

# HARBORNE PRIMARY SCHOOL

## PROSPECTUS



***Happy Pupils Succeed***

Harborne Primary School  
Main Site at Station Road, Harborne B17 9LU  
Annex at Court Oak Road, Harborne B17 2AB  
Tel no: 0121 464 2705  
Website: [www.harborne.bham.sch.uk](http://www.harborne.bham.sch.uk)



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**SCHOOL  
MEMBER**

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**Dear Parents,**

**Welcome to our lovely school!**



*My name is Mrs Mandy Coles and I am the Head Teacher, it is my pleasure to welcome you to Harborne Primary School. I hope this prospectus will give you a taste of what we are like as a school, and what is special about us.*

*We are a warm, friendly learning community which welcomes children and families from a wide range of backgrounds, faiths and cultures – indeed, we are proud of this diversity and celebrate it. I hope that, should you decide to join us, you too will take full advantage of the wide variety of opportunities we offer.*

*We are a three to four form entry school, expanding year on year into our new annex on a separate site on Court Oak Road. In September 2022 we will have one class from Reception to Year 4 at the Annex, making four classes in each of those year groups in total. We ensure we work across both sites to maintain our nurturing ethos throughout the whole school and make links between the two sites. As a community school we are maintained by the Local Authority.*

*Our school motto is 'Happy Pupils Succeed' and we believe this wholeheartedly. We nurture our children and believe that, if they are happy and secure in school, and enjoy coming every day, they will be much more likely to do well and achieve their full potential. We work very hard to provide a curriculum that allows our pupils to develop the necessary skills in the core curriculum subjects, but also provides opportunities to appreciate the arts (music, drama, art, sewing, cooking) and other exciting experiences, such as sports, trips, residentials and extra-curricular clubs. We are passionate about*

*our inspiring and aspiring curriculum, and are committed to developing confident, successful children.*

*We have a dedicated body of governors who work alongside the school leadership team in promoting school improvement; we also have a very active parents 'Friends of Harborne' group who support us with fundraising activities and social events. We have a number of excellent community partnerships, which help us provide the best we can for our children.*

*I look forward to meeting new pupils and parents and continuing to build and strengthen the strong relationships we have at Harborne Primary School, with the shared vision of ensuring that "Happy Pupils Succeed".*

*Yours sincerely,*

*Mrs Mandy Coles  
Head Teacher*

## OUR AIMS

To help us maintain high standards of successful learning, staff, parents, governors and children have agreed the following aims:

### Our ethos

1. To value children as individuals: celebrating their achievements and supporting their individual needs within a framework of equal opportunities.
2. To provide opportunities for social, moral, spiritual and cultural development so that children value and respect their own and other cultures.
3. To encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment.

### Our curriculum

4. To provide an exciting and relevant curriculum which motivates the children to learn, working both collaboratively and independently.
5. To promote high standards of achievement through careful planning and assessment of children's progress, which maximises each child's individual potential.

### Our staff

6. To use the expertise of individual staff to encourage teamwork and promote quality teaching and learning.
7. To value all our staff and provide opportunities for their professional development

### Our community

8. To promote a partnership between staff, parents, governors and the wider community, which enhances children's learning.

### Resources

9. To match our available resources as efficiently and effectively as possible to curriculum and whole-school objectives.

### Premises

10. To consider carefully the use of space so as to provide an attractive, safe

*and stimulating learning environment.*

## **STARTING SCHOOL**

### **Admissions Arrangements**

Children are admitted to school in the September following their fourth birthday. Following the Local Authority Admissions Policy, places are offered in the following order of priority:

1. To a child with a statement of special educational need/Educational Health Care Plan that names this school (this is rare), or a Looked After Child (LAC)
2. To children with brothers or sisters already in the school.
3. To those living nearest to the school.

Prospective parents are welcome to come to our Open Tours and Talks to find out more about our school on both sites and see our children at work. Once a place has been allocated, you will be asked to indicate your preferred site to enable us to allocate places as fairly and evenly as we can; you will also be given dates in the summer term for your child to visit school and meet their new teacher and you will receive specific information about starting school arrangements. We have good links with many local nurseries and invite them or parents to bring the children to visit our Reception Stay and Play sessions and/or we may visit the children in their pre-school settings. We are happy to tailor a personal induction programme for children with special needs who may need more visits to prepare them for school.

### **Settling In:**

Starting school is a special time for everyone involved and we want this to be an enjoyable experience for your child. Consequently, it is our policy to

start the children on a part-time basis for their first few days. The children may

Dear Children,

I'm sure you little ones will all love this school!

When I first came I was very scared. But as I got used to it I got the hang of it.

then stay all day if both you and the class teacher feel they are ready for this. During this period of part-time school we will also arrange to visit you and your child at home so we can answer any confidential questions and get to know your family more.

### **How You Can Help Your Reception Child:**

We know that your child is already used to learning at home with you and most children have attended a pre-school or Nursery. However, joining a class of thirty children is a major event! Everything about school is new to your child so don't be surprised if they are very tired or take a while to settle. You can help your child by encouraging them to be confident and independent about everyday things such as:

- ☞ dressing and undressing themselves
- ☞ going to the toilet and being able to wash hands without help
- ☞ recognising their own belongings
- ☞ using a knife and fork
- ☞ using a handkerchief
- ☞ listening to others and taking turns when talking
- ☞ saying goodbye to you for short periods of time

Dear Children

You will enjoy starting our school.  
At first I thought I was not going to make any friends but I made dozens.

Daniel

### **COMING TO SCHOOL FULL-**

### **School Hours**

After the first few weeks of part-time school our normal hours are as follows:

	Morning	Afternoon
Infants	8.50am – 12 noon	1.15 – 3.20pm
Juniors	8.50am – 12.30pm	1.30pm – 3.30pm

The children also have a short morning and afternoon break.

Children are allowed into class from 8.50 am; for safety reasons, we cannot accept responsibility for children left unattended on the playground before this time. Children make their way to their year group entrance at either the main site or the annex. The Senior Leader or a member of their class team will always be there to greet them.

At 9am the external doors will be closed and any late pupils will need to be signed in at the school office.

With your help, we aim to teach the children to be independent and to look after their own belongings. For this reason, and in order to prevent hazardous congestion in the entrance and corridors, we ask you to say goodbye to your child outside the school door. For the parents of older children a member of staff is available on main school entrances each morning to pass on messages for you.

### **Attendance and Punctuality**



We attach great importance to good attendance and punctuality, as we believe that this promotes positive attitudes to learning. Being late can be unsettling for the children as well as wasting a great deal of teaching time. If you are running late or have an early appointment please telephone the school office so we know your child will be coming to school and we can make sure they are marked down on the dinner register.

For safety reasons, at the end of the day, infant children will only be allowed to leave school with an authorised adult (not junior age siblings). If you make arrangements for someone else to collect your child, **please tell us**. If you are unavoidably detained do let us know so that we can make sure your child is properly supervised and no distress is caused to them. We have a Late Book where children are recorded if they are not collected from school on time and they need to be supervised by a Designated Safeguarding Leader (DSL); entries in the book are monitored and any issues arising from this are addressed with the parents/carers. If you live very close to school you may allow your older junior age children (Year 5 and 6) to make their own way to and from school or be collected by a secondary school age family member. The school is adjacent to very busy roads so do ensure that your children have a sound grasp of road safety strategies. We cannot accept responsibility at the end of the day for children on the playground unless they are there for an agreed

after-school activity. All children and adults should have vacated the premises by 3.45pm as our After School Club will be using the grounds and equipment.

### **Absence From School**

Sometimes children are ill and absence is unavoidable; when they are ill the best place for them is at home with a familiar adult to care for them and encourage a speedy recovery. If your child cannot attend school please telephone on the first day of absence and any subsequent days, and then send a note of explanation when they return. All absences must be accounted for, otherwise the government requires us to register them as unauthorised; these figures are included on each child's annual report. If you wish to take your child out of school in term-time then please be aware that school is not allowed to authorise absences except for "exceptional circumstances" and **not** holidays. An application needs to be made to the Head Teacher at least two weeks prior to the absence. A 'Planned Absence' form is available for you to complete from either the school office or the "downloads" section of the school website.



### **Parking**

For your child's safety please do not park on the zigzag or yellow lines by the school entrance, or across our neighbours' driveways. This includes the loading bay, which is NOT a dropping-off area. Our community police officer is very active in discouraging illegal parking, as are our brilliant Junior PCSOs, with warnings and tickets being given out as necessary. We ask all of our parents to drive and park legally, safely and considerately – in order to keep our children safe.

## **CLOTHING IN SCHOOL**

### **Uniform**

We like the children to wear our smart and practical uniform as it helps to give them a sense of pride in our school. Our colours are burgundy and grey as follows:

pinafore, skirt, trousers	grey
shirt, blouse	white
polo shirts	white (with school badge)
sweatshirt, jumper, cardigan	burgundy (with school badge)
summer dress	gingham/stripes in red/white



sensible shoes  
socks or tights

no trainers, boots, 'high' heels  
white, grey, black, burgundy  
(plain)

Unbadged items (skirts, trousers etc) can be purchased at any shop. Clive Marks stock all of our badged uniform and P.E. kit. We are also registered with My Clothing.com for their badged uniform service. Please label all items with your child's name, as one unmarked school jumper cannot be identified from another! Coats, hats, scarves and gloves are also easy to mislay so should all be named with your child's full name.

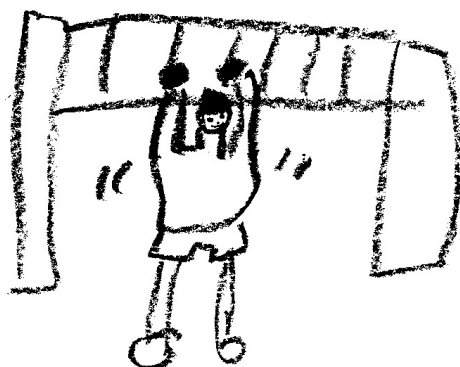
### P.E. Kit



Since the pandemic we have kept the policy that, on the days they have P.E., the children come to school in their P.E. kits; this helps tremendously with eliminating time taken for our younger children in particular to undress and dress for P.E.. The following items will be needed for P.E.:

- white t-shirts trimmed with house colours (please wait to be told which colour your child needs!)
- navy blue shorts (they can wear tracksuit bottoms in colder weather)
- slip-on pumps (not lace-ups for infants please).

We recommend that long hair is always tied back for school.



HEALTH AND SAFETY AT SCHOOL
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We need your help in ensuring that our school is a happy, healthy and safe environment for the children. Please support us with the following:

### **Safeguarding**

Harborne Primary School is committed to safeguarding and promoting the welfare and wellbeing of all our children. We have trained Designated Safeguarding Leaders (DSLs) in school for the reporting of any safeguarding issues. Our full Safeguarding Policy is available on our school website and a summary leaflet entitled *Safeguarding for Parents* is also available.

If you have any concerns about your own child, including anything they discuss with you about school, please do not hesitate to come into school and discuss with one of our DSLs. You may not think a particular incident is of any consequence but it may be part of a bigger picture which school need to be informed of in order to exercise our duty of care towards all of the children in our school. Please be assured that any information will be treated professionally and in line with Birmingham Safeguarding policies and procedures. Similarly, if you have concerns about anything more general in school, please do arrange to come in and talk to us about it.



### **Pets**

No doubt all of your pets are very well-behaved, but it is easy for any animal to become excited with over 600 children around! Therefore, pets are not allowed on site – please do not tie them to the school railings either!

### **Smoking**

In line with Local Authority guidelines and our own promotion of Health Education, the whole of our school site, including the grounds, is a non-smoking area.



### **Jewellery and Body Decorations**

Children should not wear jewellery to school as it can easily get pulled and cause injury. Small, simple studs are acceptable earrings to be worn for school, and will be covered with tape for safety reasons during P.E. lessons. However,

should your child need to wear jewellery for religious reasons, please speak to the Year Leader. Similarly, nail varnish, coloured hair and body art are best enjoyed out of school!

## MEDICAL MATTERS

**Emergency Contact Numbers:** It is essential that we have an up-to-date, local telephone number (or mobile) where we can get in touch with you if your child is unwell. We will give you a form for this before your child starts school. If your child has a long-term medical condition such as asthma or diabetes, please give us full details so that we can support them appropriately. If any of these details change during your child's time with us, then do please let us know so we can update our records.



**Bumps and Bruises:** Staff are experienced in dealing with minor bumps and grazes and we will let you know if your child has felt unwell or has had an accident that we are concerned about. Similarly, if your child has hurt themselves badly at home, it is helpful if you tell us what has happened so we are not unduly alarmed by any bruises or injuries we may spot! We have a clear 'Bumped Head' procedure which we follow in school, which deals with both minor and more serious bumps to the head.



**Head-lice and Nits:** Hair is no longer routinely checked for lice in school. We therefore rely on parents to check their children's hair regularly and to tell us if lice or nits are found (this is treated confidentially). Generic letters will then be sent out so that other parents can check and treat their child's hair. We know that people often feel uncomfortable and distressed about this issue – but it is very common and the only way to prevent an epidemic is for all parents to be open and vigilant!

**Medicine in School:** We want all our children to have their full entitlement to schooling and will deal with individual requests as sensitively as we can. However, our staff can only give prescribed medicine with parent's written authority (forms are available from the school office). If your child has asthma and requires access to an inhaler or needs medication in case of an allergic reaction or



has any other long term medical needs, we work with parents and the school nurse service to establish an appropriate care plan. We have robust processes in place to ensure all medication kept in school is kept logged and within its 'use by' date.

There will be other children who may have or who may develop a need for non-prescription medication on a long or short term basis. This can only be administered in school by agreed staff, in agreed circumstances and following written parental guidelines. Such guidelines will be recorded on a Personal Medical Plan (PMP) in a meeting between a member of SLT and a parent/guardian. More details about this can be found in our Medical Needs Policy.



**Following an outbreak of sickness/diarrhoea** – children must be kept at home for **48 hours** to prevent infection spreading. In all cases of absence, we require a note on return to school as well as a telephone call on the first day of absence.

**More serious or contagious infections:** for example, impetigo, measles and chicken-pox. The Health Executive gives schools detailed guidance about when children should return to school - please telephone to ask for advice.

**School Medicals:** Routine screening is carried out to check children's hearing, vision, teeth, height and weight. You are always informed in advance of any such health checks and no-one will examine your child without your permission. Should any treatment be required, you will be notified. The School Nurse visits school and parents are able to make appointments to discuss their child with her.

### BEHAVING WELL - THE HARBORNE WAY!

We want a happy, well-behaved school where our children are able to learn and feel safe. Our Positive Behaviour and Anti-Bullying Policy with its simple rules, rewards and sanctions gives the children a clear idea of what is expected of them. Our children enjoy bringing home stickers and certificates to share with you and they devised the following rules for good behaviour:



*We treat other people as we would like them to treat us.  
We are honest and we own up if we do something wrong.  
We don't bully others.  
We treat other people's possessions as we would treat our own.  
We try to challenge ourselves.*

### **Pupils – April 2016**

In all schools, children sometimes misbehave and this is dealt with quickly and consistently by all staff, using sanctions that the children themselves have decided are fair. However, we will not accept bullying, racial or homophobic abuse, swearing or any other behaviour that hurts or frightens a child. Such incidents will be recorded as necessary and we will let you know of our concerns immediately so that we can work together to change unwanted behaviour.

Children come to school with different experiences of what is acceptable in their play. Some imaginative play can include "play-fighting." Such games may be great fun in a small group at home but are not suitable in a school playground. We tell all children to say "Stop, I don't like it" if someone is playing in a way they aren't happy with. If this doesn't work they should tell an adult. We never recommend "hitting back."



Please discuss this with your child before they start school. Make sure that they know that the adults in school are there to help them and they need to tell them if something upsets them. It is very difficult to sort out problems if we do not find out about them until the next day.

Our full Behaviour and Anti-Bullying Policy can be downloaded from our website or ask at the school office for a copy.

## **PARENTAL AND COMMUNITY INVOLVEMENT**

### **Sharing in Your Child's Learning**

We believe that the children will only be able to achieve their full potential when home and school work well together. Our Home



School Agreement tells you about how we can establish a positive partnership that will benefit your child. We are always happy to discuss your child's progress with you. Teachers are available at the end of the school day or you may prefer to see the Year leader if you need to speak to someone during school hours. Senior leaders are on the doors in the mornings to speak to and then parents may leave a message with other staff on the door or with the office staff.

Regular parents' evenings are held and take the following form:

**Term 1** – To share information about your child and discuss how they are settling into their new class.

**Term 2** – An opportunity to look at your child's work and their Interim Report and discuss progress and agree targets for future development.

**Term 3** – To answer any queries about your child's End of Year report. There is also an opportunity to meet their new teacher and see their new room in the last weeks of the school year.

Teachers will also send you information about current work and suggest ideas for how you can share in your child's learning at home. You will also be invited to special assemblies, concerts, plays and sports day – exciting events that everyone in the school community enjoys.

Our school always praises children who do their best, and the children will bring home stickers and certificates so that you too can celebrate their achievements.

We are always interested in your views about what we are doing in school. Therefore, from time to time, we send out questionnaires; please do take this opportunity to tell us what you think.



### **Parents in School**



Parents are always very welcome to help in school or on educational visits. This practice allows the children to work in smaller groups with a friendly, known adult, thereby providing extra opportunities for talk, reading and practical work. If you wish to be considered as a helper we ask parents to speak to



the year leader for their child. Each year we ask for volunteers to support Literacy in the school. This is co-ordinated by Mrs Sprackling who sends out a letter in the Autumn term. This is not limited to parents-we welcome grandparents and other family members too. If you like the outdoors you may wish to help with forest school. Other family members give time to help with sewing or other craft activities. All regular helpers in school will be required to undergo a DBS check. Please contact the school office for more details about what this means.

We know that our parents have a variety of talents that can really bring the curriculum alive for the children. Therefore, parents often come into school to talk about a particular interest, play a musical instrument, help with sport and generally share their expertise. If you think you may be able to help then please let us know!

### **Parents' Association - 'The Friends of Harborne'**



All parents are automatically members of our lively Parents' Association and some enjoy making new friends by attending monthly meetings and/or serving on the committee. The committee keeps you informed of forthcoming events via newsletters and posters.

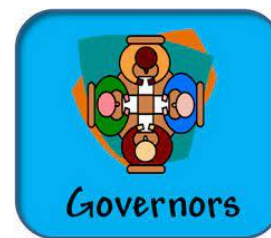
The Friends organise a variety of social and fundraising events that bring people together, as well as providing extra resources for the school. We consider ourselves very fortunate at Harborne to have such an active and generous Parents' Association. Do take the opportunity to get involved in the social life of the school.

### **Governing Body**

The governors are a team of people, drawn from the local community who are responsible for ensuring that the school provides the best quality education that we can for the children. From September 2014, the membership is made up as follows:

- 4 Parent Governors
- 1 Local Authority Governor
- 1 Staff Governor
- 1 Head Teacher Governor

From the above, the chairperson is elected by all the governors on an annual basis.



All parents at the school are eligible to vote and elect parent governors. Governors hold office for four years (two years for co-opted). You will be notified when elections are due. If you are interested in being involved in this capacity please ask for more information or speak to one of the governors who will be happy to tell you about their work. Minutes of the Governing Body Meetings are available on request from the school office.

### **Visiting the School**

You are welcome to visit school to discuss issues or concerns with appropriate staff members. Please telephone to make an appointment on 0121 464 2705. On arrival at school, visitors and parents should report to the school office. This helps us to monitor who is on site and to keep the children safe - please respect this procedure.

### **Complaints Procedure (including curriculum complaints)**

We hope that you will always feel able to discuss any concerns you may have with the Class teacher or Year leader. These are the people who know your child best and can usually sort out any issues. We take any such concerns seriously, and aim to resolve them as quickly and sensitively as we can, and usually within 2 school working days.

However, if you are still not satisfied, you may formally complain (verbally or in writing) in the following way:



a) **First to the Head Teacher**

Telephone: 0121 464 2705

Email: [enquiry@harborne.bham.sch.uk](mailto:enquiry@harborne.bham.sch.uk) FAO Head Teacher

Letter: FAO Head Teacher.

If she is unable to resolve things then you should proceed to the

b) **Governing Body**



Telephone: 0121 464 2705

Email: [enquiry@harborne.bham.sch.uk](mailto:enquiry@harborne.bham.sch.uk) FAO Chair of Governors

Letter: FAO Chair of Governors.

Finally, if you are still not satisfied, you have recourse to the

c) **Local Authority**

Address available from school office.

The school will log all letters and emails of complaint addressed to the Head Teacher, and acknowledge these within two working days of receipt during term time. The complaint will be investigated and, where possible, a reply from an appropriate member of staff will be issued within one week of receiving the complaint. If this is not possible, the school will inform you of when you can expect to receive a reply.

These same time scales and procedure will apply to a complaint addressed to the Chair of Governors.

**Conversely, if you are pleased with the school's achievements, we really hope you will tell us!**

**Charging and Remissions Policy of the Governing Body**

The 1988 Education Act states that all activities within the school day should be free from compulsory charges. However, if we arrange an educational visit we will ask for a voluntary contribution to cover our costs. No child will be excluded if a parent is unable to pay, but this does mean that trips can only take place if we have sufficient funds. If you are not able to pay the amount requested please speak to your child's teacher or Year Leader – for example school are able to subsidise trips for children who receive free school meals under the pupil premium scheme (not the universal infant free school meals scheme). All such requests will be treated confidentially and with sensitivity but we do need to know if suggested contributions will not be forthcoming so we can decide if we can afford for the trip to go ahead. We know our parents value a broad and relevant curriculum that is enriched by educational visits and we rely on your continued support. Please see our Charging and Remissions Policy in the Policies section of our website.





### **School Fund Donations**

Once a half term, we would like parents to make a voluntary contribution to School Fund of £5 minimum. This is done through Parent Pay; we do not chase parents for this as the payment is always there on the website and we rely solely on the generosity of our parents. It is a very important source of revenue that enables activities to take place, and resources to be provided, that would not otherwise be possible. We are extremely grateful to our parents for their generosity and try to keep them informed of how their donations help in school.

## **THE CURRICULUM**

We want our children to enjoy their learning and to achieve success. The Governing Body, with the rest of the school community, have developed detailed aims for our school. These are at the beginning of this prospectus.

### **School Organisation**

Each year band is organised into three mixed ability classes, building up to four with our expansion. We are fortunate in enjoying not only high quality and experienced teachers, but excellent quality teaching assistants. As well as the class teacher, each Reception class also has its own qualified teaching assistant. We employ teaching assistants to work throughout the school with pupils with special educational needs. Class teachers are also supported by a Special Needs Co-coordinator (SENCO – Mrs Nelson), a Pastoral Manager (Mrs Quadri), a Learning Mentor (Miss Hussain), their Year Leader and several other part-time learning support teachers and teaching assistants.



The Senior Leadership Team consists of Mrs Coles as Head Teacher, Mr Wilson as Deputy Head Teacher (DHT) and three Assistant Head teachers (AHTs): Mrs Hallam, Mrs Walters and Ms Kyereh (who is also a part-time class teacher). Each year group also has a Year Leader:

Reception	Mrs Gwilt/Mrs D'Arcy
Year 1	Mrs Gaynor
Year 2	Mrs O'Brien
Year 3	Ms Kyereh
Year 4	Mrs Wynn
Year 5	Mrs Brown/Miss Christie
Year 6	Mrs Preddy/Mrs Khand

From Year 2, the children may be set by ability for mathematics, depending on the cohort of pupils; constant monitoring of progress ensures that children can move between sets as necessary. In English, the children can be grouped by ability within their own class, as well as for phonics/spelling/grammar groups across the year band. These strategies enable teachers to really match the work to the needs of the children.

Since 2010 we have used the move from Year 4 to Year 5 as an opportunity to regroup our children into three new mixed-ability classes.



This helps us even up the ability and gender balance across the classes which may have changed a lot since they started in Reception. This also means our children leave us in Year Six with a wider friendship group, which is useful as they go to such a wide variety of secondary schools.

We also carefully consider the possibility of restructuring some of the classes in other year groups each year, dependent on the needs of the cohort. Again, this would involve re-organising the children into three/four new classes to redistribute the needs and therefore the support required by the classes. We consider which year groups may be most appropriate for this restructuring and will keep parents duly informed if decisions are made. In previous years this has taken place at the end of Year 2, as the children prepare to move into Year 3 and the junior part of the school.

### **Equal Opportunities**

We fully support Birmingham L.A.'s statement that every child should have equal access to the curriculum regardless of gender, ability, ethnic origin, or socio-economic background. We value all our children and their achievements both at home and at school. We understand that children have a great variety of individual needs and progress in different ways. Through our attitudes,

organisation and our partnership with parents, we aim for an inclusive school where every child can flourish in all areas of their development.

### **Children With Special Educational Needs or Disabilities (SEND)**

Nationally, it is estimated that 20% of all children will have some special educational needs at some time during their school career. 2-3% may have such serious needs that they require an Educational Health Care Plan. Consequently, children may require either long or short term support depending on their individual needs.



The staff and governors at Harborne place a very high emphasis on the early identification of children with learning difficulties and prioritise resources accordingly.

We aim to give Quality First teaching to support children either within class, in groups or individually. Where necessary, there are a range of outside agencies that we call on for extra advice and expertise.

Children's progress is regularly monitored and reviewed in line with the Government's Code of Practice on SEN - this outlines graduated levels of support that can be given to help children experiencing difficulties in their learning. Parents are fully involved at every stage so that we can work together in meeting your child's needs. Please feel free to ask questions or raise any queries with us about your child's progress - we want to work in partnership so that the children are able to achieve their best.

### **Children Who Are Particularly Able**

We aim to challenge all our pupils through appropriately differentiated planning, to ensure that those who can are working 'at greater depth' or at a 'higher level' are suitably challenged. Excellent team work amongst the staff means that all the children benefit from the subject expertise of staff specialists. Our results in the National Standard Assessment Tests (SATs) for seven and eleven year olds are very good and are often well above national averages. We really do value a wide range of achievements and our broad and balanced curriculum provides opportunities for those who have talents, for example, in music, sport and drama, as well as the more 'academic' subjects.





our children to be active participants in their learning. The curriculum overview plans are available on our school website.

Our staff have a great deal of subject expertise which is shared for the benefit of all the children in the school. Staff take part in weekly training sessions and regularly attend courses and networks to enhance their professional skills. We hope that this enthusiasm for life-long learning will be shared with the children. Should you wish for more information about our detailed plans for delivering the curriculum, you are welcome to speak to senior members of staff.



### **Assessment (Mrs O'Brien/Mrs Preddy)**

The school places a strong emphasis on Assessment for Learning; teachers continually assess individual progress so that they can plan your child's next steps in learning. This also helps in identifying any concerns at an early stage so that appropriate support can be given. As soon as children start in Reception, they take part in 'baseline assessments' that tell us what your child already knows and can do. During their first year at school, the staff assess progress towards the "Early Learning Goals".

In addition to ongoing teacher assessments, there are currently four times that we are required to assess children for comparison with national standards.

All children in Year One will be formally assessed in their ability to read some phonically regular words. At the end of Year Four, pupils are tested on multiplication tables. When the children are in Years Two and Six, as well as teacher assessment, they will also take part in national Standard Assessment Tests (SATs). These provide an assessment of whether your child is working at the Age Related Expectation and this information is given to you on your child's annual report.

Your child's progress and attainment are continually monitored, this information and next step targets are shared with during the year.



### **Art and Design (Miss Lord)**



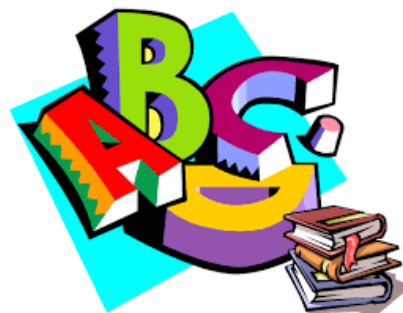
Art is an integral part of our thematic approach to teaching where there is an emphasis on the progression of skills taught. Year groups, in collaboration with the art leader, are responsible for planning, reviewing and adapting these plans to keep the curriculum themes interesting and relevant for the pupils.

We believe that art plays an integral part in children's physical, cultural, social and aesthetic development. Children across school enjoy using a variety of tools and techniques including computing. This gives them the opportunity to develop understanding of the process involved in producing a piece of art. Our visits to places of interest, including the Art Gallery, provide ideas to enrich this area of the children's work and other opportunities are used wherever possible.

Individual classes take responsibility for producing display boards in the halls and corridors. The work of each child is valued and displayed over the course of the year. We celebrate art work in school with an Art Trophy presented at the end of KS2.

### **English (Mrs Sprackling)**

At Harborne Primary School we believe the acquisition of good literacy skills is of utmost importance to all pupils. A sound understanding and knowledge of literacy, not only enables a child to develop as an individual, but also to access the curriculum as a whole.



We encourage and value the involvement of parents and the wider community in our children's literacy learning. We communicate regularly with parents and carers and encourage you to support your child's learning in various ways. We encourage learning beyond the classroom by sending home activities such as reading, spelling and handwriting for you to support your child. We have a system of Literacy Volunteers in place which brings additional adults in to support Literacy across the school. We have good links with our local public library and most year groups will visit each year.

The school strongly promotes reading for pleasure and benefits from a rich programme of book-related events over the academic year.

### **Spoken language**

We believe that all children should be given the opportunities to develop speaking and listening skills in all areas of the curriculum. All children are encouraged to take an active role in their learning and contribute their own thoughts and ideas.

We aim to draw children's attention to the intricacies of spoken language and how we use it, including modelling use of Standard English. We encourage them to develop a love of language through various activities such as word games, spelling games, poetry and rhymes, good quality literature, songs, drama, role play and dictionary work. We recognise the importance of developing children's understanding of a wide vocabulary.

### **Reading**



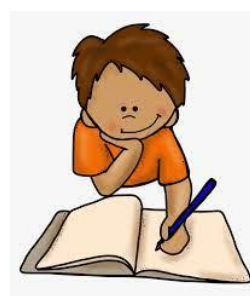
At Harborne Primary School we love reading and we want all of our pupils to love it too. Children begin by learning to read and then read to learn. We understand that children develop at different rates and follow different paths into reading. We cater for individual needs and have a structured but flexible approach. We give children opportunities to develop the full range of reading skills and become mature and enthusiastic readers.

There is a detailed and well-structured reading scheme in place based on Oxford Reading Tree and a variety of other materials. We follow a phonics programme and children take part in structured phonics lessons to develop their decoding skills. Alongside this, we use a whole word/look and say approach to help children learn key words and common exception words.

Central to all our teaching of reading is the importance of reading for meaning with an emphasis on comprehension. Children are encouraged to develop higher order reading skills, such as inference and deduction through discussion with adults and with each other.

### **Writing**

We aim to encourage a love of writing by teaching the skills of spelling, punctuation, grammar and handwriting whilst giving children opportunities to write for a wide range of purposes and audiences, not only within specific Literacy lessons, but across the curriculum. Writing projects





can be linked to the reading of good quality literature, to visits and to learning in different subjects. Through this, children develop their understanding of a range of text types, and how to write in a variety of forms. They learn to plan and compose their writing and then to edit and improve it.

Our teaching of spelling, vocabulary, punctuation and grammar follows the guidelines in the National Curriculum and we use 'learning codes' to help children progress in their understanding. We use the Cambridge Penpals scheme to teach children, first to form their letters correctly and then to begin to join them in order to develop a confident, fluent handwriting style.

### **Modern Foreign Language/MFL (Mrs Jesson)**

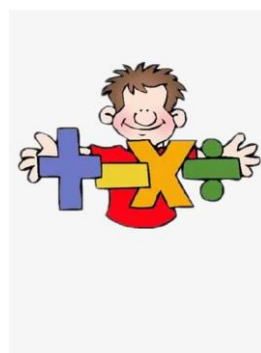


Our core modern foreign language is French and pupils will start their formal structured lessons in KS2. We use the Language Angels scheme of work and resources; to ensure we offer a relevant, broad and exciting foreign languages curriculum that will inspire our pupils. We also have a strong emphasis on intercultural understanding, which extends to other languages and cultures too.

Our pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning.

### **Mathematics (Mrs Evans/Miss Powell)**

We want our children to enjoy mathematics and feel confident about using and applying their skills and knowledge in a variety of situations. In line with the National Curriculum, we believe that it is vital for children to have a sound grasp of concepts involved before moving on to more abstract methods. Our detailed and practical scheme of work covers number, money, shape, space, measures and data handling. The scheme incorporates resources from Abacus Active Learn and other published material.



We aim to develop logical thinking and mastery through problem-solving and investigative work and children are encouraged to communicate their findings orally, using jottings, by formal written methods and graphically. This is encouraged across the school from early years to Year 6. Numeracy lessons are planned accordingly and incorporate mental methods, written strategies and

plenaries throughout the lesson to support understanding and mastery where possible. Information technology is an important resource for mathematics and computers and calculators are used for data-handling, investigative work and reinforcement of basic skills.

Children may be set for mathematics from year 2 to year 6, depending on each year's cohort, so that work can be matched very carefully to the children's stage of development. Their progress is monitored regularly and children may move sets according to their needs.

### **Science (Mr Williams/Mrs Oakley)**



Science throughout the school develops a scientific knowledge and conceptual understanding through biology, chemistry and physics. Topics include living things, materials and their properties and physical processes such as sound and light. This knowledge based curriculum is taught through a variety of investigative processes, activities and research. Children are encouraged throughout the school to work scientifically and they learn to plan investigations, obtain evidence and consider their results. Skills such as observing, questioning, predicting, measuring, recording, evaluating and communicating their findings (orally, graphically, in writing and through the use of ICT) are all developed as children move through the school. We make much use of the grounds in our two sites, in particular our "Secret Garden" and the local environment. An important part of the children's learning involves exploring the uses, implications and careers available, embedded with STEM (Science, Technology, Engineering and Mathematics).

### **Computing (Mr Wilson)**

At Harborne Primary, computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use 'Purple Mash', an award winning website run by 2Simple, as a starting point for the planning of their computing lessons, which are often richly linked to engaging



contexts in other subjects and topics.

Each Key Stage at the Station Road site has a computing suite and access to mobile technology - KS1 pupils use iPads, whilst KS2 children have access to laptop computers. At the annex there is a computer hub station and trolleys of mobile devices. All of this helps to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Each classroom is connected to the network and there are two desktop computers for use by adults and pupils alike. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon.

### **Design Technology (Mr Williams/Mrs Oakley)**



The children learn how to design and make things using a range of materials available to them. Through various projects throughout each year, children will develop their designing skills by looking at the world around them or existing designs and create their own plans. Depending on what they are working on, children have access to materials such as clay, textiles, wood, paper and construction kits. They will select the appropriate tools, appropriately and safely, and learn new skills, which will progress as they move through school using them with different topics. Being able to evaluate their ideas and creations is also a very important part of DT at HPS. They will have the opportunity to discuss what they have produced and made and be able to plan where they can progress in the next project. Food also plays a big part in our DT studies. With the Studio learning space, and all equipment available to use, children can design and make a variety of tasty offerings.

The children will meet DT through their Topic studies, thus creating links with other subjects and create focus and purpose to their designs.

Events such as the junior 'Design a Pancake' Event and the Easter 'Eggs-hibition' Challenge and the Easter Bonnet Parade are designed so children can

use their DT skills outside of school and then have the opportunity to show how talented they are! For special events, parents are invited in to join their children to design and make exciting projects, like creating a Chicken House in Reception.

### **Geography (Mrs Gray)**



The children learn about their own community as well as contrasting localities both UK and world-wide, in some depth. From the very beginning the children are encouraged to pose and answer questions, using maps, globes, atlases and technology, to embed their knowledge and understanding of the world. The school grounds, local and wider area are used for practical field-work and environmental and economic awareness. We plan day and residential visits in different year groups, to further our curriculum delivery. We aim to provide pupils with an understanding of how physical and environmental factors affect our lives and the World we live in.

### **History (Mrs Gray)**

In history, the children begin to develop an awareness of the past and how it differs from the present. They learn about changes in their own lives and those of their family, as well as about people living long ago. As part of their history work the children visit places of interest such as Chaddesley Roman Villa, Black Country Museum, Selly Manor, Birmingham Museum and Art Gallery and have visits from Moor Pool Heritage Trust.

Through the use of artefacts, primary and secondary sources and themed days, we strive to make the past really “come alive”.

### **Physical Education (Mrs Freeman/Miss Davis)**

At Harborne Primary School, we pride ourselves on offering a wide range of inclusive opportunities for all children to access high quality physical education, as well as take part in a variety of extracurricular activities. In our school, we believe that engaging children in physical education is essential and is fundamental to developing the whole child, including their physical, mental and social wellbeing.



In addition to our weekly timetabled activities, we ensure that there is a wealth of extracurricular opportunities (Miss Maguire). This includes before school,

lunch time and after school clubs. Our before and after school clubs are offered jointly by staff members and through partnered providers. A full timetable for the current term can be found on our website. Some examples of clubs that we have offered in the past are: football, basketball, cricket, gymnastics, dance, fencing, multi-sports and netball. On top of this, we encourage many of our older children to run lunchtime clubs for our younger students: it is an excellent way to build character and foster a sense of community. Specialist staff provide a specific impact on targeted groups of children such as our less active and directed motor group.

Each week children will take part in two PE lessons: one skills based and one sports based. Through our Real PE scheme, we enable children to develop their physical skills and focus on creating a personal challenge. Children take part in inclusive and innovative games, providing new experiences, as well highlighting personal progress. We also provide children the chance to learn a more familiar sport and take part in class competitions. During the warmer months, from Year 4 onwards, children at our main site walk to a local playing field in order to provide them with the space to enjoy a range of sports. In the juniors children will also access timetabled swimming sessions at Harborne Swimming Baths.



Celebrating sport and sporting achievements is a wonderful way to encourage our children and so we take part in competitions and festivals for as many different sports as we are able to. This includes attending qualifiers and finals for various sports in the Birmingham School Games, swimming galas, and team matches for our netball, football and cricket teams. We further celebrate sport through our many dedicated focus days, including the traditional Maypole dance that our infant children learn and perform. This all culminates in our summer sports afternoons, which are held at Metchley Playing fields or the Annex.

### **Music (Mrs Bailey)**



Music is an extremely fundamental aspect of life at Harborne Primary and runs right through the heart of our school. We strongly believe that all children, regardless of ability, can access the pleasure of music, and the benefits it can provide.



From Reception to year 6, our children are immersed in a wide variety of high quality musical experiences, giving them multiple opportunities to perform throughout the year in many ways. These include: weekly singing assemblies; termly whole school celebrations; year group themed performances, concerts and within class music lessons. Through these experiences, our children are exposed to a plethora of genres from Baroque to Hip Hop! Regular visits from high-calibre musicians from well-known musical establishments such as the CBSO, Musical Services and also some of our talented parents, offer additional opportunities to experience the pleasure of live music, providing high quality stimulus, which inspire and motivate the learning of our children.

Alongside our vibrant curriculum, our school offers a wide range of musical clubs, which are available to all children, who wish to participate. These include: The Year 2 choir, Ukulele Band and The Key Stage 2 choir. We are also very proud to have had our school orchestra before the pandemic (a rare thing for a primary school), which boasts sections of brass, strings and woodwind. We hope to reinstate this! These provide the children with valuable experiences in performing across the city, for example: singing at Symphony Hall as well as sharing their music together in school.

Instrumental music is a strong feature of our school; we facilitate the high quality learning of many different instruments provided by external music teachers. Children are given regular opportunities to share their talents through performances to peers and parents.

### **Drama**

Drama is a strong feature within the school both in everyday lessons and as a focus for performance that brings together other aspects of the expressive arts (dance, music, art). We really value the expressive arts as a way of celebrating a wide range of children's achievements in school. In everyday lessons, drama is a powerful tool for exploring issues across subject boundaries, for example environmental awareness and personal and social issues.



The children use drama at many different levels - within class, in assemblies, in year-bands and as part of bigger school productions or concerts. Such performances really bring together the whole school community as parents, staff

and children work together at scenery and props workshops or on making costumes and designing programmes. The school also has links with professional arts people that are used to stimulate and enrich the curriculum for the children, such as a Christmas pantomime, a children's entertainer and a Young Shakespeare company.

### **Religious Education (Mrs Gray)**

The Birmingham Agreed Syllabus for Religious Education is used as a tool to plan RE topics for each year group. Children are given the opportunity to learn



about and learn from many world religions. We hope they will develop knowledge and understanding in order that they may reflect on beliefs, values and experiences as well as making reasoned and informed judgements. We recognise that for many of our families, faith is a very important aspect of their lives, therefore Religious Education is a particularly important area for delivering

the school ethos of respect and tolerance for one another, which is integral to the values that we promote at Harborne.

### **Assembly and Collective Worship**

In accordance with statutory requirements, an act of collective worship takes place in school each day. This worship is non-denominational and although mainly Christian in character, is also valued as an opportunity to celebrate the multi-faith society which is represented in our school. We hope that every child will gain from the spiritual and moral issues explored in our religious education and collective worship themes – these are carefully planned to be meaningful to the interests and experiences of the children. Please note - parents have the right to withdraw their children from all or part of the religious education or collective worship provided and should talk to a senior member of staff about this.



### **Relationships, Health and Sex Education/R.H.S.E. (Mrs Walters)**

From September 2021, the teaching of RHSE in all Primary schools became a statutory requirement. At Harborne Primary School, we already promoted a relevant and vibrant ***Personal, Social, Health and Citizenship Education***

curriculum including sensitive and age appropriate *Sex and Relationship Education* and *Drugs Education* programmes. These curricula aimed to give pupils knowledge, skills and positive attitudes so that they could make choices about healthy and safe lifestyles.

Following a consultation process with parents, staff and school governors, we have now adopted **The Birmingham Approach**, recommended to all Birmingham schools by our Local Authority. Our governors have always supported the now statutory teaching of Sex and Relationships Education (SRE), and our assembly themes reinforce this learning in a positive and child centred manner. The Birmingham Approach programme supports many of the issues and challenges our children face today but always in a sensitive and age appropriate way. Themes include,

- Health and Wellbeing (including healthy living, healthy minds, healthy choices)
- Being Safe (including internet safety, medicine safety, basic first aid)
- Understanding the Wider World (including respectful relationships, families and people who care for us)
- Understanding and Appreciating Positive Relationships (including caring friendships, online and offline relationships)
- Challenging Stereotypes and Prejudices Through Topical Issues

We work closely with other partners such as our Community Liaison Police Officer, agencies supporting children's health and well-being, charities and community groups. We recognise the sensitivity of some of the issues mentioned here, especially when dealing with very young children and set our teaching within a clear moral framework.

### **Extra Curricular Activities**

Our school has an excellent reputation for providing a very wide range of extra curricular activities – at any one time these may include the expressive arts (music, dance, drama, art), French, science, maths and sports activities. Your child will bring home letters explaining what is on offer at any particular time and you





can see on our website which clubs are being run as extra curricular activities.

Residential visits provide the children with exciting opportunities to experience other places and cultures as well as developing their personal, social and leadership skills. A wide range of residential and day trips are provided to give the children first hand experiences and learning opportunities. We continue to offer at least some of these visits, even with current cuts to school budgets.

### **How Parents Can Support Harborne Primary School**



We have a specially prepared booklet detailing the various ways you might offer your help and support to the school, showing it's as easy as ABC! This is available on our school website – the address is on the front of this prospectus.

Thank you for reading this prospectus; we hope you have found it informative. If there is anything else you would like to know about the school, please let us know.