

# Harewood Primary School

## Annual Prospectus



**2024-25**

## **Details of the School**

Eric Avenue  
Thornaby  
Stockton on Tees  
TS17 7JJ

Tel: (01642) 355425  
Email: [harewood@sbcschools.org.uk](mailto:harewood@sbcschools.org.uk)  
Website: [www.harewoodprimary.org.uk](http://www.harewoodprimary.org.uk)

## **School Roll**

Harewood Primary School is a community school for children between the ages of 3 and 11 years.

The school roll in June 2025 was 455 children on roll. Nursery: 48 part time and 15 on 30 hours. Rec - Y6: 391

## **Accommodation**

There is a main school building on Eric Avenue, which has 22 classrooms. These classrooms vary in size and their capacity is between 30 pupils and 14 pupils. There is a multi-purpose school hall, three playgrounds and a library. There is also a purpose-built sports hall and a very large playing field on Thorntree Road. The school has its own kitchen.

## **School Organisation**

Nursery and Reception Classes are separate but work closely together as an Early Years Team.

The Nursery has 78 places in total and has provision for 39 pupils on site at any one time. This is made up of some part time places (15 hours) and some 30-hour places.

There are two Reception classes with an additional teacher for smaller focused teaching groups. One of the teaching areas is an annexe and this has its own small outdoor area and a withdrawal room.

Key Stage 1 consists of Year 1 and Year 2. There is close liaison between Reception and Y1 to enable children to move successfully from Early Years to the National Curriculum. There are two Y1 classes and two Y2 classes. There is an additional staff in Year 1 and Year 2 so that children can work in identified groups on appropriate interventions. Teachers in Y2 and Y3 also work closely together to bridge the transition into KS2.

KS2 consists of Year 3, 4, 5 and 6. There are two classes in each year group. There is an additional teacher in each year group so that children can work in three smaller groups in a morning for maths and English. English and maths is taught in sets at KS2. There are some teachers who specialise in English or maths and teach that subject across the year group. Foundation subjects are taught in mixed ability classes. Ms E Sheraton, a specialist teacher, teaches singing across school.

## Aims, vision and values


# Aspire, Acquire, Achieve

Our Core Values are to be:

- Safe
- Respectful
- Ready
- Caring
- Knowledgeable
- Resilient
- Motivated

Which leads us to:

- Aspire** to be the best they can be
- Acquire** the knowledge and skills to be a valuable future citizen of the world.
- Achieve** success from the opportunities they have, no matter what their starting point.



Harewood Primary School offers every child the chance to achieve their full potential. We achieve high standards and give our children the foundations for future learning and success in life.

We offer children a rich and exciting curriculum underpinned by effective teaching and learning across all subjects.

We respect every child as an individual. We value the contribution we make as members of a British community; we value tolerance, respect and the need to support and care for each other. We build children's confidence and self-esteem to prepare them for the future. Good relationships, a challenge in learning and support for parents are at the heart of our school.

### Aims for Harewood Primary School

- For Harewood School to be a happy, caring school
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To develop the intellectual, physical, moral, spiritual and creative aspects of our children through enlivening experiences
- To enable children to apply knowledge, skills and understanding to solve problems
- To foster good relationships with children and adults
- For parents to be positively involved with the child's education in a partnership
- To promote high standards and quality presentation

- To promote and celebrate British values
- To respect experiences gained from different family backgrounds, which will help our children as they grow up to live and work in our diverse community
- To encourage a sense of pride in our school, our region and our country

We want to ensure that our children are happy, interested and confident enough to become lifelong learners.

**OFSTED Inspection Judgement in May 2012 ~ Outstanding**

*"This is an outstanding school which ensures that pupils from all cultural and social backgrounds achieve highly as a result of a stimulating curriculum, exceptional teaching and outstanding care."*

*"Achievement, Teaching and Learning, Behaviour and Leadership and Management were all judged to be outstanding."*

## The Governing Body

		Term of office expires
Headteacher	Mr G McManus	
Co-opted Governors	Mr D Robinson	01/7/27
	Mrs Sue Dalton	06/09/27
Local Authority Governor	Mr Mark Rowland-Jones	20/09/27
Co-opted Governors	Mrs E Pugh - Special Educational Needs Governor	01/7/27
	Mrs N Ramzan	01/7/27
Deputy Headteacher/co-opted Governor	Mrs K Dawson	01/7/27
Staff Governor	Mrs S Bell	6/06/25
Parent Governors	Mr P Martin - Chair & Safeguarding and Looked After Children Governor	2/12/25
	Mr A Tremain	21/6/25
	Mrs V Morgan	4/12/26
	Mr M McGlone	11/1/27
	Mrs Heather Hodgson	6/12/27
Governing Body Clerk		

The Governing Body has responsibility for the running of Harewood Primary School. Governors make decisions about how the school is run. They meet at least once a term, and are representative of parents, staff and the wider community.

The minutes of the Governor's meetings are in school, available for anyone to read. Parents elect five Parent Governors for a four-year period. You will be notified when the next election is due. Becoming a Governor carries considerable responsibility and requires a commitment of time, but training is given to help Governors carry out their responsibilities.

### Staffing Sept 2024 - July 2025

Senior Leadership Team:

Headteacher	Mr G McManus
Deputy Headteacher	Mrs K Dawson
Curriculum/ KS2 Leader	Mrs A Lamb
KS1 Leader	Mrs S Bloom
EYFS Leader	Mrs A Dinsdale
SEND/CO	Mrs J Burns

Y	Teachers	Support Staff
N	F Saunders (0.6) /H Rees (0.6)	T Mannaf K Horner H Benjamin P Pickering 11.45-1.15
R	A Dinsdale (08) /Sarah Emmerson (ECT) Lyndsey Tinkler	B McCabe J Shami
Y1	E Squires S Buckton	M Hunter L Hall Lesley Anderson
Y2	S Bloom /R Mclean (0.6) R Robertson	D Reynolds (0.8) T Busby Jenny Martin
Y3	J Weatherley S Hardcastle (0.8) H Lagen	C Muldowney Janet Taylor
Y4	F Razzaq (0.8) S Warren J Young	S Wharton R Shepherd
Y5	S Basharat (0.6)/R Meredith (0.6) E Smith	H Dawson A.N other
Y6	A Lamb S Cooper M Mudd (0.8) /J Burns (Friday)	L Niven J Ward A Barratt

Admin Team: Mrs S Bell, Mrs S Abbey, Mrs L Cross  
PSA Louise Anderson Mon - Thursday  
Marcus Ciccone - Therapy interventions, Harewood Tots, Mentor  
J Abbey (5 mornings - EHCP/EAL interventions)  
Singing Teacher: Ms E Sheraton, Mr A Gibson (Thursday am)  
Sports Coach: Mrs K George (Saturday morning Harewood Gymnastics group)

### **Admissions Policy**

Children are admitted to Harewood Primary School in line with the Stockton LA Admissions Policy. The Admissions Officer can be contacted for guidance at:

**Education Dept, Municipal Buildings, Church Road, Stockton, TS18 1XE (Tel: 01642 393939)**

### **Nursery Admission**

The Nursery has provision for 39 pupils at any one time. There are up to 12 places for children attending for 30 hours and 64 places for children attending for 15 hours. Children attending for 15 hours may have either morning or afternoon sessions.

**Morning sessions run from 8.45 - 11.45**

**Afternoon sessions run from 12.30 - 3.30**

The maximum session length for 30 hours children is eight hours. Lunch is offered within the Nursery for children staying all day.

Children in Nursery who begin at 8.15am are using their Nursery hours and are not part of additional Breakfast Club arrangements in the hall.

### **30 Hours of Childcare**

We offer up to 12 places for Nursery children whose parents qualify for 30 hours of childcare. We prioritise older children.

The additional hours are available to families where:

- Both parents are working (or the sole parent in a lone parent family)
- Each parent has a weekly minimum income equivalent to 16 hours at national minimum wage or living wage; (a parent who is a higher earner could in fact only work for 4 hours a week but would still be entitled to the additional 15hours childcare).
- Neither parent has an income of more than £100,000 per year.

Parents / carers can contact the school office and complete a form to put their child on our waiting list. We will contact parents and offer a place when a vacancy becomes available as soon after a child's third birthday as we can. When a place is offered a member of the Nursery Team or the Parent Support Advisor will arrange to visit you and your child at home. A booklet telling you more about the Nursery will be given to you. Arrangements will be made for you and your child to make some visits. This makes your child feel happier and secure and gives a good start to school life.

When the children move up to Reception in September we offer the vacant Nursery places to existing 3-year olds on our list. Once the Nursery is full, children are placed on our waiting list until either the following September or until a child leaves creating a vacancy. If there are children of the same age waiting for a place then we apply the following criteria in order of importance: Children Looked After; Education Health and Social Care Plans; sibling links and proximity to the school.

### **Reception Class Admission**

The Local Authority Admissions Team manages the admission criteria for children moving into Reception classes. There are two Reception classes which can admit up to sixty pupils. Parents must complete an

application form (or on-line application) which is posted (or forwarded) to the Local Authority. We have often been oversubscribed and many parents were disappointed not to receive a place. **Parents need to be aware that the Local Authority allocates places according to whether a child is looked after by the Local Authority or ever has been; how close to school they live, whether there is a sibling already attending the school and whether the child has SEN. Attending Harewood Nursery is not considered at all by the Local Authority Admission Team when allocating places. An appeals process is in place for those who are unsuccessful.**

### Transfer

The Local Authority manage all transfers from school to school. The admission number for each year group is 60 and once that number has been reached then an appeal process is in place. Details of in year transfers are found here: <https://www.stockton.gov.uk/article/2543/School-transfers-and-in-year-admissions>

### School Times

The school day begins at 8.45 am. External gates are opened at 8.35 am to enable children to walk onto the school site and are closed at 8.45 am. Children are greeted by staff. Parents and carers are asked to hand their child to a member of staff at the gate wherever possible. If the gates are locked please use the main entrance. Children are asked not to arrive at school before 8.35 am unless they have a pre-arranged Breakfast Club place.

<b>Nursery</b>	<b>8.15am – 4pm – 15 / 30 flexible hours</b>	
	<b>Morning Session</b>	<b>Afternoon Session</b>
<b>Breakfast Club</b>	<b>8.00 – 8.45am</b>	
<b>Reception,</b>	<b>8.45am – 11.50</b>	<b>12.35 – 3.15pm</b>
<b>Y1,</b>	<b>8.45am – 12.00</b>	<b>12.45 – 3.15pm</b>
<b>Y2, Y3</b>	<b>8.45am – 12.15</b>	<b>1.00 – 3.15pm</b>
<b>Y4, Y5 and Y6</b>	<b>8.45am – 12.30</b>	<b>1.15 – 3.15pm</b>

Please realise the importance of a punctual start to the day for your child to ensure that no essential instructions are missed.

Lunchtimes are staggered to ease congestion in the dining hall and playground.

If you are coming to school by car arrive in plenty of time because the area around school becomes very congested and you may need to park a considerable distance away. **Please do not park on the yellow zig zag lines. These are there for the safety of the children crossing the road.**

### Breakfast Club

There is a Breakfast Club operating which runs from 8.00am until 8.45am. The Breakfast Club is subsidised by school for everyone to keep the cost low and is free for children who have been entitled to free school meals at some point in their time at school.



The cost of Breakfast Club is £1 a day/£5 a week for children who have never been in receipt of free school meals and free for those who have been in receipt of free school meals at some point. Breakfast club needs to be booked and paid for using the School Gateway app.

### School Comms

We use a system of communication through email and texting called School Comms. There is an app called School Gateway which can be used to keep in touch with school free of charge.



It is important that we are kept informed of new email addresses and changes in mobile phone numbers to make this an effective way of communicating. We will use this form of communication for reminders and to check on pupil absence. Please ensure we have the email address of the person best placed to respond to any school information.

This app is also used to inform parents of school trips, to make any payments to school and to book and pay for breakfast club places.

### Attendance

#### Absence

Click to include/exclude Reception pupils  Include  Exclude

% of sessions missed					
* National: 2021/2022 is the most recent published whole academic year comparative data					
	Pupils	% attendanc	% sessions missed	2021/22* National %	Diff +/-
School	391	94.9	5.1	6.3	+1.2
Boys	206	94.7	5.3	6.4	+1.1
Girls	185	95.2	4.8	6.2	+1.3
Non Persistent Absentees	346	96.5	3.5	4.2	+0.8
Persistent Absentees	45	82.4	17.6	16.3	-1.4
Non Severe Absentees	391	94.9	5.1	-	-
Severe Absentees	0	-	-	-	-
Non Disadvantaged *	161	96.7	3.3	5.5	+2.2
Disadvantaged *	230	93.7	6.3	8.4	+2.1
Disadvantaged Boys	123	93.7	6.3	-	-
Disadvantaged Girls	107	93.7	6.3	-	-
Non FSM	161	96.7	3.3	5.5	+2.2
FSM	230	93.7	6.3	8.5	+2.2
No SEN	308	95.6	4.4	5.9	+1.4
EHCP/SEN statement	14	91.0	9.0	9.7	+0.7
SEN Support	69	92.9	7.1	8.0	+0.9

If a child is absent please could you contact school as early as possible by telephone; the office staff: Mrs S Bell, Mrs L Cross or Mrs S Abbey will telephone parents if no contact has been made. If staff can't get a response then the Parent Support Advisors may call round to ask why your child isn't in school. If parents have spoken to a member of staff then a note isn't necessary. Absence is authorised for illness; if there is another reason please contact Mr G McManus to find out if the absence can be

authorised. Unauthorised absence can result in a referral to the Local Authority and eventually can lead to a Police Caution. If there are issues you need help with concerning attendance, Mrs L Anderson, Parent Support Advisor, can be contacted via the school office. Please let us know beforehand when your child has dental and medical appointments during school hours.

**If a child's attendance falls below 90% the Department for Education classifies them as a persistent absentee. New guidance from the DFE suggests the following approach:**

Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families.

All partners should work together to:

**Expect**

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

**Monitor**

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

**Listen and understand**

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

**Facilitate support**

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

**Formalise support**

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

**Enforce**

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

Developing good attendance is really important; if your child is unwell in school we will contact you to arrange to take your child home, please ensure contact numbers are up to date. Sometimes children seem unwell early in the morning but rally as the day goes on; we would rather have a child in school for part of a day rather than none.

## **Exclusions**

There have been eleven exclusions in 23-24 (until mid year - four children); we work closely with parents and outside agencies to support children with challenging behaviour.

### **Leave in Exceptional Circumstances**

Holidays in term time are not authorised except in exceptional circumstances and are monitored by the Stockton Local Authority Inclusion Officer. Sometimes there is an exceptional circumstance that requires you to take your holiday in term time, if so please speak to Mr G McManus and you will be issued with an Exceptional Circumstances Absence Form from the school office.

### **School Clothing**

Following consultation with parents and the Governing Body it was agreed that a school uniform is recommended.

White or blue shirt/ polo shirt

Blue sweatshirt or cardigan

Grey or black trousers/jogging bottoms / skirt can be worn.

Blue and white checked school summer dress.

Flat black shoes or trainers (**trainers are really ideal for school and enable children to be active throughout the day**).

The sweatshirts and cardigans may be purchased from [Motif8.co.uk](https://motif8.co.uk) and have the school logo on. Blue sweatshirts can alternatively be purchased in many local shops and these are perfectly acceptable for school. Black jogging bottoms or trousers can be bought from local stores. Please could all items of clothing be labelled with your child's name; we continually have a large supply of school sweatshirts in our lost property box. We have a supply of washed second hand school uniform, which can be supplied to children if they haven't got appropriate clothing to wear for school.

We have included a Year 6 leavers hoodie into our school uniform. Year 6 children may wear either a blue hoodie or a sweatshirt or cardigan. Leavers hoodies are available from [Motif8.co.uk](https://motif8.co.uk).

<https://motif8.co.uk/product/harewood-primary-leaver-2025/>

It is important that children are appropriately dressed for school; skimpy tops are not suitable. Wearing shoes with high heels or flip-flops is unsafe and parents will be contacted to bring alternative footwear to school if staff feel that footwear is unsafe.

In the summer could children bring a cap or sun hat and wear sun cream, which should be applied before they leave for school.

Jewellery is not appropriate within school and should be left at home. If jewellery is brought to school it is kept securely in the school office until home time. Children with pierced ears should remove their earrings for PE. If ears have been recently pierced, then children should wear studs only and the teacher in charge of PE will decide if they can be taped up safely; this will depend on the sports activity being taught. Children will not be able to swim or do Gymnastics with earrings in. **Please avoid piercing your child's ears during term time.**

### **PE Kit**

The school PE kit consists of black shorts or black jogging bottoms and a plain white T-shirt. We aim to avoid the competitive pressure children place on parents and each other to wear the latest expensive sportswear.

Children should attend school in their PE kit on PE days. This gives more time for PE as children were already dressed. **Please send your child in black shorts or black jogging bottoms and trainers on PE days. They should continue to wear their school jumper.** We appreciate your support with this. Please note that non-marking trainers are essential for sport in the Sports Hall.

## **Keeping Healthy at Harewood Primary School**

### **School Meals**

The catering staff provide healthy nourishing meals for the children. There is a set warm meal served in the school hall each day. Menus are provided for parents in advance. We feel that establishing good eating habits is really important and can prevent obesity and many related health problems in later life. We ask parents to support us in this policy. If parents have children with special dietary requirements then please come and discuss this with school. From September 2014, the Government agreed to provide all Reception, Y1 and Y2 children with a Universal Free School Meal. All meat provided by the school kitchen is Halal. Jacket potatoes, quiche, Sandwiches (egg, cheese or tuna) and a salad bar are always available as an alternative to a hot meal, for KS2 children on either paid or free school meals. Fruit and yoghurt are always available.

School dinners are paid for by using the School Gateway app. If a child wants to change their lunch preference, they must inform the school office a week in advance.

**Cost of a KS2 meal is £2.80 a day and £14.00 for the week.**

A free meal is supplied to children whose parents are in receipt of:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

If you think your child may be entitled to free school meals please contact the school office on 01642 355425. **Additional funding is provided for school based on the number of children entitled to free school meals; please apply for your entitlement as it supports Harewood Primary School financially.**

The majority of children in KS2 eat their lunch in the classroom. Teaching Assistants supervise children at lunchtime and are supported by Lunchtime Supervisors.

### **Packed Lunch**

Children may choose to bring their own packed lunch to school. In line with our healthy eating policy, **chocolate bars, sweets and fizzy drinks are not allowed in packed meals.** We also ask that packed lunches are kept to a manageable amount.

### **Obesity**

Obesity is an issue, which causes harm to children's emotional and physical health. We can help families with referrals to a weight management programme which supports families with advice. Please contact Mrs Louise Anderson for further information.

### **Fruit**

Early Years and KS1 children are provided with fresh fruit each morning and it is usually eaten during mid-morning break. Junior aged children may bring their own fruit for playtime. In the interests of children's health, no sweets or crisps are allowed at playtimes.

### **Chewing Gum**

Chewing gum is not allowed on site and parents will be contacted to come into school if any child brings it on to the premises as it causes enormous damage to the school environment.

### **Water**

In response to many studies on dehydration, we are happy that children bring small water bottles into school. They may access these whenever they wish. The containers need to go home on a regular basis to be washed. Please make sure the bottle is named.

### **Health Care**

If you should discover that your child has head lice would you please inform the school so that we in turn can alert parents to take the usual precautions.

Current advice on dealing with head lice is:

- Wash hair in the normal way with an ordinary shampoo
- Use lots of conditioner and while the hair is wet comb through from the roots with a fine tooth comb
- Make sure the teeth of the comb slot into the hair at the roots with each stroke. Do this over a pale surface such as a paper towel or the bath
- Clear the comb of lice between each stroke
- If you find lice, repeat this routine every 3-4 days for 3 weeks so that any lice emerging from the eggs are removed before they can breed. Eggs are not visible but clear and jelly-like; they become white only after hatching

### **Medicines in School**

The Health and Safety Executive advise that wherever practicable parents should accept responsibility for administering medicines to their own children. It may, however, be unavoidable that pupils have to take medicines/tablets during the school day. School records when medication is given to a child and signed by two members of staff to ensure medication is given accurately. We ask for your kind co-operation to help us to help your child by following the procedures set out below:

· All medicine should be in its original containers and should have a label on it from the chemist or the name of the pupil, dosage and time of administering.

- A Healthcare form needs completing, by parents, for some medical conditions and these will be reviewed on a regular basis.
- An Administration of Medication form needs completing if medication/inhalers/epipens are to be used in school giving authority for school staff to administer the medication to your child
- Antibiotics will only be administered if they are needed four times a day and school will administer the lunchtime dose.
- Short term medications need to be collected at the end of each week or they will be disposed of.

Children who need to use inhalers can keep them in the unlocked first aid cabinet in their classroom for easy access. If a peak flow meter is required a member of staff will supervise its use. It is important that children with asthma keep a blue (reliever) inhaler in school at all times - please check expiry dates on inhalers and send in new ones before they expire.

### Throat lozenges

Due to concerns of choking, allergic reactions and over use please do not send your child into school with throat lozenges in their pocket/book bag or lunch box.

If you wish your child to have throat lozenges please complete a medication form which can be obtained from the school office.

All over the counter throat lozenges will be kept in the school office and administered by school.

Strepsils website advise that throat lozenges should only be given to children over 6 years old and that one lozenge to be dissolved slowly in the mouth every 2 - 3 hours up to a maximum of 12 lozenges in 24 hours

### Epipens

Epipens are kept in the school office, which is continually staffed, and kept in an unlocked cabinet for swift retrieval. This is because most allergic reactions are around food which is consumed either at lunchtime/playtime and it's quicker to access the office, where staff are first aid trained, than for Lunchtime Supervisors/Teaching Assistants to locate relevant classrooms to get the Epipen. When children leave the site, they are signed out from the office and staff sign the Epipen out to the accompanying member of staff. Please ensure to check expiry dates on Epipens and send in new ones before they expire.

Photographs of children with allergies, epilepsy and diabetes is displayed in the office and the kitchen to help swift recognition and parents are asked for consent for these to be displayed.

We have a defibrillator on-site; staff have been trained in how to use it.

### Medicals

#### Screening in Reception includes;

Weight, height, audio and vision screening and parents are contacted by the school nurse if any problems are highlighted. A school nurse can be contacted on: 03333 202302 at Family Health, Neighbourhood Centre, Dover Road, Ragworth, Stockton-on-Tees.

#### Height and Weight Screening Y6;

All Y6 pupils have height and weight checked by a health professional in the Summer term in Y6. This is done in a confidential manner and the data isn't shared with school. Parents are informed and have access to results if they wish, direct from the health professionals.

#### Illness or Accident at School:

All parents are asked to complete a contact form that is kept in the school office in case of accident or illness. Please could parents inform the office if telephone numbers or authorised contacts change. It is distressing to children if they are really poorly and we have no one to contact. We have a number of staff with first aid training and they will deal with accidents to the best of their ability. Accidents are logged in an accident book and we inform parents about any accident that has resulted in treatment via a text or note.

#### Discipline

We believe that the maintenance of good discipline is dependent on many things, including an understanding that to live happily there must be rules and that these rules need to be fair and accepted by everyone.

We believe that good relationships between children, teachers, parents and members of the wider community are crucial in creating a successful school community. We encourage good behaviour and give praise as often as possible. We aim for the children to gain self-control with their actions, their learning and their behaviour.

If things do go wrong and there is a breakdown in relationships we try to deal with them immediately. We endeavour to be firm but fair to all parties concerned. We use restorative practice to rebuild relationships so that children can work and play happily together. Parents are informed if problems are serious or persistent. We keep a record of instances of racial abuse, homophobic abuse, assault and bullying; these are fully investigated.

#### CPOMs

We use a recording system to track incidents, parental communication and safeguarding concerns. This is accessed by teachers and is very useful in providing information. When children transfer schools, this information transfers to.

#### Bullying ~ Several Times on Purpose (S.T.O.P)

We introduce the children to an anti-bullying slogan, S.T.O.P, to explain what bullying is and we always deal with any form of bullying fully. Sanctions are used to deter bullying and work is undertaken to build up the self-esteem of children to prevent bullying occurring. We strive together to create an anti-bullying environment but despite this and a vigilant staff, sometimes situations arise that we have not been aware of. If your child feels that they are being bullied and confides in you, please discuss it with Mrs Dawson, who is the Lead Behaviour Professional, or Mr McManus. Children may ask you not to say anything but be assured any decision to take action will be taken as a result of talking together - bullying can be dealt with effectively and there are courses of action that are successful when we work closely together.

We are committed to tackling homophobic and gender discrimination. We teach tolerance and understanding of differences through Personal, Social, Health and Relationship Education. We introduce children to a variety of good quality storybooks, which portray positively the diverse range of families in our society to ensure children from same sex families don't feel excluded.

### Pupil Premium ~ Disadvantaged Subsidy Fund

The school has a fund of money based on those entitled to free school meals to support children in circumstances of financial disadvantage.

In 2024-25 this fund is £  
324,450

The priorities for spending this allocation have remained consistent for the last three years. **Further detail about the barriers we are trying to overcome and our detailed action plans are available on our website.**

We use this fund to narrow the gap in attainment between those children who experience financial disadvantage and those who do not. We use the fund to provide first hand experiences for children who may otherwise not have had them. We provide parental support for those who require it.

- Our experienced Parent Support Advisor: Louise Anderson offers a programme of advice and also signpost services to parents. She coordinates Early Help Support and works closely with outside agencies.
- Additional Teachers across school are employed to reduce pupil teacher ratios and undertake targeted interventions to support children to narrow their gap in attainment.
- Additional Teaching Assistants are employed to support interventions with children across school to address any underachievement
- We employ an experienced Educational Psychologist to identify barriers to learning so that we can target strategies accurately in order to narrow the attainment gap
- We provide a free breakfast for children on Free School Meals Ever 6 to give them a good start to the day
- We provide free uniform to those experiencing hardship to ensure children are warm and well dressed
- We have a school mini bus to enable staff to take children on free visits to broaden their first-hand learning
- We provide free after school clubs targeted at improving children's fitness to tackle high levels of obesity.
- We employ specialist coaches to enable those with a talent to develop and compete with those in more affluent circumstances
- We employ a play therapist to work with identified children
- We employ a therapist to work with parents and children

The successful impact of this fund can be demonstrated by:

- The narrow gap in attainment between those on free school meals and those who are not.
- High levels of attainment for those on FSM
- There is a narrow gap in attendance between those on free school meals and those not on free school meals.
- The effective support for families at an Early Help level

The priorities for spending this fund are decided by the Governing Body each Spring Term at the Resources Committee Meeting. If parents have any suggestions for services we can provide or need some support for their children please contact Mr McManus or Mrs L Anderson.



### **Sports Grant**

We received £19,370 in our April 2024 budget to spend on sport. We enhance our sporting facilities by managing the field adjacent to our sports hall. We employ specialist staff to increase participation and expertise. Mrs George runs a Saturday morning Harewood Gymnastics Club.

We buy into Tees Valley Sporting Partnership and usually compete against other schools in a wide range of sports. We take upper Key Stage 2. We buy additional Top-Up swimming for those who have not met the required standard.

We usually have after school sports clubs. A local cricket coach has worked in school and provides a link with Thornaby Cricket Club to engage many of our pupils in out of school provision. The sports hall is let by a Gymnastics Club and a Martial Arts Club, which encourages pupil participation. Jamie Poole sports have provided free after school clubs three nights a week. Reception children accessed rugby skills with a Rugrats after school club. In conjunction with Stockton council we ran a 6 week family tennis course at the tennis courts at Littleboy Park.

Thornaby has an excellent range of opportunities for children to engage in out of school sport. We sign post children to these local clubs and many of them attend local martial arts, gymnastics, dance and swimming.

### **The Daily Run**

Every child from Y1 upwards goes out for twelve minutes a day to complete a daily run. Children are enthusiastic and we hope fitness is improving. Trainers are good school footwear to help children with this activity. Children collect tokens if they run the required number of laps for their year group. The year group with the most tokens is announced each Friday.

### **Child Protection ~ Designated Safeguarding Lead ~ Mr G McManus**

The school has a duty to ensure the welfare and safety of all its pupils. In cases where school staff have cause to be concerned that a pupil may be subject to ill-treatment, neglect or other forms of abuse, our nominated teacher, Mr G McManus, will follow the LA Child Protection Procedures and inform The Children's Hub of these concerns. We have a Child Protection Team: Mr G McManus (DSL), Mrs Dawson (Deputy DSL), Mrs Lamb, Mrs L Anderson (Parent Support Advisor), Mrs S Cooper (Designated Teacher for Looked After Children). If you have any concerns about a child being at risk of harm please contact **The Children's Hub on 01429 284284**

### **KIDSAFE**

SRE is a statutory responsibility for schools to teach from September 2019. We follow a programme called Kidsafe, which teaches children how to keep themselves safe in a wide variety of situations. It is an age appropriate programme, which aims to teach children how to keep themselves safe from harm. Details of the sessions are sent home to parents before the lessons are taught so that parents can discuss what the children have learnt with them.

### **Parent Support Advisor**

Mrs L Anderson is the Parent Support Advisor and has an office next to the main reception. She has a drop-in session, which is advertised on the school notice board and is available to work with parents on a wide range of issues. She is trained in parenting programmes and has worked very successfully with many parents. She has run trips for parents and their children, which gives parents a chance to meet informally and create a support group with other parents.

### **Special Educational Needs and Disability**

At Harewood Primary School we aim to ensure that all children, whatever their educational needs, have access to the EYFS and National Curriculum at the appropriate level through as broad and balanced a curriculum as possible.

Mrs Burns is the Special Educational Needs and Disability Co-ordinator and she works alongside Mrs Dawson. They work with class teachers, SEND teaching assistants and outside agencies to assess children. If a child has SEND, they are placed on the SEND register and receive SEND Support. A child's SEND difficulties may be: SEMH - social, emotional and mental health; CI - communication and interaction; S/P - sensory or physical; CL - cognition and learning (moderate or specific learning difficulties). The teacher writes a SEND support plan, which outlines the special help the child will receive using either school resources or those from external agencies. We employ a high number of well-qualified staff to support children. Parents play an important role in achieving these targets and are invited to attend SEND meetings to discuss progress and set new targets.

If, despite special programmes of support, progress is still not being made, then a referral may be made to our Educational Psychologist, Mrs J Boyd, for more advice. The advice may indicate a number of options including a referral to the Local Authority SEND to request an Education Health Care Plan. Parents are kept informed and involved throughout the process. Any parents worried about a child's progress should contact Mrs J Burns and she will address their concerns.

Children with special educational needs are fully included in school and have additional support from the SEND Team. They may access small group teaching to access special intervention programmes to meet their special needs. We have an excellent bank of specialist SEND resources. SEN children make very good progress.

### **Gifted and Talented**

Children who are significantly more able, or those with a talent, are included on a register which ensures they are identified to all staff. They may access specialist provision and work is personalised with individual targets to ensure they make appropriate progress. Staff with expertise in areas where children excel work closely with them to provide them with specialist support.

### **Equal Opportunities**

We will treat all children equally, irrespective of ethnic difference, gender, disability or social disadvantage, to enable them to access a broad and balanced education. Our expectations will not be influenced by any of these factors. We recognise and value different cultures and religious traditions amongst our children whilst celebrating shared British values.

### **Provision for Children & Staff with Disabilities**

The Governing Body has approved a policy to improve access for all to Harewood Primary School. The school is committed to a policy of inclusion and wherever possible will adapt to enable equal access to children or staff with a disability. There is wheelchair access to the school via ramps and there is a toilet adapted for wheelchairs. There is a Sound Field System in a number of classrooms to support children with hearing impairment. Mr M Jones holds regular meetings with a group of parents and children to review the Disability Policy; all parents are welcome to join this group. This policy is available for scrutiny.

## **Assessment**

There are specific and clearly identifiable strategies for assessment used at Harewood Primary school, which are: ~

Summative assessment, which records an individual's progress over time and consists of:

- From September, nursery will begin a new baseline assessment to be completed within 6 weeks of entry to the setting.
- From September 2021, in line with the new Early Years Statutory Framework, Evidence Me will be used in Early Years to capture 'wow moments' of development and learning.
- Reception will complete the Reception Baseline Assessment (RBA) a statutory assessment within a child's first six weeks in Reception.
- Statutory end of key stage tests in Y1 (Phonics), and Y6.
- Statutory Multiplication check at the end of Y4
- End of year judgements stating whether children are working towards, at or above end of year expectations
- Progress tracking using a National Curriculum Tracker which is recorded

Formative assessment, which takes place day by day, lesson by lesson.

It recognises pupil achievements in order to further learning and inform future planning and consists of

- In Early Years "Evidence Me" will be used to photograph "wow" moments of learning and attainment in different contexts; focused teaching groups and incidental learning. This creates a learning journey for each child.
- Pupil self-evaluation against learning intentions and success criteria is done using the assessment sheets for each topic.
- Peer to peer review of work to celebrate achievement and progress
- Quality marking
- Individuals have a target sheet of Year Group Objectives in the front of their workbooks to record when they meet their target. The date is recorded on the sheet when an objective is met. It is dated as secure when the objective has been achieved consistently over time in English and when the objective has been assessed away from the teaching in Maths.
- Focussed questioning

## **Reports to Parents**

In Autumn Term and Summer Term, parents will receive a report to indicate if progress is either above, in line, or below expectations for that year group. This report will also inform parents about the effort and behaviour of their child, attendance and any special achievements. In addition to this information, the end of year report will include general comments about the year and the outcome of any statutory tests.

In Nursery and Reception (Early Years), children are assessed using the Foundation Stage Profile.

## **Statutory Assessment**

### **Reception Baseline Assessment**

At the start of Reception, children are assessed using Reception Baseline Assessment. This assesses where children's starting point is to measure progress. At the end of Reception, children are assessed to see if they have met a Good Level of Development across the EYFS Curriculum.

Results in 2022

64% of children achieved a Good Level of Development

Results in 2023

70% of children achieved a Good level of Development

Results in 2024

67% of children achieved a Good level of Development

### Phonic Screening

At the end of Y1, children are assessed for phonic knowledge. They are given a list of real and non-real words to read in a 1:1 with a Teacher. Children are given a pass or fail mark. Children who don't pass the test in Y1 re-sit it in Y2.

Results in 2022

88% of children passed

Results in 2023

86% of children passed (Two children included in this data had been at school for a very short period of time, one joined the week the phonics tests took place). Results would have been 89% for the remaining children.

Results in 2024

81% of children passed (Three children included in this data had been at school for just over half a term.) Results would have been 86% for the remaining children.

### Year 6 - End of KS2 Tests

In May, in Year 6, there are statutory tests in Mathematics, Spelling, Punctuation and Grammar and Reading. Writing and Science are assessed by Teachers. The tests are marked externally.

#### Results in 2022

	Expected	Greater Depth
Reading	80%	41%
SPAG	83%	37%
Maths	80%	19%
Writing	78%	28%
Science	88%	Not reported

Results were above National Average in all subjects

#### Results in 2023

	Expected	Greater Depth
Reading	72%	21%
SPAG	81%	40%
Maths	88%	34%
Writing	80%	14%
Science	88%	Not reported

Results were above National Average for all areas apart from Reading which was in line with National average.

#### Results in 2024

	Expected	Greater Depth
Reading	Awaiting results for Reading, SPAG and Maths	
SPAG		
Maths		
Writing	80%	22%
Science	81%	Not reported

Results were above National Average in all subjects

## **The Curriculum**

### **The Foundation Stage Curriculum**

The period of education from ages 3 to 5 is known as the Foundation Stage or Early Years. We see this as an important part of the curriculum at our school and recognise it as a basis for later learning in school. We aim to prepare children for starting school by giving them a wide range of purposeful learning opportunities, enabling them to develop their skills through a variety of meaningful play activities. The broad curriculum is based on the new Early Learning Goals from the Early Years Foundation Stage stipulated by the Department for Education and Skills. It covers development in three prime areas and four specific areas, allowing each child to progress at their own rate and acquire the skills that will help them once they start school.

#### **Prime Areas**

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

#### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

## **Harewood Curriculum Statement**

Harewood Primary School offers every child the chance to achieve their full potential. We achieve high standards and give our children the foundations for future learning and success in life.

We offer children a rich and exciting curriculum underpinned by effective teaching and learning across all subjects.

We respect every child as an individual. We value the contribution we make as members of a British community. We value tolerance, respect and the need to support and care for each other. We build children's confidence and self-esteem to prepare them for the future. Good relationships, a challenge in learning and support for parents are at the heart of our school.

#### **Aims:**

- For Harewood School to be a happy, caring school
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To develop the intellectual, physical, moral, spiritual and creative aspects of our children through enlivening experiences
- To enable children to retain a breadth of knowledge and apply this in context
- To enable children to develop skills and understanding to solve problems

- To foster good relationships with children and adults
- For parents to be positively involved with the child's education in a partnership
- To promote high standards and quality presentation
- To promote and celebrate British values as an intrinsic part of our curriculum
- To respect experiences gained from different family backgrounds, which will help our children as they grow up to live and work in our diverse community
- To encourage a sense of pride in our school, our region and our country

We want to ensure that our children are happy, interested and confident enough to become lifelong learners.

A significant number of children experience barriers, which need to be addressed in order to achieve our aims:

- There are some parents and carers who find supporting their children's learning difficult and have few educational qualifications.
- Some children live in homes without books to stimulate and sustain an interest in reading.
- A number of children are living in poverty with limited access to a broad range of experiences such as visits beyond the immediate vicinity, cultural visits to museums, galleries and concerts and sporting opportunities.
- Some children are exposed to a limited vocabulary and have few opportunities to embed their learning
- There are a high number of social and emotional issues: children experiencing domestic violence, mental health issues, parents and carers with substance misuse and children with regular social care involvement in their lives.

### English KS1 - 2

- There is an English lesson each day. The great emphasis we place on literacy skills reflects its importance in our school curriculum. Success in Speaking and Listening, Reading, Writing, Spelling, Punctuation and Grammar is our aim for each child.
- The English lesson is divided between Reading, Writing, Spelling, Punctuation and Grammar. There is a balance of whole class and small group work. Children are sometimes grouped according to ability within the class and may be taught in ability sets from Y2-Y6 depending on the needs of the cohort. The teaching of English is well supported through a wide range of high-quality resources.

### Reading

We aim for the children to experience and enjoy a wide range books, from challenging classic novels to funny stories to fascinating factual texts. Our aim is to develop a love of reading with the children and encourage them to read for pleasure. We have a book hut in school, where a weekly class winner can choose a book to keep. Each class has a reading scrapbook. One child each week is chosen to take this home to produce a page about a book they have read. This is then shared and celebrated with the rest of the class.



- Teachers share challenging texts and read with the whole class, modelling how to be a successful reader. They demonstrate fluency, expression and comprehension strategies. Each day the Teacher works with a different group on guided reading. Whilst this group works with the Teacher, the other children work more independently to practise and improve reading skills. Teachers use a wide variety of materials to assess and teach children's comprehension; *CGP*, *Literacy World*, *Headstart* and *Prim-Ed Comprehension Boxes*.
- We use graded reading schemes in school to teach children to read: *Essential Letters and Sounds* is our core phonic based reading scheme. We have a variety of reading schemes across school.
- All children have an individual reading book and they get an opportunity to read this each day. Children bring their book home and parents are asked to read with their child and comment on their reading in their reading diary. When children become fluent readers they no longer need to read from a graded reading scheme and select their books from the school library or a selection in the classroom. Children are supported in their choice by to identify their level of challenge. Non-fiction books are organised in topic themes.
- The Teacher will read a book to the children each day; picture books are read to young children and a wide range of children's novels are read to older pupils.
- Lexia  
The Lexia program is available for children who require additional or alternative reading intervention. Lexia's personalised approach targets skill gaps as they emerge and provides specific resources for individual or small-group instruction. This programme can also be accessed at home.
- Reading Eggs  
We use Reading Eggs in Key Stage 1 and Lower Key stage 2. It develops phonics and reading skills through online games books and songs. The activities are fun and the children are motivated with rewards. This programme can also be accessed at home.
- Reading Plus  
We use an IT based reading scheme from upper KS2 called Reading Plus which improves fluency whilst building vocabulary and testing comprehension. It motivates children to read a wide range of texts and they achieve awards in assembly when they move between levels. The outcomes have been excellent. Reading Plus can also be accessed at home.

### **Speaking and Listening**

We encourage and extend children's talk by introducing them to further experiences and situations, which invite speech. Children are expected to talk to one another, ask questions and discuss these experiences with their Teachers or other adults present in the classroom. Classrooms are arranged to encourage talk. Stories and poems are enjoyed with the children as often as possible. Structured play areas encourage role-play. It is equally important to develop children's listening skills so listening activities, including music, are planned for children.

## **Writing**

Children are encouraged to write about their own first-hand experiences and interests. Children are often taken out on visits or other people are invited into the classrooms as often as possible to develop their stimulus for writing. Books, stories and other real texts are used as models for successful writing. Children write in English every day and they are taught spelling, punctuation and grammar to support their independent writing. Spelling is taught using both phonics and sight vocabulary in Early Years and KS1. In KS2, Prim-Ed Scheme is used which has lots of interactive strategies. In writing, the spellings we want the children to learn are corrected using a pink zig zag line under the word. We have a Spelling Bee and our best spellers compete with other schools in Thornaby. We use Letter join to teach handwriting. This is a cursive script and the handwriting across school is of a very high standard.

## **Maths KS1 - 2**

The daily mathematics lesson has an emphasis on children learning strategies to help their mental maths. Children are often taught in groups according to ability with a focus on direct teaching and questioning. Using concrete and pictorial strategies has been a focus across school to ensure children's concepts are really secure. A dedicated additional session of Number sense is incorporated into the Year one and Year two day. This focuses on numerical recall. White Rose Maths is the scheme used across school. The teaching of Mathematics is well supported through a wide range of high-quality resources. Children have access to a number of online resources such as Maths Shed, Stick and Split, Numbots and TTRockstars, which they are able to access at home. TTRockstars has a countrywide competition each year, we have featured in the top ten schools in the country in the last few years with different year groups. From Year 2 upwards, children will bring home weekly maths facts to learn, these facts form the foundations on which the children can build their mathematical knowledge.

## **Science**

This is a subject that enables children to explore the world around them and develop scientific knowledge and understanding. Perseverance, co-operation, responsibility, critical thinking and open mindedness are skills we hope to develop. Science lessons are investigative, involving the children in hypothesising, predicting, testing, recording and evaluating. These scientific skills will enable children to gain increased knowledge and understanding. The new Science curriculum includes specific elements of Biology, Physics and Chemistry. Science is taught in a daily session as well as in weekly blocks.

**The following subjects are taught in weekly blocks to enable staff to immerse the children in a particular area of learning and to build up skills and knowledge more effectively.**

## **Design Technology**

This subject is concerned with helping children to develop their ideas - planning, making, doing and evaluating. Technology is taught in blocks of time to enable children to see a project through to the finish without stopping and starting and constantly clearing away. Through Technology, children will be more equipped for the world of work. We have an excellent range of resources.

## **History**

The aim of History is to develop an awareness and knowledge of Britain's past and that of the wider world. It should inspire curiosity about the past. Teaching should equip pupils to ask questions, think critically, weigh evidence, sift arguments and develop judgement. Children should understand change over time and how societies have developed.



## **Geography**

Geography should inspire a fascination and curiosity about the world in which we live and its people. Lessons should equip children with knowledge about places, people, natural and human environments. They should understand physical and human processes. Links with Science and Design Technology support geographical understanding. First-hand visits and visitors enable children to expand their knowledge and understanding. Each month there is a photograph competition for all children to enter with a different geographical theme each month.

## **Religious Education**

This is provided in the school within the framework of the Agreed Syllabus for Religious Education, which states that due respect is shown to all faiths, and draws attention to the unique place Christianity holds. In helping children to understand religions, Teachers use a range of teaching resources.

Teachers do not try to convince children of any particular belief that is something for parents and the religious community to which the family belongs. Teachers help children to develop a foundation of understanding of other cultures so that they are sympathetic to, and knowledgeable about, the spiritual part of human life and experience.

## **Art and Design**

We aim to make the pupils more visually aware of their environment by observing with care. Children are encouraged to record their real and imaginary world in both two and three dimensions, with understanding of colour, shape and form, using many different materials and tools. Children build up their skills using a personal sketch book. We develop art appreciation and teach children about a wide range of significant artists and their work.

**The following subjects tend to be taught in weekly sessions:**

## **Computing**

IT plays a significant role in the education of children across the whole school. We teach children IT skills to enable them to use technology to enhance their learning across the curriculum. We utilise the opportunities IT creates to motivate and stimulate children's learning. IT has enabled us to make learning far more interactive and it enables us to bring first hand experiences into the classroom. There is a networked suite and access to laptops and iPads in classrooms. They are all linked to the Internet. There are Interactive Whiteboards in all classrooms.

Children are taught IT in a discrete lesson in their classrooms using the laptops from the laptop trolley.

## **Personal, Social, Relationship and Health Education (PSRHE)**

Children cover a range of topics about themselves and society. We aim to deal with issues sensitively and at a level appropriate to the age and maturity of the children. Topics such as ourselves, bullying and caring for our environment are covered. Health Education investigates issues such as healthy eating, exercise and personal hygiene.

The Governing Body has accepted Stockton Authority's Policy Statement on Sex Education; a copy of which is available for you to consult at school. Relationship education is taught throughout school and sex education is taught in Y6 through Discovery Education. Parents will be informed prior to the lessons

and are welcome to view the materials themselves to reassure themselves about the content. KIDSAFE is a programme we use to teach children how to keep themselves safe from harm.

### **Modern Foreign Language**

Children in KS2 are taught French each week. We have a scheme of work called Language Angels, which incorporates songs, games and activities, designed to make learning a new language as much fun as possible.

### **Music**

We develop the aural and practical skills necessary to enable children to appreciate a wide variety of music and participate in composing and performing. Ms E Sheraton and Mr A Gibson work in school on a Thursday and teach singing to all children. The quality of their work is excellent and we provide regular opportunities for parents to come and listen. They teach an award-winning school choir in Key Stage 2 and have performed successfully at festivals.

### **Internet Access Policy**

The school has a commitment to developing the use of the Internet to support pupils learning and enrich teaching. The Internet Access Policy is designed to safeguard all users. Staff and pupils must access the system using their own username and password. Accessing other people's files is not permitted. The history of Internet use is never deleted and this is periodically checked to ensure appropriate sites are being used.

Use of the Internet is supervised at all times within school; pupils should access the Internet only when a member of staff is present. No indiscriminate searching is allowed: all searches should be undertaken alongside a member of staff. The highest level of filtering system is in place but any Teacher or pupil who accesses an unsuitable site must inform the IT Curriculum leader, who will in turn inform Stockton IT Unit. The designated safeguarding lead receives notifications of any inappropriate searches.

The school computers are only used for schoolwork and homework. All Internet activity should be appropriate to staff professional use.

### **E-mail**

Pupils can send and receive e-mail messages under the direct supervision of a member of staff. All e-mail messages will be polite and responsible.

Pupils are not allowed to give their home address or telephone number, or arrange to meet someone unless the contact has been established alongside a member of staff as part of their schoolwork such as an educational visit or charity event.

**\*Parents working in school alongside their children should follow the same policy.**

### **Physical Education and Sport**

At Harewood, PE is regarded as a very important part of school life. Children are taught games, gymnastics, dance and swimming. Through these activities we aim to help them lead full and valuable lives by engaging in purposeful physical activity.

We take children to Thornaby Swimming Baths and work alongside the swimming instructors. Our aim is to teach all children to swim at least 25 metres before they leave Key Stage 2.

It is important that children bring their swimming kit to school, any children frightened of the water will be treated sympathetically by school staff and concerned parents should contact Mr G McManus.

We feel that all these opportunities contribute to developing personal qualities such as co-operation, fairness, commitment and enthusiasm.

We have Harewood Space for Sport and Art - a sports hall and field on Thorntree Road, which has provided a superb facility to develop PE further. We work closely with the Sports Development Co-ordinator and children compete in inter school and regional competitions. We have won competitions and trophies in Swimming, Cross Country, Rugby, Cricket, Football and Athletics.

We have a Gymnastic Coach Mr Robinson (our Chair of Governors) who teaches some pupils gymnastics during the school year. Mrs K George teaches gymnastics on a Saturday morning.

### **Homework**

Weekly Homework includes reading, learning spellings and maths facts. We want homework to encourage partnership between parents and children and we want to recognise the help parents can give as educators. The activities are varied with opportunities for parents to get more involved.

### **Class Dojo**

The reward system we use is called Class Dojo. It involves children being awarded badges for good work or behaviour. Each Teacher records Dojo badges. Teachers can send a photo of a really good piece of work to share with a parent. It is very motivational for children to know their parent is sharing in their celebration alongside them when they have been rewarded in class. Any parent who needs help to get started can come into school with their phone or device and Mr Weatherley will be on hand to help.

### **Extra - Curricular Activities**

We have a range of after school clubs, these are run by school staff and specialist coaches. There are also Homework Clubs. These have included a coding club, yoga and dance, arts and craft clubs. Children from all years will be given the opportunity to attend a club at some point throughout the school year.

### **Library**

We have trained a group of Librarians who manage the library and support children using it properly. They keep it well ordered and organise displays to stimulate children's interest in books.

### **School Visits**

Educational visits are a valuable resource to support many areas of the curriculum. We ask for a contribution to the cost from parents but no child is ever excluded from an educational visit on financial grounds.

Parents must complete consent slips before a child is taken out of school; failure to do this will result in the child remaining in school. We use the School Gateway App for information about school trips. We share the ownership of a mini-bus with Mandale Mill Primary School and most school visits are in small groups to utilise this resource and allow a family style approach to the visits.

A Risk Assessment is completed by staff before any visit takes place to ensure all reasonable risks are considered. Children whose behaviour is extremely challenging may not be included in certain visits if the Teacher feels that they would place themselves or others at risk by going.

### **Photographs**

In line with enhanced data protection laws all parents are asked to sign a Parental Consent Form for use of Pupil Images. This gives us permission to take photographs in school and use them in displays and to celebrate achievement. We take care not to identify personal details if photographs are used with a wider audience.

### **Year 6 responsibilities**

Each of our Y6 children have a job in school. Children request roles, which suit their interests and strengths. They are given training and a badge so that everyone can see what their role is. The children do a fantastic job across school.

Harewood Voice are a group of Y6 children, who listen to the views of all the pupils. Each half term, Harewood Voice do a class assembly on different themes such as behaviour, school rules and values, British values, protected characteristics, the curriculum and playtimes. They collect ideas and views from their classes and use these to create a power point to present to different Governors. Y6 children are chosen as Harewood Voice representatives. They discuss whole school issues with classes and gather their views. These views are then presented to a Governing Body representative who shares them with the Governing Body.

Harewood Scene meet every half term to compose a power point slide about a selected year group. They use their computer skills to document an event or topic, which the children enjoyed during the half term. They then publish this on the school website.

Maths ambassadors work with the Y4 children. They regularly do times tables dominoes to help their rapid recall of times tables. Scores are really starting to improve.

A small group of Y6 children are health and safety ambassadors. Each week, they take their clipboards and complete a health and safety checklist. They then report back to Mrs Dawson and Mrs Abbey in the office, who will follow up on any issues the children find.

Our English Ambassadors have a range of jobs. Each week, they collect class reading winners to visit the book hut with their winning bookmark, where they can choose a book to take home. There is a wide selection of books to choose from and the Y6 children help them to make good choices. They read 1:1 with children in KS1 and lower KS2 and keep the library tidy and organised.

Our sports leaders and playground buddies are timetabled to go out to play with KS1 and lower KS2 children. They play games and support children at playtimes. A group of sports leaders went on a training course at Durham University and then shared this training with all the leaders. They attended an after-school club, where they learnt a selection of different games to play.

### **Parent/Teacher Consultation Evenings**

During the school year, we will be holding two Parent Consultation Weeks so that parents can have the opportunity to discuss their child's progress with their teacher. Children on the SEND register have longer appointments to review SEND Support Plans; children are involved in these reviews.

### **Transfer to Secondary School**

A system of parental preference operates in Stockton, full details of which can be found in the local authority's booklet. A Transition Guarantee is in place, which ensures all children transitioning to a Stockton School are well supported. Y6 staff provide information and assessment data, child protection

concerns and social and emotional information to the secondary schools. Vulnerable children have an extended period of induction.

### **Home to School Travel**

The roads around school are very busy before and after school. Parents dropping off and picking up children are a hazard if they park on the yellow zigzags near the gates. Children crossing the road to get to parents in cars are often at risk.

Local residents struggle to get access to their homes if parents block the road outside school and we have displayed signs asking parents to only park on the school side of Eric Avenue if possible. Some of the residents are elderly and use ambulance transport, which sometimes struggles to get to them. Please walk your children to school if at all possible and when you need to bring a car please park with consideration. There are crossing patrol wardens on the main roads; please train your child to cross with them. There are bike racks provided, if your child is bringing a bike please supply a padlock and chain for security. If children are using a bike please ensure they have cycling proficiency and a helmet. We cannot be held responsible for any theft of bikes from the playground.

### **Complaints Procedure**

There is a procedure for considering complaints from parents. We follow the Model Policy issued by Stockton Local Authority and this can be accessed from the school office or Stockton Local Authority web-site. The concern should be raised with the Headteacher and where the issue has not been resolved a formal complaint may, if appropriate, be referred to the Governing Body via the school office. If subsequent investigations fail to finally resolve the matter then a complaint may be referred to the Local Authority.

# Home – School Agreement

We see the link between home and school as vital to the success of your child's education and care whilst they are part of our school family. As such, we want you to know that you can expect and rely on us to do our very best by your child and family. In return, we expect you and your child to do the same for us – helping to ensure that your child is as happy and successful in our school as possible.

## The school will:

- ❖ Care for your child – treating them with respect, kindness and understanding
- ❖ Work with your child to develop a sense of self-discipline – so that they leave Harewood Primary School 'a good person'
- ❖ Liaise with you regarding any concerns which we have – at the earliest opportunity
- ❖ Offer you the chance to meet with us regularly – at least 3 parents evenings each year
- ❖ Write you two written reports each year – letting you know how your child is progressing
- ❖ Engage your child with an exciting and relevant curriculum
- ❖ Encourage and inspire your child to do their best
- ❖ Provide regular and meaningful homework
- ❖ Be welcoming to you and your family – and appreciate you being involved in school life
- ❖ Treat any of your concerns seriously and keep you informed of our investigations
- ❖ Take all reasonable measures to keep your child safe - which includes working with, and referring to, Children's Services when needed – and to teaching children how to be safe

## As Parents / Carers, I/we will:

- ❖ Make sure that my child attends well and arrives at school on time
- ❖ Attend parents' evenings to discuss my child's progress
- ❖ Support my child to complete homework – and listen to my child read regularly and in line with the school expectations
- ❖ Support the school's policy of high expectations of behaviour and attitude
- ❖ Ensure my child wears the appropriate uniform, including footwear and hairstyles
- ❖ Ensure that my child has a school PE kit, in line with the school uniform policy
- ❖ Read the school newsletters to ensure we are informed about school life
- ❖ Inform the school if there are any issues or events that may affect my child's work, behaviour or happiness
- ❖ Keep all contact details and personal information up to date to ensure the school can look after my child to the best of their ability

## As a pupil I will:

- ❖ Come to school as often as I possibly can – and be on time
- ❖ Wear the school uniform with pride
- ❖ Do my best at all times
- ❖ Follow the school rules, being well behaved, well-mannered and a great ambassador for Harewood Primary School
- ❖ Tell a teacher if something makes me unhappy or worried
- ❖ Keep myself and others safe at all times

**Headteacher's Signature**

**G McManus**

**Date**

**Parent/Carer's Signature**

**Date**

**Pupil's Signature**

**Date**

