

HURLEY PRIMARY SCHOOL

PROSPECTUS



CONTENTS

- INTRODUCTION 3
- OUR VISION..... 7
 - OUR AIM 7
 - OUR MISSION..... 7
- WARWICKSHIRE EDUCATION COMMITTEE..... 8
- TEACHING STAFF..... 9
 - Headteacher Mr. G. Morgans..... 9
 - SPECIALIST TEACHERS 9
 - NON-TEACHING STAFF..... 9
 - DINNER SUPERVISORS..... 9
 - SCHOOL GOVERNORS..... 9
- THE SCHOOL ORGANISATION 10
 - CLASS ORGANISATION FOR SEPT 2020 10
- SCHOOL TIMES..... 11
- PUNCTUALITY ATTENDANCE & HOLIDAYS 11
 - LATENESS 11
 - ABSENCE 11
- TERM TIME HOLIDAYS 11
- ADMISSIONS 12
 - REGISTERING YOUR CHILD 12
 - STARTING SCHOOL..... 12
- PARENTS HELPING IN SCHOOL..... 13
 - REPORTING TO PARENTS 13
 - PTA PARENTS/TEACHERS ASSOCIATION..... 13
- BEHAVIOUR..... 14
 - Home/School Contract..... 14
- HOUSE SYSTEM AND REWARDS..... 15
 - Attribute Certificates and Best Work 15
- LUNCH-TIME 15
 - Healthy Tuck Shop..... 15
 - Drinks through the day..... 15
 - Kitchen Team 15
 - Pupil Premium Support and Free School Meals 15
 - Dinner Supervision and Playtime 15

EXTRA CURRICULAR ACTIVITIES	16
OUT OF HOURS CLUB – HURLEYBIRDS.....	16
Hurley Birds Hours of Opening.....	16
ADDITIONAL EVENTS AND HURLEY PTA.....	16
EDUCATIONAL VISITS.....	16
HURLEY PRIMARY SCHOOL UNIFORM	18
RESPONSIBILITY FOR PERSONAL BELONGINGS	19
INFORMATION	19
COMPLAINTS.....	19
TRANSFER TO SECONDARY SCHOOL.....	19
PASTORAL CARE.....	19
MEDICINES AND FIRST AID	20
CHILD PROTECTION	20
HEALTH AND SAFETY STATEMENT.....	20
Routine Safety Procedures.....	21
SCHOOL NURSE	21
OUR CREATIVE CURRICULUM	22
HURLEY CURRICULUM OBJECTIVES.....	22
ENGLISH	23
MATHEMATICS.....	23
SCIENCE.....	23
FOUNDATION SUBJECTS.....	23
TECHNOLOGY.....	23
INFORMATION TECHNOLOGY	24
HISTORY	24
GEOGRAPHY.....	24
MUSIC	24
PHYSICAL EDUCATION.....	24
RELIGIOUS EDUCATION.....	25
ART.....	25
P.S.H.E. & Citizenship	25
SPORTING AIMS AND ACHIEVEMENTS.....	25
SEX EDUCATION	25
HOMEWORK.....	26
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, GIFTS AND TALENTS	26



Heanley Lane,
Hurley,
Nr Atherstone,
North Warwickshire,
CV9 2HY

Tel: 01827 872207

Email: head2032@welearn365.com

**ENJOY AND
ACHIEVE**

INTRODUCTION

Dear Parents

Firstly, I would like to extend a warm welcome to Hurley Primary School from the whole Hurley team.

We aim to forge strong partnerships and promote positive relationships with families to ensure your child receives the very best education possible. We look forward to a happy and successful association over the coming years and you are very welcome to visit the school.

We believe that the best way to develop confidence and understanding between home and school is through regular contact and discussion to exchange information and ideas.

The shared responsibility for the education of your child is based on mutual respect and trust.

This brochure is published to provide you with information about our school, its aims, organisation and activities.

I hope you find this brochure useful and that it gives you some idea of the kind of school Hurley Primary is.

If there are any points which seem unclear, or if you have any other queries regarding the school, please do not hesitate to contact me.

Yours sincerely

**GLYN MORGANS
HEADTEACHER**

OFSTED INSPECTION OF HURLEY PRIMARY SCHOOL

Dear Parents,

We are extremely pleased to inform you that following our last Ofsted inspection the school continues to be judged as good. The Ofsted report is extremely positive and is printed out below. An electronic copy of this report can be obtained from the Ofsted web site from via the following link <http://reports.ofsted.gov.uk/>

I would like to take this opportunity to thank and congratulate children, staff, parents, governors and all those involved with Hurley Primary for making it such a fantastic school.

Well done everyone!!

Glyn Morgans

HURLEY PRIMARY OFSTED REPORT

Hurley Primary School continues to be judged as good.

Dear Mr Morgans

The leadership team has maintained the good quality of education in the school since the last inspection. You lead the school with calm determination and receive strong support from the assistant headteacher. The school's caring ethos and your focus on providing 'something for everybody to enjoy' ensure that pupils are happy, well behaved and achieve well.

Pupils have positive attitudes to learning. They work hard in lessons and are keen to do well. Pupils' excellent conduct, good manners and respect reflect the positive culture you have created. Pupils are rightly proud of their school and feel valued and cared for. As one pupil explained, 'It is OK to be yourself, you don't have to change.'

Parents and carers speak highly of how well you and the staff know their children and that you care for them well. They recognise that you provide a good, well-rounded education with rich experiences that go beyond academic success. All of the parents I spoke to commented positively on the wide variety of clubs and trips on offer. Pupils are also appreciative of these opportunities. They talk enthusiastically about the many clubs they can attend, the sporting competitions they take part in and the trips they go on to enrich their learning.

You and senior leaders have an accurate understanding of the school's performance. You have responded effectively to a dip in pupils' outcomes at the end of key stage 2 in 2017, and current pupils' attainment and progress are strong.

Leaders make regular checks on the quality of teaching and pupils' achievement. However, by refining monitoring and focusing on the progress of different pupil groups more precisely, leaders could accelerate pupils' progress even more.

Governors are experienced and share the same passion and determination as the leadership team. They have a detailed understanding of the school's strengths, as well as what leaders need to do to secure further improvements. This is because they make rigorous checks on the implementation of planned actions. Governors visit the school regularly to look at specific aspects of the school's work. They provide helpful feedback to leaders and challenge them about things they think could be even better. As a result, the governing body makes a highly effective contribution to school improvement.

You and the leadership team have addressed the areas for improvement identified at the previous inspection well. One of these was to develop the outdoor Reception area. Leaders have developed this area into an attractive and welcoming learning environment. Activities are rich and varied and stimulate children's imagination and curiosity. As a result, children are engaged in their learning and sustain their concentration well. For example, during the inspection, a group of children were sailing excitedly on their imaginary boat, while others drew maps of the journey. Another group of children were engrossed in a building project and diligently recorded their actions in a notebook.

A further area for improvement was to challenge pupils in order to stretch their learning. You talk passionately about ensuring that work challenges all pupils sufficiently, explaining that: 'We have a floor but no ceiling to what pupils can achieve.' Staff have received training to support them in knowing how to extend and deepen pupils' learning, particularly in reading and mathematics. In reading, teachers plan learning carefully so that the most able pupils develop the skills of inference and deduction to a high level. In mathematics, pupils know how to apply their mathematical knowledge and skills to reason and solve problems. As a result, the proportions of pupils working at the higher standards in reading, writing and mathematics are at least in line with national averages in all year groups. However, although the most able pupils are achieving well, leaders do not track the progress of this group of pupils specifically. This means that leaders are not certain if the most able pupils are making as much progress as they could from their high starting points.

The final area for improvement was to ensure that pupils receive clear guidance on how to improve their work so that they can act on the advice given and deepen their learning. Work in books shows that pupils pay careful attention to teachers' guidance. They respond well to this and develop appropriate skills to edit and improve their work.

Safeguarding is effective.

Leaders and governors have ensured that all safeguarding arrangements are fit for purpose. Staff receive appropriate training in how to safeguard pupils and there is a strong culture of safeguarding across the school. Staff know individual pupils well and records show that they report any concerns they have about pupils' safety and welfare promptly. Leaders respond to these referrals in a timely manner and record their actions clearly. Staff are sensitive to the needs of individual pupils and their families and do all they can to ensure that these pupils receive the support they need.

Pupils say they feel safe in school and that if they are worried about anything, they can talk to an adult or use the class 'worry box'. They understand what bullying is and know the different forms this can take. Pupils say that while bullying sometimes happens, adults resolve any incidents quickly. Initiatives such as the lunchtime 'friendship club' help pupils to feel well supported. Pupils know how to stay safe online and in the community, for example when crossing the road. Pupils also learn about the importance of keeping fit and ways to stay healthy.

Inspection findings

My first line of enquiry was to find out how well provision enables pupils who have special educational needs (SEN) and/or disabilities to make the progress of which they are capable

- Leaders know individual pupils well. They assess pupils' needs accurately and have a clear understanding of pupils' barriers to learning. Staff set targets to address pupils' individual needs and provide extra help to support pupils to achieve these targets. Staff teach individual and small-group sessions well because they have undertaken training to develop the necessary skills. Leaders make regular checks to ensure that this support is making a positive difference to pupils' progress. As a result, pupils who have SEN and/or disabilities make strong progress in targeted aspects of their learning and development. However, in lessons, work is sometimes too difficult for these pupils and they require adult support to complete it. This slows their progress and means they do not develop the necessary independence in their learning.

My second line of enquiry was to explore how effectively teachers develop pupils' reading for understanding, particularly disadvantaged pupils and middle- and high-attaining pupils in key stage 2.

- In 2017, pupils' progress in reading at the end of key stage 2 was below average and in the bottom 10% of schools nationally. Leaders' response to this has been swift and effective. They have introduced a new approach to the teaching of reading, along with a range of initiatives to encourage pupils to want to read. As a result, current key stage 2 pupils are making strong progress in reading, with many pupils making rapid progress from their starting points.
- Teachers have received training to develop their skills in deepening pupils' understanding of what they read. Teachers plan regular 'book studies', which enable pupils to look at texts in depth. Pupils also have regular opportunities to develop their comprehension skills and extend their understanding of vocabulary. Consequently, middle and high-attaining pupils develop their inference and deduction skills well. These pupils read aloud with fluency and accuracy. They have a good understanding of what they read and are able to talk confidently about the types of texts they enjoy and why.
- Leaders monitor the progress of disadvantaged pupils closely. Pupils who are not making the progress they

should receive additional support to help them to catch up with their peers. This includes deploying reading volunteers to ensure that pupils read regularly to improve their fluency and accuracy. As a result, almost all disadvantaged pupils are making good progress, and a high proportion are making rapid progress over time.

- Leaders' encouragement means pupils read regularly at home and at school. The recently introduced reward system motivates pupils to read frequently and parents have attended workshops to find out how to support their children's reading at home. This is making a positive contribution to current pupils' progress.

My third line of enquiry was to investigate how effectively teachers meet the needs and interests of boys in reading in key stage 1 and in writing in key stage 2, to enable them to make strong progress.

- Teachers place emphasis on developing boys' interest in reading and writing. They ensure that topics and texts appeal equally to the interests of boys and girls. Boys have responded well to visiting authors and the involvement of a local football club in promoting reading. Leaders have also invested in high-quality reading materials and an online reading programme to encourage pupils to read regularly. This has benefited all pupils, including boys. As a result, boys in key stage 1 are making good progress in the development of their reading skills. The proportion of boys working at the expected standard is higher than that of girls in Years 1 and 2. However, the proportion of boys making accelerated progress and working at greater depth in reading remains below that of girls in these year groups.
- In writing in key stage 2, boys and girls are making good progress. They write in sentences of increasing complexity and use a growing range of vocabulary and punctuation. As a result, most pupils achieve well. However, a gap remains between the attainment of boys and girls in three out of four year groups in key stage 2. This is because more girls than boys are making rapid progress.

My fourth line of enquiry was to look at how well the teaching of mathematics enables girls and disadvantaged pupils to make strong progress from their different starting points.

- The proportion of girls achieving the expected standard in mathematics at the end of key stages 1 and 2 has been below that of boys for the past two years. In 2016 and 2017, girls' rates of progress were also below those of boys at the end of key stage 2. Leaders have investigated the reasons for this and have found that there are no differences in girls' attitudes towards mathematics and their engagement in lessons compared to boys. Evidence seen during the inspection supports this view. During our visits to lessons, girls were fully involved and enjoying mathematics activities. In most year groups, the school's assessment information shows that girls' current rates of progress are at least in line with those of boys, and sometimes better. However, there is still work to be done to reduce the gap between the proportions of girls and boys working at the expected standard in some year groups.
- Work in books and the school's assessment information show that disadvantaged pupils are making strong progress in mathematics, particularly in their understanding of number and calculation. This is because staff provide effective support for this group of pupils.

Next steps for the school

- teachers enable pupils who have SEN and/or disabilities to make even faster progress by matching work to their needs in lessons more closely
- the differences between boys' and girls' achievement in reading, writing and mathematics continue to diminish
- monitoring of new initiatives evaluates the impact on the progress of groups of pupils more precisely so that leaders know if all groups of pupils are doing as well as they could.

OUR VISION

At Hurley we strive to create a caring, stimulating environment and provide a rich, broad curriculum that will challenge and inspire all individuals to achieve their fullest potential.

We aim to enable each child to enjoy the highest standard of education and to become happy, successful citizens in the modern world.

OUR AIM

Hurley Primary School promotes high achievement and learning for life by working with children to:

- Develop enquiring minds and sense of curiosity
- Become highly motivated life-long learners
- Be flexible and adaptable for the modern world
- Have high self esteem – respecting themselves, others and the environment
- Be able to work independently and collaboratively
- Achieve their full potential in all areas of the curriculum
- Gain advanced technological skills
- Seek to extend themselves in mind, body and spirit

OUR MISSION

We believe that each child will succeed through experiencing quality in:

- A broad, challenging creative curriculum
- An enriching programme of extra-curricular activities and visits
- A stimulating learning environment
- A rich, varied and up to date range of learning resources
- Innovative teaching and an investigative approach to learning
- An ethos of support, challenge and encouragement to succeed
- Learning partnerships between school, home and the community

We intend to achieve our vision by:

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals

WARWICKSHIRE EDUCATION COMMITTEE

HURLEY PRIMARY SCHOOL

Heanley Lane
Hurley
Atherstone
Warwickshire
CV9 2HY

Telephone Number (01827) 872207

Age range	Four plus to eleven plus
Anticipated number on roll	206 (September 2020)
Status and Character	County Primary School
Headteacher	Mr. G. Morgans
Chairperson of the School Governors	Mrs. K. Orman
Local Education Authority	Warwickshire County Council County Education Department 22, Northgate Street Warwick CV34 4SP Tel: (01926) 410410

TEACHING STAFF SEPTEMBER 2020

Headteacher	Mr. G. Morgans
Assistant Headteacher	Mr. M. Hardman
Year 6	Mr. N. Wiggin
Year 5	Miss B. Slattery
Year 4	Miss J. Fletcher
Year 3	Miss M. Smith
Year 2	Miss P. Shortman
Year 1	Mr J. Orchard
Year 1	Miss O'Mara & Mrs Webber
Reception	Miss J. Hickman

SPECIALIST TEACHERS

Music	Ms F. Money Penny, Mr A. Pope, Mr A. Cottrell & Mr. M. Bissell
PE	Mrs M. Gill

NON-TEACHING STAFF

Secretary	Mrs. A. Page
Clerical Assistant	Mrs. D. Bailey
Business Manager	Mr M. Tongue
Teaching Assistants	Mrs. S. McCullagh, Mrs. K. Tongue, Mrs. L. Palmer, Mrs. H. Avery, Miss. C. Parrish, Mrs. D. Brookes, Mrs J. Masters Miss. D. Weeks, Mrs. L. Chapman, Mrs. W. Bowyer, Miss L. Thomas
Caretaker	Mr. M. Brindley
Cleaner	Mrs. K. Watts

DINNER SUPERVISORS

Year 6	Jane Masters/Patsy Stanaway
Year 5	Jane Ford
Year 4	Jackie Cummins
Year 3	Heidi Harris
Year 2	Louise Thomas
Year 1	Lucy Thompson
Reception	Malcolm Tongue/Joanne Atherton-Smith Emma Lakin/Liz Bidgood

Kitchen Staff	School cook – Mrs A Ash Support cook – Miss E. Clarke Support cook – Mrs C. Jones
---------------	---

SCHOOL GOVERNORS

Governors meet twice termly as a body and sub-committees meet frequently throughout the year.

Chairperson	Mrs K. Orman, 117 Oldbury Road, Hartshill
Vice Chair	Mrs C. Smith
Finance Chair	Mr M. Tongue
Other Governors	Mrs D Brooks Mr M. Lloyd, Mr A. Stokes, Mrs S. Rodger, Mrs S. McCullagh, Mrs L. Palmer, Mr A. Simpson, Ms C. Walton

THE SCHOOL ORGANISATION

The school stands in attractive grounds with a surfaced play area and large playing fields. It was constructed in the 1960's, providing six classrooms in the main block, one free standing classroom, a library, small group room, hall, kitchen and offices. The hall is used for Physical Education and as a dining room. We also have a Nursery on site, funded by the DFE and L.E.A.

The school caters for all children of Primary School age from 4+ to 11+.
The Nursery from 3+ to 4+.

CLASS ORGANISATION FOR SEPT 2020

CLASS Sept 2020	Teacher	Teaching Assistants
REC	Miss J. Hickman	Karen Tongue & Louise Thomas
Y1	Mr J. Orchard	Carmen Parrish
Y1	Miss O'Mara & Mrs Webber	
Y2	Miss P. Shortman	Dawn Brookes
Y3	Miss M. Smith	Helen Avery & Lisa Palmer
Y4	Miss Fletcher	Dena Weeks & Louise Chapman
Y5	Miss B. Slattery	Sue McCullagh & Wendy Bowyer
Y6	Mr. Wiggin	Jane Masters

We believe that it is important to keep class sizes as low as possible in order that the teacher can give some time to the individual child. When classes are above our average size we include extra adult support within the classroom setting. Assistants provide invaluable support to the children in order that the basic skills can be taught effectively.

The actual teaching time spent in the infant school is 21.25 hours weekly and in the junior school 23.75 hours. (This excludes time for registration, assemblies and break times/lunchtime.)

At 11+ our children leave us for their Secondary education. Children transfer to Kingsbury School or Polesworth School and a small number opt to transfer to other schools in North Warwickshire. Some children opt to join local Grammar Schools.

SCHOOL TIMES

Morning 8.55 a.m. - 12.15 p.m.

Afternoon **Infants** 1.15 p.m. – 3.30 p.m. **Juniors** 1.05 p.m. - 3.30 p.m.

We encourage children to be punctual for school. However, we cannot accept responsibility for children who arrive at school before 8.45.a.m. or who remain after 3.30 p.m., unless they are staying for organised after school activities. If children arrive in school after 09:05 when the register is closed, they are recorded as late.

PUNCTUALITY, ATTENDANCE & HOLIDAYS

The school is required to follow strict government guidelines regarding punctuality, attendance & lateness.

It is important that children arrive at school punctually. Those who are often late arrive in class when all other children are settled. They become the focus of attention and many find this a distressing experience. All children who are late are asked to give a reason which is recorded.

LATENESS

Parents give reasons for lateness which must be recorded in a lateness book and signed by the parents concerned.

ABSENCE

If a child is absent from school then we require a telephone call to 01827 872207 or text message to 07944505330 on the first day of absence to explain the reason.

- **Authorised absence**

These are instances where parents have informed us of the reason for the child being absent from school due to illness or for a holiday of 10 school days or less (please ask for our governors' policy on holidays in school time).

- **Unauthorised absence**

These are instances where no notification has been received from parents or where a pupil takes more than 10 school days holiday within a school year.

Each school must publish its absence figures on an annual basis. Our figures are listed below:

2018/19 **Authorised absences 4.05%** **Unauthorised absences 0.04%**

TERM TIME HOLIDAYS

- Term time holidays can only be authorised under special circumstances and should not be booked without first securing consent from the school. Without school consent they will be recorded as unauthorised.
- Unauthorised holidays are regarded as truancy and must be referred to the county
- Taking unauthorised holidays during term time could result in prosecution and fines.

ADMISSIONS

The law requires that children should receive full-time education, suited to their age, aptitude, ability and special needs, from the beginning of the term following their fifth birthday. However, in Warwickshire, children are usually admitted at the beginning of the year in which they will be five.

REGISTERING YOUR CHILD

Parents who are considering sending their child to the school are encouraged to contact the Headteacher to arrange a convenient time to visit. We would be pleased to show you round the school and answer any questions you may have. Information booklets and application forms are available from the Admissions Service, County Education Office, Warwickshire County Council, 22 Northgate Street, Warwick, CV34 4SP, telephone 01926 412143.

We would encourage parents who do decide to send their child to this school to register their names as early as possible in the previous year. In the event of the year group being full (i.e. over 30) the following criteria will be applied to admissions:

1. Children living in the priority area of the school who will have a brother or a sister at the school at the time of admission.
2. Other children living within the priority area of the school or who have attended on site Nursery.
3. Children living outside the priority area of the school who will have a brother or a sister at the school at the time of admission.
4. Other children living outside the priority area of the school.
5. In each category, decisions are based on the distance between home and school by the shortest available walking route, with priority going to those living nearest to the school. This applies equally to those living inside and outside the County boundary.

If you live in Warwickshire and your child is due to start school/transfer to secondary school, it is now possible for you to apply online at www.warwickshire.gov.uk/admissions. For further information please contact the school admissions department on 01926 742037 or 01926 742047.

STARTING SCHOOL

Our Reception teacher normally makes a home visit to children who are due to start school in September. We also provide opportunities for children to spend some time in school in order for them to become familiar with their teacher and classmates.

PARENTS HELPING IN SCHOOL

We are keen to encourage Parents and Grandparents into school where they can take part in the school activities with the children. Parents can help in school in a variety of ways and if you would like to be involved, please contact the Headteacher.

REPORTING TO PARENTS

We try hard to keep parents fully informed about the progress of their child in school. Matters of concern from day to day are entered into the child's individual Link Book. Parents and teachers are able to exchange information in this way.

Parents are invited into school every term to give them the opportunity to discuss their child's progress with the class teacher. If they have particular concerns then an appointment can be made at other times with the Head and/or class teacher.

Parents will receive an annual written report in the Summer Term.

At the end of Key Stage One (Year 2) and end of Key Stage Two (Year 6) children are formally assessed against national norms using Standard Attainment Tasks (S.A.T.s). These tests take place in the Summer Term and the results are reported to parents alongside the class teacher's own assessments (T.A.s).

The school's most recent S.A.T.s results at Key Stage One and Key Stage Two are listed in the Appendix at the back of the brochure.

PTA PARENTS/TEACHERS ASSOCIATION

There is a thriving Parents/Teachers Association at the school. Parents automatically become members and may attend Annual General Meetings to elect a Committee.

The aims of the Association are:-

To support and encourage the efforts of the staff of the school to further and expand the education of the children of the school. Further, to work for the provision of, and expansion of facilities for the children - of equipment, books and all methods of widening the children's experience or opportunities of acquiring techniques or skills; to promote greater understanding of the problems of both parents and teachers by providing opportunities for contact at both social and official levels.

The Parents'/Teachers' Association is a very active group and we encourage all new parents to attend the Annual General Meeting, held in the autumn to elect, and possibly become a member of, the committee. The Parents'/Teachers' Association offers valuable support to the school, both financially and in the development of improved home/school relations.

PTA CHAIR

Clare Smith & Wendy Bowyer

BEHAVIOUR

Behaviour at Hurley Primary is outstanding. It is based on a simple but very effective code of conduct:

Hurley Primary School Code of Conduct

At Hurley we are very proud of our school. It is a fantastic place to learn and play because:

- We are kind, polite and helpful
- We take care of each other, our school and our belongings
- We always try our best.

Home/School Contract

Parents are asked to complete a home/school contract on entry. This sets out all partners responsibilities in promoting good behaviour. We would like parents to be aware of the high standards of behaviour that we expect from the children. We hope you will support us in our efforts to encourage all children to follow our Code of Conduct for the benefit of everyone in school.

Our aim is to:

1. Value all children in school equally.
2. Remind children of the Code of Conduct frequently.
3. Be aware of children as individuals.
4. Treat children fairly and consistently.
5. Prevent any form of bullying.
6. Keep parents fully informed on school matters and their child's progress and conduct.

We hope parents will:

1. Remind their children of the need to follow the code
2. Attend Parents Evenings, read newsletters and check Link Books.
3. Share information regarding their children.
4. Support the school in offering encouragement and rewards for good behaviour.
5. Support the school when it is necessary to enforce sanctions.

Good behaviour, politeness and helpfulness will be encouraged and rewarded, e.g. praise, house points, responsibilities, etc. If children consistently fail to obey the rules then sanctions will be applied, e.g. loss of privileges, playtimes, etc. In serious cases parents will be notified. If children persistently misbehave then it may be necessary to exclude them for a limited period.

HOUSE SYSTEM AND REWARDS

The children in the Junior School are allocated to one of the following "Houses":

Hawthorn	(Red)
Pine	(Green)
Sycamore	(Blue)

During the year, Houses compete in many school activities and children are able to gain merits if they earn house points through good work or behaviour.

Attribute Certificates and Best Work

These are awarded each week and each term to children throughout the school who have regularly shown commitment to all of their school activities. Children are also selected on a weekly basis to showcase their best work in assembly.

LUNCHTIME

Lunchtime is from 12.15 p.m. to 1.00 p.m. for the Juniors and 12.00 p.m. to 1.00 p.m. for the Infants. Children may stay for a school dinner. The meals are prepared in our own kitchen and served in the school hall. The meals are ordered and paid for in advance. Dinner money should be paid via our on-line payment service ParentPay (set up when a child starts school), on the Monday of each week. If payment is not received on the first day, only one lunch will be authorised. After this no more lunches will be provided until payment is made in full. A reminder text will be sent to parents on the first day.

Children may bring a packed lunch to school, to be eaten in the hall, if they prefer it. We cannot accept responsibility for damage or loss of containers, food, etc.

Healthy Tuck Shop

We provide a Healthy Tuck Shop for the children at break time.

Drinks through the day

The children are encouraged to bring drink bottles of water so they can keep themselves hydrated throughout the day.

Kitchen Team

School Cooks:- Mrs. A. Ash, Miss E. Clarke, Mrs. C. Jones

Pupil Premium Support and Free School Meals

Parents in receipt of Income Support, Job Seekers Allowance or Child Tax Credit with an annual income of less than £16,190 normally qualify for free school meals and for pupil premium support for their child. Requests for application forms can be made to the school and will, of course, be treated in confidence.

Dinner Supervision and Playtime

The mid-day supervisors each look after a large number of children on behalf of the Headteacher. They are concerned for the safety and welfare of all children staying on the premises. If any pupil persistently misbehaves during the mid-day break and causes undue concern to the supervisors, the respective parents will be informed. In the interest of general safety, the school may have to exercise the right to exclude the child from the premises for the duration of the mid-day break and ask parents to make arrangements for their child to spend the break elsewhere. Children may not otherwise leave the premises under any circumstances without written permission from parents.

EXTRA CURRICULAR ACTIVITIES

At Hurley, children can choose from an **extremely** wide range of **FREE** extra - curricular activities which run before and after school.

Children are encouraged to participate in activities held out of school hours, such as choir practices, gymnastics, computer club, football and netball matches, etc.

When children are likely to arrive home late because of these activities, parents will be informed, via the Link Book. We ask parents to take responsibility for transporting children home after such activities.

OUT OF HOURS CLUB – HURLEYBIRDS

We have a very useful and popular Before and After School Club. The club is well organised and led by a qualified person. Please contact the school if you wish to gain more details or register your child.

Hurley Birds Hours of opening

Before School 7.30am – 8.45 am.

After School 3.30pm – 5.30 pm

Charges from £5.00 per hour

ADDITIONAL EVENTS AND HURLEY PTA

We hold many 'special days' and fun events during school, such as Hurley's Got Talent and The Great Hurley Bake Off, to stimulate learning.

We have a very active PTA and many additional partners who enhance the children's learning and run a large number of additional events after school or at weekends for the children and their families such as Christmas and Summer Fayres. There are many regular events such as discos and movie nights that enrich the life of the school. These events enhance the children's experiences and also raise funds either for school or support charities such as Children in Need. New parents are welcome to join the school PTA and contribute new ideas.

Many of our recent events can be viewed by liking our **HURLEY FACEBOOK PAGE**.

EDUCATIONAL VISITS

We believe that children learn best from first hand experiences and so try to provide regular visits to places of interest as part of the Topic Work.

In recent years, a special feature of Hurley Primary is that the school has paid for all the trips and children have enjoyed a free trip or visiting artist each term. This has been greatly appreciated by children and parents. This provides an additional boost to our stimulating, creative curriculum and we hope to maintain this financial support as long as financially possible.

Children in Year 6 are given the opportunity to experience a short residential visit usually during the weekend. Parents are asked to pay towards this trip although the school pays for the cost of the coach. The school also subsidises pupil premium children to make the trip accessible to all pupils.

HURLEY PRIMARY SCHOOL UNIFORM

School uniform is worn by all children. All pupils are expected to wear uniform. If parents have difficulty in providing this, the Headteacher must be informed. Make-up and nail varnish are not suitable for school days. Listed below are the clothes we consider to be suitable:

GIRLS

Blouse or polo shirt (white)
Sweatshirt or cardigan (navy)
Plain jumper (navy)
Skirt (grey/black) - no more than 2" above/below the knee
Trousers (grey or black)
No leggings/tracksuits
White/black/grey/navy socks or tights

BOYS

Shirt or polo shirt (white)
Sweatshirt (navy)
Plain jumper (navy)
Trousers (grey or black)
(no tracksuits)
Black/grey/navy socks

In the summer children may choose to wear:

GIRLS

Blue cotton dresses
Skirt and white T shirt/polo shirt
Grey shorts

BOYS

White T shirt/polo shirt
Grey shorts

- Footwear - Only sensible **black flat shoes** (not heels, trainers or boots) should be worn.
- Coats, sweatshirts, cardigans, t shirts and polo shirts with the school logo are available from school. Order forms are available from the school office.

For Physical Education:

- White T shirt/dark shorts/black leggings (no football shirts/shorts or other logos)
- Pair of black pumps for indoor PE.
- Pair of trainers for outdoor PE.
- Children will be expected to wear the above PE kit both indoors and outdoors.
- If the weather is **cold**, usually during the winter, children may wear long sleeve navy sweatshirts and tracksuits for outdoor games.
- **PE Kits should be brought into school on a Monday and taken home on a Friday. A strong bag in which to carry kit can be purchased in school.**
- Swimming Kit – girls **MUST** wear a one piece swimming costume (not bikinis) and boys **MUST** wear swimming trunks (not shorts).
- For safety reasons, we expect children to remove stud earrings and watches before Physical Education lessons. It is preferable that they are left at home on P.E. days. No earrings are allowed in the swimming pool.

Jewellery - If ears are recently pierced, only small discreet studs are allowed. These should be removed by the pupil before games and PE lessons. If not removed by the pupil, he/she will be expected to apply plasters. This is for your child's safety. Nose studs and other body piercings are not acceptable. Watches can be worn but children remain responsible for these.

Hairstyles - "Shaved heads"/shaved patterns/dyed hair or other inappropriate hairstyles are not allowed. If you are unsure, please contact the Headteacher before making the decision. **All hair of a substantial length should be tied back during the school day.**

We do hope that ALL parents will continue to support us with these uniform requirements.

RESPONSIBILITY FOR PERSONAL BELONGINGS

The school cannot accept responsibility for missing personal belongings. Please ask your child to look after these carefully, as this is part of education and of growing up. Articles of clothing are very often mislaid and must be marked with the child's name, if we are to stand any chance of finding them. A bin containing lost property can be found in the infant corridor.

Expensive Equipment and Toys - Mobile phones and pocket computers are not allowed in school. Please do not let children bring small toys in their pockets. These cause considerable problems for class teachers when children argue about ownership. There really is no time during the school day for these to be of use. Children are asked to bring toys on designated days, usually at the end of term in order to promote social skills, for example, co-operation, sharing and fairness.

INFORMATION

Any published information regarding the School's and County's policies, along with the School's Development Plan for the current year, are available from the Headteacher. Parents can also see any statutory instruments and circulars sent to the school by the DFEE concerning the curriculum and National Curriculum.

COMPLAINTS

If you have a complaint regarding the school you should, in the first instance, discuss the matter with the Headteacher. If you are still not satisfied you can make a formal complaint. More information on the County's complaints procedure and a special leaflet for parents are available from the School, Area Education Office and Libraries.

TRANSFER TO SECONDARY SCHOOL

A booklet setting out details of Secondary Schools in this area is forwarded to parents by the Area Education Office during the year before transfer to Secondary School.

At 11+ our children leave us for their Secondary education. Children transfer to Kingsbury School or Polesworth School and a small number opt to transfer to other schools in Warwickshire or join local Grammar Schools.

PASTORAL CARE

The class teacher has immediate responsibility for the welfare of pupils. Any pupils needing special attention are referred to the Headteacher. In the event of any child experiencing long-term problems in school, the parents would be informed.

MEDICINES AND FIRST AID

When it is essential for the children to take medicine, tablets, etc. during school hours, these should be brought into school by an adult and signed in at the school office, not taken into the classroom. All tablets should be clearly marked with the dosage and the child's name, and a form, giving permission for the staff to administer the medicine, must be completed.

If a child suffers from Asthma and an inhaler is needed then an Asthma Card should be completed to be kept with the child's records. We normally allow children to keep their inhalers with them in class. If staff felt that a child was not using their inhaler sensibly then a note would be sent to parents via the Link Book.

If a child should suffer from any other long-term medical condition, we would ask parents to provide full details so that an action plan for adequate care could be drawn up.

We are equipped to deal with minor injuries requiring first aid and attention will be given to pupils taken ill during school time. However, we have no medically qualified staff and parents are asked NOT to send their children to school in the morning if it seems likely that they will not be fit to attend lessons. Neither staff time nor accommodation is available for us to care for them for any length of time.

If a child is taken ill in school or sustains an injury requiring medical attention parents are normally contacted. The form enclosed with this book should be completed and wherever possible the name of an alternative adult, who could collect the child from school, should be given. If we are unable to contact anyone at home then a member of staff will take the child for medical treatment. Parents are informed as soon as possible.

Please see our Health and Safety Statement at the back of the brochure.

CHILD PROTECTION

Teachers in schools are in a unique position in that they share, with parents, in the day-to-day lives of the children in their care. As professionals, we have a duty to take action if we have concerns for the welfare of children i.e. the impairment of physical or mental health and development.

Teachers are required to report any concerns that they have to Social Services, who make decisions on any action that is necessary.

Our Child Protection Policy is available in school on request.

HEALTH AND SAFETY STATEMENT

The school's Health and Safety policy is in accordance with Warwickshire Education Authority's recommendations of the procedures appropriate for schools. A copy of the complete policy and action plan, with names of responsible persons is available in school.

Routine Safety Procedures

Fire Safety notices/procedures/location of alarms are displayed around the school. Fire drills are practised at least termly.

All staff have a responsibility to report any unsafe areas/equipment to the Headteacher. Electrical equipment and Physical Education apparatus are checked annually by County Inspectors. Any faulty equipment is removed/replaced/repaired.

Governors make an annual Health and Safety inspection. The Headteacher reports to governors on Health and Safety matters every term.

A First Aider is identified and notices of this person's responsibility are placed in the school staffroom/office.

Children with minor injuries are cared for.

In more serious cases parents are notified and asked to collect the child/seek medical attention. Emergency telephone contact numbers are required for all children.

Medicines should be brought into school by an adult and left in the school office. Details of medication to be administered are recorded in a register and signed by the adult. Verbal consent for medication should be supported with written authorisation within 24 hours. All medicines are taken under the supervision of an adult who signs the medication register and records the time administered.

SCHOOL NURSE

Your School Nurse has the SRN/RGN qualification and may have additional specialities. They have considerable experience as a health advisor to children, parents and teachers. Health and Social needs of children can be discussed in school or at home. As they work in several schools they can be contacted via the School Secretary.

The School Nurse is Christine Heseltine – Telephone 0330 2024 5204

In order to enable children to obtain the maximum benefit from their education, she aims to help the well child to stay well, to assist in the early detection and prevention of possible problems and to support parents and staff in the care of children with special needs.

These aims are accomplished by:

1. Regular surveillance of physical development, vision, height and weight, assistance at medical examinations and referral to other agencies such as Audiology, Enuresis, Speech Therapy or Dietitian.
2. A wide-ranging immunisation programme offering protection against tetanus and polio, tuberculosis and rubella.
3. Health Education to groups.
4. Health advice on a one to one basis to pupils and parents.
5. Please make full use of your School Nurse in an advisory and health education role as she has a wealth of knowledge which she is willing to share.

OUR CREATIVE CURRICULUM

WE HAVE A MODERN STIMULATING CREATIVE CURRICULUM WHICH ENABLES CHILDREN TO EXCEL

HURLEY PRIMARY HAS AN OUTSTANDING CURRICULUM HIGHLY PRAISED BY OFSTED. IT INSPIRES ALL CHILDREN TO DEVELOP A LOVE OF LEARNING AND CONSEQUENTLY THEY ACHIEVE HIGHLY AND GROW UP TO BECOME HIGHLY MOTIVATED LIFELONG LEARNERS

HURLEY CURRICULUM OBJECTIVES

We expect the majority of our pupils to have achieved the objectives listed below and by the time they leave us they are highly motivated, confident learners. They are equipped with essential attitudes and skills that prepare them well for secondary school education and enables them to thrive and succeed in the modern world.

- Read fluently and accurately with understanding, discrimination and enjoyment.
- Speak/write clearly and concisely.
- Write legibly and neatly, for a range of purposes.
- Listen attentively, think logically and respond logically to questions.
- Research information and record findings.
- Use mathematical skills and ideas with confidence.
- Work independently or in a group to solve problems.
- Show an appreciation of the value of scientific/technological ideas.
- Use a variety of creative arts/crafts as a means of expression.
- Take part in a range of physical activities with some skill and confidence.
- Show an awareness of geographical, historical and social influences in our locality, and of other times, places and cultures. The curriculum is the whole learning experience offered by the school, how children learn is as important as what they learn.

In accordance with the requirements of the New National Curriculum, the core subjects of Maths, English, Science and Information Communications Technology (ICT) are taught, along with the other foundation subjects of History, Geography, Technology, Art, Music and Physical Education. Religious Education is also taught throughout the school and this complies with the locally agreed syllabus. P.S.E. is taught as a discreet subject and through other curriculum areas.

Great emphasis is placed on the Core Subjects of English and Mathematics. Daily sessions of Literacy and Mathematics are taught in all classes. Science, ICT and foundation subjects are studied as part of a topic or as separate disciplines where appropriate. We cover most of the New National Curriculum 2014 programmes of study with a cycle of topics. These are designed to broaden and deepen the child's understanding. Some aspects of our work are approached through cross-curricular themes. Emphasis is placed on first hand experiences, using the local environment as a starting point.

In Reception children cover the Early Years Foundation Stage Curriculum which leads on to the New National Curriculum. Particular emphasis is given to Literacy and Numeracy as these essential skills form the basis for future learning.

ENGLISH

The New National Curriculum lays emphasis on the 3 Profile Components of Speaking and Listening, Reading, and Writing (including Spelling and Handwriting).

Language is the means of learning throughout the school curriculum and throughout every Key Stage. It is our aim to create opportunities to develop children's learning through language, about language and as users of language in all curriculum areas.

MATHEMATICS

Particular emphasis is given to Numeracy and Applying Maths to problems solving situations. A daily session of maths is taught in order to develop a range of strategies for problems.

Staff plan lessons using National Curriculum's specific year group objectives. This ensures that all elements of numeracy are covered in each year group. A practical approach that aids understanding is encouraged in all classes.

SCIENCE

Scientific principles are studied at varying levels in all classes. Children are encouraged to experiment to gain experience of working with various materials, to relate science to everyday life and to develop an ability to communicate their findings.

WE HAVE OUTSTANDING TEACHERS AND HIGHLY MOTIVATED LEARNERS

Both English and Mathematics are taught daily. Children are usually grouped according to ability for some part of the lesson. However, the main teaching points are made to the whole class, where possible and children are encouraged to share their learning at the end of the session. Provision is made for those children who are more able and those who have learning difficulties (see section Special Education Needs). In Science and the foundation subjects children often work in mixed ability groups but emphasis is still placed on a class teaching approach and adequate support for individuals. In ICT children usually work in pairs on our bank of computers.

FOUNDATION SUBJECTS

While the majority of time is spent on the core subjects, increasing emphasis is given to the foundation subjects as the child moves through the school, to ensure a broad, balanced education. Teachers use the New National Curriculum's programmes of study and attainment targets to ensure a balanced coverage along with progression.

TECHNOLOGY

The children learn the skills of Designing & Making through the study of Structures, Mechanisms, Electronics, Food & Textiles.

INFORMATION TECHNOLOGY

We have more than 100 computers in school (including i-pads and laptops). Children are taught ICT as a class for 2 hours a week, and computers are shared 1 between 2. All children are given the opportunity to learn the skills of Data Handling, Word Processing, Control and Modelling. These skills are taught across the whole curriculum. Use of the Internet is encouraged but supervision ensures that access is controlled. We have also invested heavily in sets of KNEX and Lego to promote the children's skills in technology.

HISTORY

History is taught as part of a termly topic. Reception follow the guidelines from the Early Learning Goals. They cover topics related to their personal history and use stories to find out about the past. Both KS1 & KS2 cover topics related to Toys, Inventors, Egypt, Invaders and Settlers, The Tudors, The Second World War and local history, along with The Ancient Greeks, The Indus Valley, Tudor Exploration and history since 1948.

GEOGRAPHY

Geography is based on developing knowledge, skills and understanding relating to children's own environment and people who live there, progressing to different scales, in the United Kingdom and overseas. They gain an appreciation of how places relate to each other and the wider world. Pupils develop skills using and making maps and photos and study how and why physical and human features are arranged as they are in the environment and how people are influenced and affected by this, in the topics of weather, settlements, mountain environment local features and issues.

MUSIC

We have many talented musicians at Hurley and have an excellent reputation for our singing. Children are given the opportunity to develop skills in Performing & Composing, and also in Listening & Appraising. A peripatetic teacher visits the school to teach children in the Junior School who are learning to play woodwind instruments, drums and keyboard. Recorder groups are also organised in the Infant and Junior School. The Governors Charging Policy with regard to Instrument Tuition is available in school.

PHYSICAL EDUCATION

Children are given the opportunity to develop a range of skills during their time at the school. They will be involved in the following activities:- Athletics; Dance; Games; Gymnastics; Swimming; Outdoor & Adventure. Children are taken to Kingsbury Pool for swimming lessons during the year to enable them to learn to swim. We ask for a contribution from parents towards the cost of transport. It is important that children take part in all Physical Education lessons. We require a note if there is a reason for missing a lesson.

RELIGIOUS EDUCATION

Study is based on the Warwickshire Agreed Syllabus

KS1 look at the six main religions but focus mainly on Christianity and Islam.

KS2 continue this work but focus mainly on Christianity, Hinduism and Sikhism.

Areas of study are related to Experiences of the Natural World, Human Relationships, Devotion and Meditation, Celebration, Lifestyle, Authority and Expression of Belief.

Religious education is taught as part of a topic where appropriate. We hope to develop in the children good moral and social behaviour within the Christian ethic, while making them aware of other beliefs. Assemblies which include an Act of Worship are held daily.

ART

Some of our Art work is linked with our Topic Cycles, while some is taught discreetly. Children cover two areas of learning in Art; Investigating and Making, and Knowledge and Understanding.

P.S.H.E. & Citizenship

During KS1 pupils learn about themselves as developing individuals and as members of their community building on their own experiences and on the Early Learning Goals for personal, social and emotional development.

During KS2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of the community.

SPORTING AIMS AND ACHIEVEMENTS

Hurley has an excellent sporting reputation in the area and we compete very successfully in many local events. We encourage our children to take part in a range of sports beyond those covered in their normal Physical Education lessons.

All children in the school take part in our Annual Sports Day, when they are able to compete for badges and certificates. Our Junior children have the opportunity to take part in football, netball, cricket, golf and rounders matches and cross country races.

Some Junior children are selected to compete against other schools in the area in football, hockey, netball, rounders, athletics, golf, rugby and cross country competitions.

Our spacious playing fields are well used throughout the week. They are also used some weekends by a local junior football club.

SEX EDUCATION

Sex Education is incorporated into our topic on Ourselves. Questions are answered sensitively but truthfully. The Governors have approved our policy to include a more formal approach in Years 3, 4, 5 and 6. The school policy on Sex Education can be seen on request. The school nurse supports formal work providing appropriate video materials. Parents are welcome to view these and to discuss concerns with the Headteacher.

Should any parents wish to exercise their right to withdraw their child from Religious Education, Assemblies or Sex Education, they should discuss this with the Headteacher. If alternative provision cannot be arranged, parents may be asked to provide supervision while these activities take place.

HOMEWORK

All pupils will be required to complete some form of homework, matched to their age and stage of learning. However, children need some time to play, to release their energy, to exercise their own choices and to co-operate with their peers. Much of this will be done when school ends. It is therefore essential that homework does not dictate the pattern of their evening, taking up only a small, enjoyable portion of their time, when parents can take an interest in their progress.

As pupils progress through the school (particularly in Yrs. 5 & 6) the type of activity and amount may be increased, but it is still important to have adequate leisure time. Some parents suggest that a short time set aside just before or after tea is useful for sharing information about the day's activities and assisting with any work brought home. It is important that the activity is enjoyable and that the parent takes an active interest in the child's achievements.

Our Homework Policy, which details the types of homework offered to pupils at different ages throughout the school, is available on request.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, GIFTS AND TALENTS

Every child is unique and special so we aim to offer equal learning opportunities, at an appropriate level, to all of our children, irrespective of their individual abilities.

Where pupils have special educational needs gifts or talents we will identify them and provide the necessary resources to meet those needs as far as possible. If the resources available in school do not meet the needs of the child then support from Warwickshire's Special Educational Needs Support Service is requested. Children with Special Educational Needs, Gifts and Talents can only be fully supported or extended through the careful co-ordination of an 'input' team consisting of parents, class teachers, special needs teachers and other significant people in the child's life. We aim to enable all children to reach their fullest potential and keep parents accurately informed and to consult with them regularly on all aspects of their child's needs.

Thank you

for taking the time to read this important document.

We welcome visits to our school. Please call **01827 872207** if you would like to arrange a visit.

Alternatively if you have any queries or require further information please email: admin2032@welearn365.com

We look forward to hearing from you soon

