

Bishop Henderson  
Primary School

# PROSPECTUS

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*Dear Parents*

*Welcome to Bishop Henderson Church of England School.*

*I am pleased to enclose a school brochure which contains some information about our school. This brochure is not intended to replace personal contact but rather, give you some basic information.*

*We encourage involvement from our parents and invite you to come and visit during a normal working day. I am happy to personally show you around and discuss any aspect of our provision. Please telephone to make an appointment.*

*I hope this will be the beginning of an enjoyable and stimulating education for your child.*

*Yours sincerely*

***Edward Gregory***  
*Headteacher*

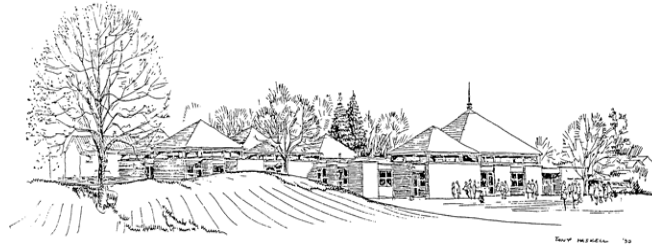


Bishop Henderson  
Primary School

## **MISSION STATEMENT**

*We believe that the sort of person a child becomes is often more important than what a child knows. It is our responsibility to create a stable and secure Christian environment within which children may grow in confidence, experience success and acquire skills of lifelong value.*





## AIMS

The Governors and Staff of Bishop Henderson Church of England Primary School are committed to delivering a curriculum and developing a school ethos which ensures that every child in our care will grow in self-esteem and develop their potential.

To achieve this we aim to:

- Accept children as individuals and then help them to develop their personal confidence by ensuring that they use their skills to as high a level as possible.
- Develop an awareness and respect for themselves and others.
- Enable children to bring to any experience all their senses and feelings, and to express them in a variety of ways.
- Develop children's spirituality through real experience and within a Christian context.
- Introduce children to experiences which will enable them to choose and discriminate, to order and to question, to reflect and to predict and to describe the things around them.
- Develop the skills necessary to work in collaboration with others and to be sensitive to each other's needs.
- Enter into a partnership with parents, to maintain fruitful contact and to encourage their positive involvement in school life.

## SCHOOL HISTORY



Bishop Henderson Church of England Primary School was opened in 1974 and is a Voluntary Aided Church of England Primary School. It is named in honour of the Rt Rev'd E B Henderson, DSC, DD, Bishop of Bath and Wells (1960 – 1975). Christian Education has an important part in the curriculum, and the school aims to play an active and significant role in the life of its parishes and the local community.

As an Aided school, the majority of its governors are appointed by the church authorities. The school maintains close links with the two churches of St George's, Wilton, and St Michael the Archangel's, Galmington. We are the first state primary school to appoint a School Chaplain, the Rev'd Jenny Jeffery.

Bishop Henderson Church of England Primary School is under the control of Somerset County Council and the Diocese of Bath and Wells.

The main school was opened in 1974 with nine classrooms and a further, purpose-built early years' unit of four classes was opened in 1990. Later additions have brought us to our present situation of fourteen classes, catering for children aged 4 to 11. There is a large hall for assembly, PE, etc and a further small, carpeted hall used for drama and music. The school has large grassed and hard court play areas with trees and other natural features suitable for developing environmental work. The building and grounds provide a light, open and pleasant working environment, which is well-resourced and with a flexibility of space which allows for imaginative and creative teaching. Major building improvements have taken place in 2009.

The only criterion in organising classes at Bishop Henderson Church of England Primary School is age. The fourteen classes allow us to create two classes for each age group, with no split age groups. Each class is equally balanced by gender, age and ability. The school is also generously staffed with Learning Support Assistants, who work alongside teachers with all age groups and provide excellent support for our children.

We employ specialist teachers/coaches for French, Music, Sport and ICT.

## ADMISSION TO BISHOP HENDERSON CE VA SCHOOL

We encourage parents to visit us when making their choice of school for their child. The Headteacher will at this point be happy to show you lessons in progress and discuss any queries you may have. If you feel that Bishop Henderson Church of England Primary School has the learning environment that you are seeking for your child, you are invited to apply for a place through Somerset County Council. If demand for places exceeds the places available, the Governors have agreed admission criteria by which admissions are decided. A copy is included in this brochure. Any parent refused a place for a child has a legal right to appeal and details of the appeal procedure may be obtained from the school office.

### **FIRST ADMISSIONS (Foundation Stage)**

For first admissions (4 year olds) there is a co-ordinated admissions procedure administered by the Local Education Authority. This will be explained to you by the head. Bishop Henderson Church of England Primary School follows the Somerset County Council regulations with regard to the age at which children start school.

We have a comprehensive induction programme for our Foundation Stage intake each year, details of which will be sent out prior to your child starting school. At Bishop Henderson Church of England Primary School we feel it essential to prepare our children for a positive start to their school life. We hold various events in the summer term prior to your child starting school. These are opportunities to meet the teachers and see the classrooms.

Parents are invited to an evening session in the summer term where they will be introduced to staff, receive information about school, look around classrooms and have the opportunity to purchase uniform.

In September we operate a staggered (part-time) entry system to enable pupils to get to know the school routines and settle into school smoothly. We are happy to discuss the possibility of your child remaining part-time for a longer period if you and your child's teacher believe that this is in your child's best interest.

## **STARTING SCHOOL**

Before your child is due to start school, please visit us and complete the application form. At this point, you can take a preliminary look at the school. Once your child has been offered a place they are invited to spend some time in school in the term before they start.

It is a great help, particularly to children's confidence if, by the time they start school, they are able to:

- Go to the toilet without assistance
- Dress and undress themselves
- Understand and obey simple verbal instruction

We will provide you with a comprehensive pack once your child has secured a place at this School. This will be available at the summer term meeting for parents.

## **THE SCHOOL DAY**

Key Stage 1 (Infant)	9:00 am – 12:00 noon	1:00 – 3:15 pm
Key Stage 2 (Junior)	8:45 am – 12:30 pm	1:30 – 3:15 pm

All classes have a mid-morning break; in addition, Key Stage 1 classes have a break at 2:30 pm. Parents are welcome to come into the classroom at the start of the school day. This has proved particularly valuable in the infant classrooms where parents/carers are encouraged to share reading/language activities, which smoothes the transition from home to the school environment.

## **COLLECTIVE WORSHIP**

Each day includes a simple act of Christian collective worship. Depending on the day and collective worship content this may include the whole school worshipping together or older and younger children meeting in separate gatherings. Collective Worship often comprises of a story/hymns and a time for prayer and reflection.

Parents will have the opportunity to join us at special assemblies throughout the year. In addition, the Headteacher welcomes parents particularly, but not exclusively, of the younger children (Reception, Year 1 and Year 2) to the regular Wednesday morning family collective act of worship at 9:00 am.

Over recent years no parents have wished to exercise their right to withdraw children from collective worship.

## **MEALS**

Children bring a packed lunch to school. Children eat in the classrooms under the care of lunchtime supervisors.

If you think you might be entitled to Free School Meals for your child, please ask for more information from the school office. All information is treated in the strictest confidence. You are encouraged to register for Free School Meals even if you choose not to accept them, as by proving eligibility the school can receive extra funding. We are pleased to participate in the Government's School Fruit and Vegetable Scheme. Under the scheme, each child aged four to six in LA-maintained schools is entitled to receive a free piece of fruit or vegetable each school day.

We have found that most children end up enjoying their daily fruit or veg even if they are reluctant at first!

## **MEDICAL CHECKS**

If your child has a medical condition which requires regular medication please provide written details when your child starts school. We ask parents to complete a health information form when their child starts school. If this information changes please make sure you let us know.

Hearing, vision and dental checks take place in school in collaboration with the Local Health Authority at set times. You will receive more information about this when your child starts school.

## **PARENT HELPERS**

We welcome parental support in school. Parents can become involved in a variety of ways. For example:

- Supporting fundraising and social events
- Helping on school trips
- Helping in class
- Supporting extra curricular activities

If you have a skill to offer or wish to volunteer to help in school, please contact your child's teacher or Headteacher. We are committed to Child Protection and all volunteers working in school must complete a Criminal Records Bureau disclosure form before starting to help in a class (available from the school office).

## **EQUAL OPPORTUNITIES (Our full Equalities Policy may be obtained from the School Office or from our website)**

We aim to:

- (i) Create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds is challenged and eliminated.
- (ii) Increase knowledge and understanding of issues relating to Equal Opportunities.
- (iii) Prepare pupils for life in a multicultural society.
- (iv) Develop a positive and caring attitude towards people of all communities.
- (v) Promote positive images and expectations of different cultural and social groups. This will be achieved through the curriculum, collective worship and in our everyday interactions.

## **LEAVE OF ABSENCE**

Holiday dates are supplied with this school brochure. We hope that in giving advance notice of dates, it will be possible for parents to arrange holidays during recognised breaks, thus avoiding children being absent during term time.

If you wish to arrange leave of absence for a whole day or longer for your child for reasons other than sickness, please obtain permission in advance from the Headteacher. A form will be provided and you are asked to return it to the office or your child's teacher. Failure to do this could result in your child's register being marked with an "unauthorised absence". The school cannot guarantee that curriculum missed during holidays taken in term time will be covered on your child's return.

The School works closely with our Attendance Officer who visits us termly to look at absences and follow up any issues.

## **CHARGING**

We usually ask for a voluntary contribution towards the cost of Educational Visits. However, no child will be excluded from a visit if parents are unable to cover the costs. In this instance you are asked to contact the Headteacher in confidence and a contribution towards the full cost or exemption can be agreed. If we are unable to fund trips then unfortunately these may be cancelled.

## **COMPLAINTS**

At Bishop Henderson Church of England Primary School, we consider important that each child is valued as an individual and is taught in a safe environment that fosters the development of the child.

However, there may be occasions when a parent or carer is concerned about their child's experiences at school. Our document—"how to let the school, know if you have

Complaints or concerns should, in the first instance, be brought to the attention of the class teacher or the Headteacher. If the complaint cannot be resolved by the Headteacher then the complaint should be submitted to the Clerk of the Governors (who will acknowledge receipt of the complaint and inform the LA that a complaint has been received). If the matter cannot be resolved by the Governors then the complaint should be submitted in writing to the LA, who will arrange for an investigation to take place.

We trust that the vast majority of concerns can be cleared up at school; we would much prefer you to voice your concerns when you have them to avoid them growing into a serious disagreement. We aim to be sympathetic to your concerns and strive to resolve issues in an open and fair manner. More detailed information on the Complaints Procedure is available from the school office.

### **FRIENDS OF BISHOP HENDERSON CHURCH OF ENGLAND PRIMARY SCHOOL**

The Friends of Bishop Henderson Church of England Primary School Committee is made up of a group of parents and teachers who help to organise events to raise additional funds for the School. The money raised is spent on a variety of resources from playground equipment to books, story sacks and computers. The Friends also organise social events, which are usually open to the whole family. Parents are welcome to join the Friends' Committee and we are always open to suggestions for new ideas for strengthening the social and fundraising activities of the school. You will find separate literature from the Friends' Committee in this brochure.

### **SEVERE WEATHER CONDITIONS**

Should we experience icy or snowy conditions, every effort will be made to clear or de-ice main entrances and footpaths into the buildings. However the playground areas will remain slippery so please take care.

In the event of severe weather, every effort will be made to keep the school open, even if only limited numbers can attend. We will endeavour to keep the school telephone manned if possible and will record up to date information for parents on our answer phone. Up to date information on school closures will also be available on the following radio stations and on our website:

BBC Somerset	95.5 FM and 1566 AM
Heart Radio in Somerset	102.6 FM and 96.5 FM

# **BEHAVIOUR**

We feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others.

We believe that good behaviour is rooted in individual self-esteem and therefore the philosophy and ethos of the school sets out to reinforce this. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of our school curriculum and therefore demand planning.

## **Aims**

We aim to:

- Ensure consistency and care
- Be fair and be seen to be fair
- Treat everyone with respect
- Have clear expectations and strategies to ensure that they are met
- Ensure expected standards of behaviour are modelled by all staff
- Provide planned activities which motivate all children to learn academically and socially

## **Objectives for behaviour**

Implicit and explicit rules will be constantly reinforced and highlighted. These will be consistent with the following:

- We understand that it is all right to make mistakes
- We are kind and friendly
- We try our best both working and playing
- We look after Bishop Henderson Church of England Primary School and everything in it
- We speak and listen at the right times
- We move about the building at a walking pace

## **Incentives to Positive Behaviour**

In Bishop Henderson Church of England Primary School we believe that the ideal incentives are the intrinsic rewards which build self-esteem and are offered by:

- Warm relationships
- A stimulating and appropriate curriculum
- Positive role models

## **Disincentives To Negative Behaviour**

If a child has stepped outside the implicit and explicit rules, then there will be a sanction. We believe that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted.

We expect and experience high standards of behaviour amongst our pupils. If a pupil exhibits behaviour which is unacceptable then this, in the first instance will be dealt with by their class teacher. This is usually sufficient. If, however negative patterns of behaviour persist, the Headteacher will contact the parents and request a meeting. Occasionally the school may make use of the Behaviour Support Service at Somerset County Council. Please contact the school office if you wish to view the School's Behaviour Policy.

# SCHOOL UNIFORM

The following uniform code can apply equally to girls or boys.

The school policy is to ask parents to support the adopted colours of purple and grey. There is complete choice over the style and make of garments, the only established item being the school tie and sweatshirt/cardigan which can be purchased from the school office.

**WINTER:** (October half-term until end of spring term)  
SHOES - flat, black or blue, not trainers  
SOCKS - grey or white  
TIGHTS - grey, black, white or purple  
SKIRT - tailored, grey, or  
PINAFORE DRESS - tailored, grey, or  
TROUSERS - tailored, grey  
SHIRT AND TIE - white shirt with Bishop Henderson Church of England  
Primary School tie  
*(Reception children may wear a white polo shirt throughout their first year)*  
JUMPER/CARDIGAN - purple, V-necked, plain or with school logo only

**SUMMER:** (Beginning of summer term to autumn half-term)  
SHOES - flat, black or blue, not trainers  
SANDALS - open toed are not recommended  
SOCKS - grey or white  
GINGHAM DRESS - lilac gingham, or  
SHORTS/SKIRT - tailored, grey (leisure shorts are not acceptable), or  
TROUSERS - tailored, grey  
SHIRT AND TIE - white shirt with Bishop Henderson Church of England  
Primary School tie, or  
POLO SHIRT - plain white or with school logo only  
JUMPER/CARDIGAN - purple, V-necked, plain or with school logo only  
BASEBALL CAP - plain white or purple or with school logo only

EARRINGS, MAKE-UP, etc - no make-up, no jewellery (except for single small stud earrings)

HAIR - shoulder length hair should be tied back for reasons of safety and hygiene. Hair accessories should be in school colours

PE EQUIPMENT - plain white, purple or black T-shirt worn with plain white, purple or black shorts.  
Black or white plimsolls/daps.

Purple V-necked sweatshirts and sweatshirt cardigans with the school logo on are available from the school office.

Suitable, sensible footwear should be worn – trainers are not acceptable except for outdoor games under certain circumstances.

Children wishing to play football, hockey, cricket, etc, need appropriate clothing as advised by staff.

## THE CURRICULUM

We place great emphasis on helping children feel secure and confident in school, and at no time is this more important than in their early years.

When children start attending Bishop Henderson Church of England Primary School, we already know them quite well. They have been before, the staff and parents know each other, and so their early days are enjoyable, exciting and generally taken in their stride. Our job is to help them continue to grow. We build on this by our practical approach to the Curriculum, which we believe is ideally suited to the young learner.

The National Curriculum is covered throughout the school from Years 1– 6 and we provide many experiences which enrich and expand on the National Curriculum. Educational visits and the use of visitors/experts within school helps us achieve these aims.

As well as covering the National Curriculum content, we aim to develop the following aspects across the curriculum:

- Enquiry
- Problem solving
- Creative thinking
- Information processing
- Reasoning
- Evaluation
- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social Skills
- Communication

In addition, we promote: spiritual development alongside the aspects above through an experiential curriculum.

Each class teacher provides parents with a termly outline of curriculum areas which will be covered in the coming term.



## **CYCLING TO SCHOOL**

We provide storage for cycles belonging to staff and pupils. We ask that parents of pupils up to year 5 accompany them if they are cycling to school. It is advisable for pupils to wear a protective helmet.

We offer a cycling courses for older pupils. Details of this are sent out each year.

For safety reasons, cycling is not allowed on the school site, especially in the playground, and parents are asked to help us enforce this.

## **PARKING**

The gates to the driveway are closed during the school day in order to protect pupils on the school site. Parents are asked to park and walk into the school with their children rather than to drive on to the site. We aim to maintain good relationships with our neighbours and would ask that parents park with consideration at all times.

## **YOUR CHILD'S NEXT SCHOOL - TRANSFERRING TO SECONDARY EDUCATION**

At the age of 11 all children transfer to secondary school. The Local Education Authority will send parents particulars of schools open to them in the autumn before they transfer.

In order to ease the transfer to secondary school, each child's abilities and progress are discussed with the school concerned. We are happy to discuss any concerns you may have regarding your child's transfer to secondary school.

We liaise with our local secondary schools and arrange for pupils to visit their chosen school in the summer term.

## **CHILD PROTECTION**

We take issues of Child Protection very seriously. We will endeavour to keep children safe at all times. Risk Assessments will be carried out before all school educational visits. Our Child Protection Officer for the School is Mrs Sally Newberry. All adults working and volunteering at the school will be subject to CRB (Criminal Record Bureau) checks before commencing work in school. Please contact the school office for a CRB Disclosure Application Form if you may wish to help at school in the future.

## **EXTENDED SCHOOL CARE**

The school has both a before- and after-school care club on site. Further details of this extended school provision may be obtained from the school office.

## **LANGUAGE/LITERACY**

Language is the principal means by which we think, define what we experience and feel, interpret the world in which we live, and the principal means by which we communicate with other people. Achieving competence in its many varied uses is, therefore, a vital part of the education of pupils at Bishop Henderson Church of England Primary School.

The four areas of language – reading, writing, speaking and listening – inter-relate and are dependent on each other for growth and development.

### **Reading**

At Bishop Henderson Church of England Primary School we recognise that children need to have a breadth of reading experiences at every stage, and we provide this by using a variety of reading schemes, the main one being Oxford Reading Tree.

Children are gradually introduced to a varied vocabulary at their own level. Children's reading progress should be a partnership between parent and school. To develop this partnership we have a "shared reading" scheme in the lower school, where children and parents are encouraged to choose a book to read together at home. Older children are encouraged to broaden their reading experience in school and at home.



### **Writing**

Children should be able to write clearly about personal experiences and the thoughts and feelings generated by them. Older children should be able to use language accurately, imaginatively and to adjust the content and style of writing to suit the nature of the task and needs of the reader. They should also be able to exercise sufficient control over spelling, punctuation, syntax and handwriting to communicate their meaning effectively.

However, no amount of technical knowledge of language, or skill in language analysis will take the place of having something to say and knowing how to say it. It is this confidence which we at Bishop Henderson Church of England Primary School develop by basing much of our work throughout the curriculum on direct experience, observation, prediction and reflection.

### **Spelling**

Good spelling is also important. With young children it is not pursued to the detriment of their willingness and eagerness to express themselves. Making children over-anxious about their spelling can restrict their eagerness to write, to try new words and to experiment with language. Most spelling is closely related to the child's own work and needs.

## **Handwriting**

Children are encouraged to write neatly and legibly and to take pride in their work. Consequently, we teach a simplified italic style of handwriting. We help children develop a good style through the use of ink pens; towards the end of Year 3 most children are writing confidently in ink.

## **Speaking**

We aim for our children to have the skill and confidence to express their feelings and ideas accurately and imaginatively using a vocabulary and style to suit the occasion.

## **Listening**

Among the many listening skills we aim to develop are the ability to:

- listen responsively to a story or poem;
- comprehend the main ideas in information conveyed orally, and
- follow a speaker's line of argument with patience, attention and understanding.

## **MATHEMATICS/NUMERACY**

Maths is given a high degree of priority in the curriculum. Considerable importance is attached to children achieving competence at each level in the basic skills of arithmetic, mental maths, understanding mathematical processes, and gaining understanding of such concepts as weight, time, capacity, etc., so that they can progress confidently through the concepts and are able to use them in problem-solving and everyday situations. It is important that they progress with enjoyment and satisfaction.

We believe children should know their multiplication tables, and indeed, have quick recall of many number facts, depending on their needs. We also believe that they should understand how numbers work and relate to each other, therefore a lot of practical work in this area is also pursued.

Numeracy is taught daily. We use published materials from a variety of sources to support our teaching.

## **SCIENCE**

An understanding of science and scientific methods is essential in preparing children for life in a highly technical and rapidly changing world. Science can enrich other major areas of the curriculum, providing a basis for

- Questioning
- Hypothesising
- Planning
- Investigating
- Understanding (discussion and interpretation of results)
- Applying understanding (conclusion)

It also develops curiosity, co-operation and independent thinking. Where possible, science is integrated with other areas, such as humanities.

## **RELIGIOUS EDUCATION**

Whenever possible, education is related to the child's own experience, and this is as true for religious education as it is for any other area of the curriculum.

Our RE curriculum has been devised in accordance with the Diocese of Bath and Wells, using Awareness, Mystery and Value (Somerset RE scheme).

In the early years we draw on the child's own experience and environment, developing concepts of family and friends, happiness and sadness, losing and finding, people who care for us and people we care about, etc. In later years, the older children, using a thematic approach, cover such areas as 'celebration', 'communication', 'signs and symbol' and 'aspects of the local church'.

Our local clergy are involved in the teaching of RE amongst our older pupils.

## **PHYSICAL EDUCATION**

*"Physical education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of participation in all physical activity. But it goes beyond the individual and understanding themselves – it's learning how to work with and to respect others."*

(Lucy Pearson, England Cricketer and Teacher)

In enabling children to become physically educated we aim to:

- develop agility and physical co-ordination and to enable each child to experience a sense of achievement through physical activity;
- develop a range of movement skills and concepts;
- experience a variety of physical activities and understand how these can contribute to a healthy lifestyle;
- enable children to express feelings and emotions through movement, drama and dance;
- enable children to swim 25 metres or more unaided.

During Year 4 pupils will be given swimming lessons at St James' Street Pools in Taunton. These take place during the school day.

Opportunities are taken to participate in local dance festivals and similar events. We also have numerous after-school activities to extend pupils' skills in Sports and Physical Education. We regularly compete with other primary (state and independent) schools in the local area.

We employ a Sports Coach who works with pupils throughout the school. Our Sports Coach also runs several of our after-school clubs.

## **MUSIC**

We have a strong musical tradition and encourage all pupils to take part in musical activity. We provide a broad programme of musical activity in which both creativity and basic musical knowledge are developed. Alongside classroom based music, we encourage pupils to learn a musical instrument. We employ a variety of visiting music teachers, who offer a wide range of instrumental tuition, such as violin, cello, brass, guitar, woodwind and drums.

Our choir and orchestra contribute to local musical concerts and community events. We have a school music co-ordinator who teaches music in Key Stage 2.

If you are interested in individual instrumental lessons for your child, please contact the school office.

## **HUMANITIES (HISTORY/GEOGRAPHY)**

A thematic (topic) approach is taken throughout the school. Younger children will follow a theme sometimes for a few weeks, whereas older children will often take a term. To achieve balance, particularly with the older children, the themes are carefully chosen to give full coverage of the national curriculum subject areas.

The development of the children's skills and concepts is a central part of our work. In history, for example, it is important that the children start to be aware and gain an understanding of historical change, the causal factors involved and to be able to interpret historical evidence. To do this, children need not only basic observational and recording skills, but also experiences which will enable them to choose and discriminate, to order and to question, to compare and contrast, to reflect and predict. Other skills, such as mapping, using apparatus, and measuring and recording accurately, and the selection, interpretation and collation of evidence gathered through reading and applied to particular enquiries will be developed. We support our humanities curriculum through a wide variety of out of school visits. These visits are selected to give first hand experience, which might not be readily available within a classroom environment.

## **ART AND DESIGN TECHNOLOGY**

Art and Design Technology have their own unique and important contribution to make in the development of children's sensibilities and skills. By using a wide variety of materials, we can develop a child's ability to choose and discriminate, to enhance their awareness of colour, shape and texture, and to develop visual skills in their thinking and problem solving.



By working from direct experience, we develop observational skills and the sensitivity, perception and awareness which inter-relate with other curriculum areas such as language and music. By working from the local environment, we develop the child's ability for visual recall, and through this bring discrimination, logic and order to his/her thinking. By visually extending an experience, a child produces imaginative work of real thought and quality.

You will notice the high standards achieved by pupils in our displays around the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

We have a purpose built computer suite housing 17 networked computers. Miss Greer and Mrs Low teach computer (ICT) skills across the school. Children will be introduced to ICT on entry into school. By the time our pupils leave us they will be competent in many aspects of ICT, including PowerPoint, use of spreadsheets, word processing and using the internet (secured access). Each class also contains networked computers and interactive whiteboards.

## **OTHER CURRICULUM MATTERS**

### **Special Educational Needs and Arrangements for Disabled Pupils**

No child with a disability or other special educational needs has been refused or discouraged from admission to the school. The governors are aware of their legal responsibilities with regard to disability and inclusion.

We are fortunate in having a flat site and a relatively open building, which makes access to and movement around the building comparatively problem free for any child or adult with a physical disability. We have an accessible toilet in the Reception unit and by the main hall.

To ensure that pupils with special educational needs join in everyday activities with other pupils, the governors are aware of the necessity to appoint appropriate support and teaching staff to meet those needs. A number of Support Staff have had training to give appropriate physiotherapy to those children in school requiring such treatment and we have developed other similar programmes for children who would benefit from their expertise.

Mrs Newberry (Special Needs Co-ordinator) liaises with the class teacher to identify children with special educational needs and responds appropriately to those needs. For those children requiring an Individual Education Plan (IEP), the co-ordinator liaises with appropriate outside agencies and parents or carers to review the child's progress and future needs. The school enjoys a very productive relationship with other agencies, particularly the Somerset Educational Psychology Service and the Child Health Services, which we readily access and work with to meet the needs of individual children.

We work hard to develop the skills of all pupils. The special needs of pupils are catered for within the classroom and through small group work. Our team of Learning Support Assistants works throughout the school, supporting pupils who may require additional help.

We aim to develop a close relationship with parents and keep parents informed of their child's progress. Parents are encouraged to contact their child's class teacher with any issues concerning Special Educational Needs. Mrs Newberry is also happy to meet and discuss issues with parents.

The school also has a policy for the education of more able pupils, which involves liaison and close co-operation between the class teacher and curriculum subject co-ordinators. Mr Nick Gilding is the co-ordinator for able pupils. Able pupils will be provided with a curriculum to meet their needs. Somerset County Council run courses for able pupils in a wide selection of topic areas, at Kilve Residential Centre. If we feel that your child would benefit from this we will forward details.

## **SATS RESULTS**

All pupils sit National government tests in Year 6 (Age 11). Parents will be informed of the results of those tests and you will find our most recent results published in this brochure. We believe that SATS results provide only a snapshot of your child's development in certain aspects of English and Maths. You are invited to talk to you child's teacher about the broader aspects of your child's development. An annual report will be provided for parents at the end of each year. This report will cover social and emotional development as well as academic attainment.

# HOMWORK

Homework can make an important contribution to young children's educational development. It is important to remember that the social and emotional development of very young children should have priority and that homework should not be a point of conflict or confrontation between parent and child. If homework creates a negative relationship between parent and child or home and school, we should question its validity and parents and teacher should re-assess what are the best interests of the child.

At primary age, children rightly participate in and try out many after-school activities, e.g. Cubs, Brownies, dancing, music, swimming lessons, etc. It is also a time when parents and children share many activities and interests together. Homework should never take precedence over these valuable social activities. Therefore, whilst we should acknowledge its value, we should also put it in the right perspective in the development and needs of young children.

## **PURPOSES OF HOMEWORK**

- to build on the partnership between a child, the school and home
- to be a positive experience which encourages children to become independent learners
- to practise and reinforce skills previously learnt or explored in the classroom

## **AIMS AND ATTITUDES**

- The school believes that homework should provide opportunities for children to develop self-esteem and to become confident and independent learners, therefore it is important that children should do the work themselves.
- It is important that parents or carers should have quality time with their children; talking and listening at home may be more valuable than any written work.
- Parents and carers need to try to provide a supportive and comfortable environment at home where children can be encouraged to work independently, free from distractions, and where there is support and praise.
- Feedback plays a vital role in maintaining a successful homework programme as it is necessary to know how a child is coping with work set for home. Feedback could be from or for parents or could take the form of a written message on paper or in a workbook.
- Older children, in particular, should be encouraged to develop a sense of responsibility towards homework.
- No child should be disadvantaged if they are unable to complete a task that has been set.
- Deadlines for the completion of homework should be flexible and children may be given extra time if necessary.
- Homework should not require the child to have access to expensive resources or equipment. To help the child with homework, parents or carers may need to be able to provide their child with a pencil, rubber, pencil sharpener and a basic dictionary.

## **GUIDELINES FOR HOMEWORK**

- It is expected that homework for Years 5 and 6 will not exceed 2.5 hours per week.
- It is important to remember that children have commitments outside school, such as Brownies, Cubs, sports clubs, music lessons, etc and these should take precedence; therefore it is not expected that homework will be done on a daily basis.

Below are some broad outlines showing which areas of work may be included in your child's homework:

### **KEY STAGE 1**

#### **Reading:**

- Children will be encouraged to take home reading books. They may also occasionally take home reading games to consolidate language skills, or a "Rhyme of the Week" at Reception level.

#### **Hand control:**

- Activities may be suggested to encourage the development of fine motor skills, such as the manipulation of small objects, pencil and scissor control and letter formation.

#### **Mathematics:**

- In addition to work which will help children develop number skills and mental arithmetic, we would also wish to encourage parents to help children use mathematics in everyday life.

#### **Topic:**

- Children may occasionally be asked to carry out research at home or bring in something from home related to a topic.

### **KEY STAGE 2**

#### **Literacy:**

- Children will be encouraged take home reading books to develop individual reading skills, and a pleasure in reading. Some work may occasionally be given as a follow-up from literacy; this may include comprehension through discussion of text.
- Children are always encouraged to take responsibility for the quality of the presentation of their work. Occasionally they will be asked to complete work begun in the classroom at home.

#### **Mathematics:**

- In addition to work which will help children consolidate Numeracy skills, particularly quick mental recall, we would also wish to encourage children to be independent in the use of mathematics in everyday life.

#### **Topic research:**

- Children may be encouraged to use a range of sources for research and investigation.

There may be additional work in other areas of the curriculum.

## **EXTRA CURRICULAR ACTIVITIES**

We provide a wide range of after school clubs for our pupils. Many of these clubs are run by our teachers on a voluntary basis and often make use of a teacher's personal skills and interests (in sport for example). On occasion we use the services of experts from outside the school community in order to enhance our after school clubs, for example, cricket and football coaches from local clubs.

## Teaching Staff

Headteacher           **Mr Edward Gregory**

The classes for 2011/12 are arranged as follows:

Class 1	<b>Miss Kelly Davis</b>	Foundation Stage	
Class 2	<b>Mrs Rebecca Fisk</b>	Foundation Stage	(SMT)
Class 3	<b>Mrs Susan Gregory</b>	Year 1	
	<b>Mrs Ruth Steed</b>	Year 1	
Class 4	<b>Mrs Alison Fewtrell</b>	Year 1	
	<b>Mrs Rebecca MacLeod</b>	Year 1	
Class 5	<b>Miss Jane Fox</b>	Year 2	(SMT)
Class 6	<b>Mrs Kate Prinn</b>	Year 2	
Class 7	<b>Mrs Rachel White</b>	Year 3	(Deputy Head)
	<b>Mrs Wendy Harrison</b>	Year 3	(SMT)
Class 8	<b>Mr Simon Freathy</b>	Year 3	
Class 9	<b>Mrs Elizabeth Keen</b>	Year 4	
	<b>Mrs Rebecca Johnson</b>	Year 4	
Class 10	<b>Mrs Helen Needs</b>	Year 4	
Class 11	<b>Mrs Victoria Bunn</b>	Year 5	
Class 12	<b>Mrs Sally Symes</b>	Year 5	
	<b>Mrs Lesley Stanford</b>	Year 5	
Class 13	<b>Miss Nicola Sage</b>	Year 6	
Class 14	<b>Mrs Elizabeth Hutchin</b>	Year 6	(SMT)
Learning Support Coordinator (SENCO)	<b>Mrs Sally Newberry</b>	(SMT)	
Music Coordinator	<b>Mrs Sally Newberry</b>		

The Senior Management Team (SMT) provides leadership in teaching and learning across the school.

Our team of teachers are supported by Learning Support Assistants. Your child's teacher(s) will be your first point of contact regarding your child's educational progress. We are happy to see you informally at the beginning or end of the school day. However, if you require a private or longer discussion with your child's teacher please make an appointment.

The Child Protection Officer

**Mrs Sally Newberry**  
**(and Mr Gregory in her absence)**

The Child Protection Governor

**Mrs Chrissie Wilson**

"Responsibility for "Children Looked After"

**Mrs S Newberry/Mrs C Wilson**

A copy of the Child Protection/Safeguarding Policy may be obtained from the School Office.

# BISHOP HENDERSON CHURCH OF ENGLAND PRIMARY SCHOOL

## Term expires

Ex officio	<b>Vacancy</b>	
	<b>Rev'd Colin Snell</b>	
Headteacher	<b>Mr Edward Gregory</b>	
Foundation Governors:		
DBE nominees (St George's PCC):	<b>Mrs Anne Bird</b> (Vice-Chair)	26 October 2012
	<b>Mr Peter Joyce</b> (Chair)	31 August 2013
	<b>Dr Mark Howell</b> (FP)	3 June 2014
	<b>Miss Donna Huddy</b> (FP)	31 November 2013
(St Michael's PCC):	<b>Mr George Reekie</b>	9 December 2011
	<b>Vacancy</b> (FP)	
	<b>Vacancy</b>	
LEA Nominee:	<b>Mrs Eileen Zoers</b>	31 January 2013
Elected Parent Governors:	<b>Mr Guy Wolfenden</b>	31 August 2014
	<b>Mr Jim Eastwell</b>	31 August 2012
	<b>Mrs Rosie Ebert</b>	31 August 2012
Elected Teacher Governor:	<b>Mrs Kate Prinn</b>	18 November 2013
Elected Support Staff Governor:	<b>Mrs Chrissie Wilson</b>	31 August 2012
Clerk to the Governors:	<b>Mrs Janet Dickinson</b> (c/o Bishop Henderson Church of England Primary School)	

DBE = Diocesan Board of Education, Diocese of Bath and Wells  
PCC = Parochial Church Council  
FP = Foundation Parent

