthy eating guidelines. Those bring packed lunches may include a non-fizzy drink in a non-breakable bottle or flask. Children should not bring glass bottles, fizzy drinks or sweets. Our Highwoods packed lunch guidance can be viewed on our website.

### School Uniform

Children wear the uniform detailed in Appendix 6. Examples of this can also be seen on our website. We ask that all children wear shoes rather than trainers to school. **Please make sure your child's clothes are all named.** Children will need to wear their PE kit on the days they have PE lessons. Information about this will be provided by the class teacher.

### Secondary Education

We maintain close links with The Gilbert School and the majority of pupils transfer there in Year 7. During Year 6, children may take the Secondary Selection Procedure organised by selective schools (see Eleven-Plus Policy Section).

### Students

It is the policy of the school to provide placements for students. We regularly have student teachers on teaching practice who work with a particular class. They work

alongside staff in teaching the curriculum planned for the term and gradually take increased responsibility for the class. We sometimes offer places to work experience students who are always supervised and make a valuable contribution as classroom helpers.

### Sweets and Drinks

Children should not bring sweets to school for playtime. Children are encouraged to bring a labelled water bottle which they can keep in class. All the children in Key Stage 1 receive a free piece of fruit or vegetable each day. Children in Key Stage 2 are encouraged to bring a healthy snack for playtime. Please note that sweets are not classed as a healthy snack.

### Swimming

Swimming is taught as part of the National Curriculum and delivered during Key Stage 2. This requires a voluntary contribution from parents to meet the cost of tuition and transport. It is important to remember that a voluntary contribution is essential for this activity to take place. The school cannot fund this activity from our funds.

### Travel Plan

We aim to improve all aspects of school life which contribute to the well-being and health of pupils and staff. We believe a School Travel Plan has benefits for children, parents and the whole school community. Parents can contribute to the success of the Travel Plan by walking all or part of the way with their children and reinforcing their road safety skills. There should also be benefits for our local environment such as a reduction of unnecessary car journeys where there is a safe alternative way to travel.

### Website

The school website can be found at [www.highwoodsprimary.co.uk](http://www.highwoodsprimary.co.uk). You can access information about the school and new pictures of events and activities. The website also provides a link to the most recent Ofsted report which provides a detailed picture of the school's strengths and areas for development.



## Appendix 1

### **Admissions Policy Statement**

Highwoods Community Primary School was granted Academy status as from 1<sup>st</sup> April 2013 and is the admission authority and has responsibility for admissions to this school.

However the Planning & Admissions Department at Essex County Council coordinate arrangements for Foundation Stage admissions. Parents must apply using the Common Application Form available online or contact 0845 603 2200 to request a paper copy. Further information is available on [www.essex.gov.uk/admissions](http://www.essex.gov.uk/admissions)

The Headteacher, Mr Paul Disley, would be happy to show parents around the school before making an application. To arrange an appointment please telephone the school on 01206 845887.

### Admissions Policy 2022/23

The school has an agreed Pupil Admission Number of 60. The school will accordingly admit up to 60 pupils in each Key stage 1 and Foundation stage year groups and 62 pupils in each Key Stage 2 year groups.

If the school is oversubscribed, after the admission of pupils with an Education, Health and Care Plan where the school is named in the Plan, priority for admission will be given to those children who meet the criteria set out below, in order:

- 1      Looked After Children and previously looked after children
- 2      Children with a sibling attending the school
- 3      Children living in the priority admission area
- 4      Remaining applications

### Children with statements of special educational need

Children with statements of special educational needs or an Education, Health & Care Plan (EHCP) that name the school on the statement/plan are required to be admitted to a school regardless of their place in the priority order.

### Looked after Children and previously looked after children

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order\* including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is in the care of a local authority, or being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

\*An adoption order is an order under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and

Children Act 2002 (see Section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

### Definition of Siblings

For applications made in the normal admission round a relevant sibling is a child who has a brother, sister, adopted brother or sister or stepbrother or stepsister living in the same family unit in the same family household and address who attends the preferred school or partner school in any year group excluding the final year will also be treated as siblings irrespective of place of residence. Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings. For mid-year applications a sibling is a child who has a brother, sister, adopted brother or sister or stepbrother or stepsister living in the same family unit in the same family household and school at the time of application and determination and with a

reasonable expectation that the sibling will be attending at the time of admission.

### Children living in the Priority Admissions Area

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority.

There is no guarantee of a place for children living in the priority admission area.

All straight line distances are calculated electronically by the LA using data provided jointly by the Post Office and Ordnance Survey. In the unlikely event of two applicants with an identical distance competing for a single place, the place will be offered to one applicant on the basis of lots drawn by an officer of Highwoods C P School not involved in admissions.



### Age of Admission

Essex County Council's policy is that children born on and between 1 September 2017 and 31 August 2018 would normally commence primary school in reception in the academic year beginning in September 2022. As required by law, all Essex infant and primary schools provide for the full-time admission of all children offered a place in the Reception year group from the September following their fourth birthday. Therefore, if a parent wants a fulltime place for their child from September (at the school at which a place has been offered) then they are entitled to that full-time place.

Parents can request that the date their child is admitted to school is deferred until later in the school year or until the child reaches compulsory school age in the school year. The law does not require a child to start school until the start of the term following their fifth birthday. Compulsory school age is reached at that point.

Where entry is deferred, the school will hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Parents can also request that their child attends part-time until the child reaches compulsory school age. Any parents interested in taking up a part-time place initially should contact the school for further details as to what this would entail. Where parents choose to defer entry, a school may reasonably expect that the child would start at the beginning of a new school term/half term.

Where a parent of a 'summer-born' child (April-31 August) wishes their child to start school in the autumn term following their fifth birthday, they will need to apply for a place at the correct time for the normal admission round for the following academic year. Supporting evidence from relevant professionals working with the child and family stating why the child must be placed outside their normal age appropriate cohort must be submitted. The Admissions Authority will decide whether the application for a Reception place will be accepted or whether it will be treated as an application for a Year 1 place, the child's normal age appropriate cohort. If the application for a Reception place is not accepted this does not constitute a refusal of the place and there is no right to an independent statutory appeal.

### Waiting Lists

The school will hold a waiting list for each year group with exception of Foundation stage. The lists are held until the end of the Autumn term, when the parents will be contacted to ascertain their need for the place to continue for the next twelve months. The parent will be required to complete and return a continued interest form to enable their child's name to remain on the waiting list.

### Mid-Year Applications

From 1 April 2022 a mid-year application form can be found on the school's website or from the school office. Parents are requested to complete the application form and return it to the school in person or email [admissions@highwoodsprimary.com](mailto:admissions@highwoodsprimary.com).

Parents are also advised to contact the school directly about place availability before submitting the application and also so that your child's name can be added to the waiting list held.

### Appeals

Parents of children who are not offered a place at Highwoods Community

Primary School are entitled to appeal against the decision of the Admissions Authority (Highwoods Community Primary School trust). The appeals process will be carried out by the Statutory Appeals Service on behalf of the school. Notes of Guidance and a primary school appeal form can be downloaded from [www.essex.gov.uk/admissions/appeals](http://www.essex.gov.uk/admissions/appeals) or complete the form online.

## Appendix 2

### Availability of Information

Please refer to the publication scheme on information available under the Freedom of Information Act 2000. Parents are welcome to request a copy of documents and policies from the school.

### Charging and Remissions

Details of the Charging and Remissions Policy are available in the school office. Charges cannot be made for education during school hours but voluntary parental contributions will be sought to enable the school to provide a full range of educational activities. No child will be discriminated against on the basis of their parents' inability or unwillingness to pay such contributions. The school may charge for trips mainly outside school times and for board and lodging for residential trips during school time.


### School Attendance

The school has targets to improve attendance and your child has an important part to play in meeting these targets.

The attendance target for this school is 97%. Our target is to achieve better than this however because we know that good attendance is the key to successful learning.

Our school attendance policy can be found on our school website.

[illegible]

 = Schooldays     
  = School holidays     
  = Bank holidays  
 = Weekends     
  = Non Pupil Days

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

<b>Autumn Term:</b>	Thursday 1 September 2022 – Tuesday 20 December 2022 <i>Half Term 24 October – 28 October</i>	74 days
<b>Spring Term:</b>	Thursday 5 January 2023 – Friday 31 March 2023 <i>Half Term 13 February - 17 February</i>	57 days
<b>Summer Term:</b>	Monday 17 April 2023 – Friday 21 July 2023 <i>Half Term 29 May – 2 June, and May Bank Holiday - 1 May</i>	64 days
		<u>195 days</u>

## Governing Body Membership

Paul Disley (Headteacher)

Sue Waring (Chair)

Tracey Fisk

Hannah Cooper

Tim Barraclough

Ron Knights

Janine Wilde

Laura Houghton

Silviana Laymen-Devins

Aruna Gopu

## Appendix 5

### Highwoods School Staff

#### **Headteacher**

Paul Disley

#### **Deputy Headteachers**

Gemma Chester

Sharon Corton

#### *Senior Leadership Team*

Inclusion Manager

Martha McLewin

Curriculum Manager

Gemma Chester

SENCO

Vicki Costanzo

Teaching Staff:	Learning Support Staff:	Office Staff:	Kitchen Staff:
Mrs Nicola Bedford Mrs Jennifer Buckingham Miss Hayley Chapman Mrs Gemma Chester Miss Jess Collins Mrs Sharon Corton Mrs Vicki Costanzo Mrs Kate Djurovich Miss Sarah Halls Miss Kealy Haughey Mrs Hannah Harbord Miss Martha McLewin Miss Amelia Mena Ms Claudia Parsons Mrs Jane Patteson Madame Landry Read Mrs Katy Roberts Mrs Beth Tolhurst Mrs Holly Usher	Mrs Heidi Angira Ms Gail Bennett Mrs Sam Cartwright Mrs Diane Cavens Mrs Gaynor Cordner Mrs Denise Denmead Mrs Debbie Emm Mrs Tracey Fisk Mrs Edith Meredith Mrs Marieke Hooker Mrs Kirsty Hunt Miss Alex Leeworthy Miss Emmaline King Mrs Leonora Michael Mrs Sandra Moutell Ms Anne Munford Mrs Natasha Rice Mrs Julia Rickett Mrs Gail Williams Miss Sasha Wiseman Miss Ingrid White Miss Yvette Witney Miss Helen Woolnough	Mrs Helen Bailey Mrs Julie Gooderham Mrs Natalie Jamieson Mrs Karen Todd	Mrs Andrea Collins Mrs Susan Murrell Miss Leigh Marshall Miss Tracey Nicholls
		<b>Midday Staff:</b>	<b>Premises Staff:</b>
		Mrs Veronica Bromley Mrs Denise Denmead Mrs Emma Endean Mrs Tracey Fisk Mrs Julia Keenan Miss Emmalene King Mrs Janet Marven Mrs Leonora Michael Miss Yvette Witney Miss Ingrid White	Mr Rob Preston

## Appendix 6

### School Uniform

Royal blue polo shirt  
Royal blue cardigan/jumper  
Grey skirt or pinafore dress  
Grey shorts or trousers  
Blue and white gingham dress  
Blue/white/grey socks/tights



Sweatshirts/reversible fleeces and cardigans in our own school design (these can be ordered from [www.mapac.com](http://www.mapac.com))

Black shoes (no boots please, until inclement weather)

Trainers should only be worn for some PE activities

### PE Kit

Blue shorts

Black or white plimsolls

Trainers and a blue tracksuit are recommended for outdoor lessons A

large named drawstring bag (to hold PE Kit)

PE T-Shirt according to House Colour:

Chestnut - Red

Ash - Blue

Fir - Green

Oak - Yellow

PE tops are made by Fruits of the Loom and are on Amazon for around £2.

**It is essential that all items of clothing, including footwear are named.**



## Appendix 7

### School Data 2020

Unfortunately, due to Covid-19, results from the 2020 end of key stage tests are not available as testing was cancelled. As a school, we were very disappointed not to be able to celebrate what would have been fantastic results. For indicative purposes, below are the teacher assessments of what these children could have achieved based on how the children were performing prior to lockdown. The previous year's official end of key stage assessments are also shown in the tables.

Key Stage 1 results 2019 & 2020 predicted results.

Subject	% achieving expected standard or above			Predicted 2020 results
	Highwoods	Essex	National	Highwoods
Reading	76%	77%	75%	86%
Writing	75%	71%	69%	82%
Maths	78%	77%	76%	82%
Combined Reading, Writing, Maths	66%	66%	65%	74%

Subject	% achieving greater depth			Predicted 2020 results
	Highwoods	Essex	National	Highwoods
Reading	31%	26%	25%	32%
Writing	15%	16%	15%	25%
Maths	24%	22%	22%	35%
Combined Reading, Writing, Maths	10%	12%	11%	23%

Key Stage 2 Results 2019.

Subject	Highwoods				Essex			National		
	At or above standard	Higher standard	Average scaled score	Progress measure	At or above standard	Higher standard	Average scaled score	At or above standard	Higher standard	Average scaled score
Reading	76%	26%	104	+0.26	74%	27%	105	73%	27%	104
Writing	87%	37%	NA	+2.79	80%	23%	NA	79%	20%	NA
GPS	86%	47%	108	NA	79%	35%	106	78%	36%	106
Maths	87%	37%	106	+1.43	79%	26%	105	79%	27%	105
Combined RWM	74%	16%	NA	+0.9	66%	11%	NA	65%	11%	NA

Subject	Highwoods		
	At or above standard	Higher standard	Progress measure
Reading	87%	56%	
Writing	90%	43%	
GPS	95%	52%	
Maths	85%	23%	
Combined RWM	79%	20%	+1.6 Reading / Maths

**EYFS Children achieving Good Level of Development.**

<b>Year</b>	<b>Highwoods</b>	<b>Essex</b>	<b>National</b>
2016	78%	72%	69%
2017	63%	74%	71%
2018	80%	74%	72%
2019	81%	74%	72%

**Year 1 Phonic Screening Check Results.**

Year	Highwoods	Essex	National
2016	95%	81%	81%
2017	92%	82%	81%
2018	92%	84%	83%
2019	97%	82%	82%