

# FENS PRIMARY SCHOOL

Mowbray Road, Hartlepool, TS25 2LY

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Website: www.fensprimaryschool.co.uk

**Headteacher:** Mr C. P. Cornforth



## *On behalf of the school community, welcome to Fens Primary School.*

Our school was built in 1965 on a large, pleasant, open site. Originally separate infant and junior schools, it amalgamated in 1985 to form Fens Primary School.

We are a co-educational Community Primary School, educating children of all abilities from the age of 3-11 years.

The Governors and staff have compiled this Prospectus to help answer your questions and understand about the working of Fens School. We believe we can only achieve the best for our children by close co-operation between home and school.

Fens has been a high attaining school over many years, and those performance levels continue to be sustained. We are very proud of the standards we achieve.

We are committed to all aspects of your child's development and hope that you will share with us in making this a successful period in your child's life. We look forward to developing a partnership with you.

Yours sincerely,

**Mr C. P. Cornforth**

*Headteacher*

**Mr C. POWELL**

*Chair of Governors*

## V I S I O N

*To ensure that every child in Fens Primary School has access to quality teaching and learning and that staff maintain their commitment to raising standards.*

## A I M S

- ❖ To provide a quality of education which is broad and balanced and relevant to the needs and experience of the child.
  - ❖ To raise standards in all areas of the curriculum, with particular emphasis on the skills of literacy, numeracy and oracy.
  - ❖ To encourage independent learning that enables a child to think, question, reason and solve problems.
  - ❖ To provide the skills that will prepare the child for life-long learning and enable them to realise their full potential.
  - ❖ To promote high standards of behaviour by encouraging self-discipline and self-reliance.
  - ❖ Prepare children for life in a diverse global society and work in a competitive global economy.
  - ❖ To encourage an ethos where tolerance and understanding, together with respect for the rights and views of others, is fostered.
  - ❖ To provide a safe, secure, caring and happy environment in which children can learn.
  - ❖ To acknowledge the importance of parental partnership in which parents are informed and involved to the advantage of the child and the school as a whole.
  - ❖ To develop children as citizens with a caring attitude towards school, community and the wider world.
  - ❖ To continue to be committed to supporting the development of all our people.
- These aims are applicable to all members of the school community, without regard to gender, race or ability.**

## E T H O S

Fens School is dedicated to the pursuit of high standards in all aspects of school life, academic, creative, inter-personal skills and citizenship. We encourage our pupils to be caring, self-motivated and independent. They are secure in the knowledge that they will be treated fairly as equals, with compassion and respect. We hope that this atmosphere will develop pupils with high self-esteem who are able to achieve their full potential.

# F E N S P R I M A R Y S C H O O L

## G O V E R N I N G B O D Y

### Co-Opted:

Mrs A. Cartwright  
Mr C. Connor  
Mrs L. Fryer  
Mr C. Keen  
Mr K. Kitching (Vice Chair)  
Mr A. Preece

**Headteacher:** Mr C. P. Cornforth

**LA:** Governor Vacancy

### Parent:

Mr A. Barber  
Mr C. Powell (Chair)  
Mr P. Tipp

### Staff:

Mr P. Bryson

## S T A F F

**Headteacher:** Mr C. P. Cornforth  
**Deputy Head:** Mr C. Connor  
**Assistant Head:** Mr C. Keen

### Teaching Staff

Mrs M. Andrews  
Mrs C. Atkinson  
Mr P. Bryson  
Mrs A. Carey  
Mr B. Collinson  
Mrs J. Connor  
Miss F. Hammond  
Mr R. Johnson  
Mrs K. Keen  
Ms J. Low  
Mrs C. Martin  
Mrs C. Mawson  
Ms K. Pearson  
Mrs H. Robinson  
Mrs J. Sibly  
Mr S. Smith  
Mr A. Stout  
Mrs L. Todd  
Mrs E. Wilkinson

### Teaching Support Staff

Miss L. Clark  
Miss R. Grainger  
Mrs D. Harlow  
Mrs J. Hillyer  
Mrs G. Hull  
Miss G. Metcalf  
Miss S. Morton  
Mrs L. Musgrove  
Mrs R. Pickering  
Mrs A. Riley  
Mrs J. Stirk  
Ms S. Thompson  
Mrs H. Wood

### Family Support Officer (FSO)

Mrs S. Pugh

### Administration

Mrs L. Jacobs  
Mrs S. Green  
Mrs J. McLauchlan

### Site Supervisor

Mr N. Dobson

### Cook

Ms C. Ryan



# FENS PRIMARY SCHOOL

## GENERAL INFORMATION



### Admissions Policy

Children can be admitted to the Nursery class after their third birthday. Our Nursery admissions policy is in line with that of the Local Authority.

Children with their fifth birthday between 1st September and 31st August are admitted to Reception at the start of the Autumn term.

### ***LA Admission Criteria (in priority order)***

In the first instance, places will be awarded to those pupils with *a statement of special educational needs or education, health and care (EHC) plan* where the school is named as the most appropriate educational setting for the child. The remaining places will be awarded in the following priority order:

1. Those children who are looked after children and previously looked after children (previously looked after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order).
2. Those children who have brothers or sisters who will be attending the school in September 2019.
3. Those children who live in the school's admission zone.
4. Those children who are distinguished from the great majority of other applicants whether on medical grounds or by other exceptional

circumstances and who would suffer significant hardship if they were unable to attend the school.

5. Those children who live closest to the school as determined by a straight line distance measurement from the (ordnance survey) address point for the child's home to the (ordnance survey) address point of the school.

If more children qualify under a particular criterion than there are places available, priority will be given to those children who live nearest the school (as described under criterion 5).

Parents who are considering Fens Primary School for their child are welcome to see the school in session and speak to the Headteacher. Please telephone to make an appointment that is mutually convenient.

### School Hours

<b>Nursery:</b>	8.45–11.45am	12.25–3.25pm
<b>Infants:(KS1)</b>	8.55am–12.10pm	1.05–3.20pm
<b>Juniors:(KS2)</b>	8.55am–12.10pm	1.05–3.20pm

Infant and Junior children have a 15-minute morning break. Infants also have a 15-minute afternoon break. Children who go home at lunchtime should not return until 1.05pm.

Doors are open at 8.45am for Infant and Junior children. Doors are locked at 8.55am. We are not in a position to supervise your children on the school site before these times.

# F E N S P R I M A R Y S C H O O L

## Lateness

Children are admitted into school before the start of their working day in order to ensure we get a prompt start at 8.55am, when all the children's entrances are locked.

Children arriving after 8.55am must enter by the Main Entrance. Lateness is monitored and children who persistently arrive late have a letter sent home to their parents/carers. In extreme cases, parents/carers will receive a visit from the Local Authority Attendance Officer. *Please note children who arrive at school after registration incur an unauthorised absence.*

## Absence

If your child is unable to attend school due to ill health, you should inform the school on the first day of absence so that an authorised absence can be recorded. If the school receives no notification of absence, our FSO, Mrs Pugh, will contact the parents/carers. We have few unauthorised absences at Fens School - we value parents' co-operation with the School on this matter.

A request to withdraw a child during the school day must be made in writing, by personal visit or telephone.

It is worth noting that if a child has had a medical appointment and arrives at school at 10am, this would still count as a morning's absence. However, if a child is in school for registration at 8.55am, then is withdrawn for an appointment later in the morning, the 'present' mark still stands.

If your child has an infectious or contagious disease, it is important to inform the School immediately.

## Attendance Rates

The attendance average for the first two terms of 2018-2019 was 96.35%. Of the 3.65% absences 2.59% were authorised and 1.06% unauthorised.

There is no longer any absence allowance for family holidays during term time. Holidays during school time can only be authorised at the Headteacher's discretion under exceptional circumstances.

Any parents wishing to take their child out of school for a term-time holiday need to make an appointment with our FSO, Mrs Pugh, in order to complete the necessary paperwork.

Please note that birthdays, shopping trips or dancing competitions are not reasons for absence.

No holiday absences are permitted in May for any child. This is due to SATs. In addition, no holiday absences are permitted for Y1 children during their phonics screening test in June.

## Term Dates for the School Year 2019-2020

The term dates can be found at the end of the prospectus.

## School Organisation

Fens School has, at present, 407 children aged 4-11 years in the main school. In addition, we have two 30-place nursery classes.

Our youngest children are taken into school in September. We have 14 classes in school and year groups are taught in separate age cohorts.

Class teachers are responsible for the organisation, planning and monitoring of the work of the children in their care. Teachers use a range of teaching styles and organisation in order to meet the requirements of the taught curriculum and the needs of the children in their class.

As a staff, we share expertise and skills to give maximum benefit to the children in our school, so at times your child may be taught by a teacher other than the class teacher.

## The School Curriculum

The curriculum at Fens follows the 'Developments Matters' learning framework in the Foundation Stage (Nursery and Reception) and the National Curriculum framework from year one to year six.

In addition, the following cross-curricular areas form an integral part of the curriculum we offer: *Equal Opportunities, Multi-Cultural Education, Personal, Social, Health and Economic Education (including Citizenship) and Spiritual, Moral, Social and Cultural Development (SMSCD), which includes Fundamental British Values.*

Within the National Curriculum, programmes of study set out what is to be taught in each subject. There are National Assessments for children at seven years (end of Key Stage One) and tests and assessments at eleven years (end of Key Stage Two). The results of the school's 2018 and 2017 tests (and national comparisons) are shown on the inside back cover.

In addition to the above, Y1 children undergo a national phonics screening test in June.





# FENS PRIMARY SCHOOL

## FOUNDATION STAGE

The two 30-place nursery classes and the two Reception classes make up the Early Years Foundation Stage. The Foundation Stage curriculum follows Development Matters learning objectives taken from the areas as shown below:

### Prime Areas

#### **Personal, Social and Emotional Development**

Making relationships, self-confidence and self-awareness, managing feelings and behaviour.

#### **Physical Development**

Moving and handling, health and self-care.

#### **Communication and Language**

Listening and attention, understanding, speaking.

### Specific Areas

**Literacy** Reading, writing.

**Mathematics** Numbers, shape, space and measure.

#### **Understanding the World**

People and communities, the world, technology.

#### **Expressive Arts and Design**

Exploring and using media and materials, being imaginative.

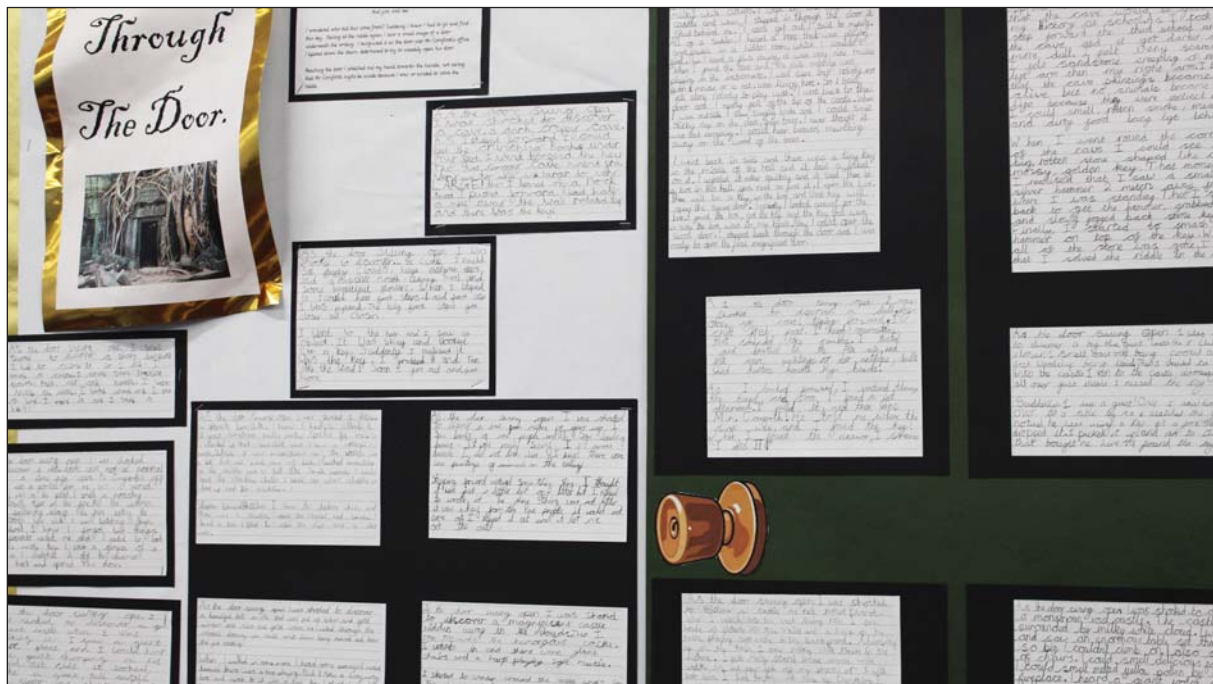
Ongoing assessments throughout the Foundation Stage take note of the different abilities, needs and learning styles and inform future planning, using both indoor and outdoor areas of provision, to ensure pupil progress. Termly parental consultations are held to discuss progress and ways that parents can support children at home with their learning. The final assessments will be reported to parents at the end of Foundation Stage.

The nursery children have opportunities to visit classrooms and other areas of main school so that transition from Nursery to Reception is smooth. Planned sessions with their Reception teacher also help to develop their confidence when starting main school.



# FENS PRIMARY SCHOOL

## KEY STAGES 1 & 2 SUBJECTS



### English

We seek to provide a high quality English education which provides a foundation for pupils to:

- access the wider whole curriculum;
- communicate their ideas and emotions to others;
- develop culturally, emotionally, spiritually and socially; literature plays a key role in this development.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that all pupils:

- read easily, fluently and with good understanding. We give a high priority to the teaching of phonics with daily discrete lessons for all children in Reception and Year 1 and for others who need it.
- develop the habit of reading widely and often, for both pleasure and information. Children are provided with many opportunities to read both during the school day and at home through the provision of a rich variety of texts.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Reciprocal Reading is used throughout

KS1 and 2 to ensure children develop “deep comprehension” of texts and to build vocabulary. By modelling expert reading behaviours it allows us to ensure that children develop a language for talking about and investigating texts.

- appreciate our rich and varied literary heritage. Our English curriculum allows children to explore high quality fiction, poetry and non-fiction and seeks to inspire and enthuse.
- write clearly, accurately and coherently, adapting their language and style to a range of contexts, purposes and audiences. We want our children to write for pleasure and for communication. Spelling and handwriting are key components of this and we teach both transcription and composition skills rigorously and imaginatively.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Pupils are taught to be competent in the arts of speaking and listening. We achieve this by direct teaching in English and across the whole curriculum, modelling by all staff and adults in school and through the provision of a wide range of high quality opportunities for both formal and informal talk.



# FENS PRIMARY SCHOOL

English is taught through daily lessons and the skills and understanding are practised and applied across the whole curriculum.

Some children will have additional needs in English and class teachers and support staff work closely with the English Subject Leader and SENDCO to ensure the best possible outcomes. Support from external agencies may be needed.

Some children may have a Specific Learning Difficulty such as dyslexia and we have access to a fully qualified Support Teacher who is qualified to diagnose dyslexia and advise teachers, parents and children.

Other children may need a greater degree of support and these children will have Individual Education Plans and have teaching and learning differentiated and adapted for them on an individual basis.

Information and Communication Technology (ICT) is used to support, enhance and extend English. It provides opportunities to enhance creativity, to exercise choice and to work independently.

We do expect children to read daily at home and value parental support for this, promoting communication through the use of home school reading diaries.

## Mathematics

The aim of the Mathematics curriculum is for all pupils to:

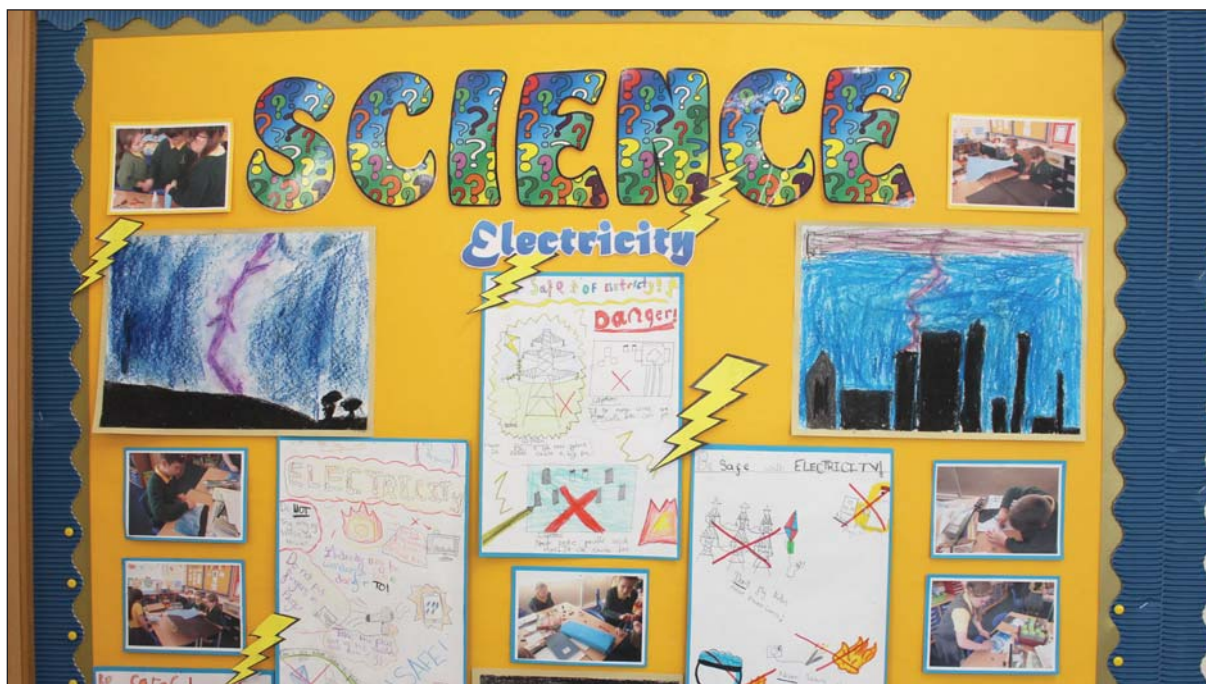
- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- be able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is essential to our society and a firm grounding in the subject will support our pupils to become employable, financially literate citizens. However, we are also keen to show that mathematics is creative, enjoyable and beautiful.

We aim for every pupil to become a confident mathematician, to have a strong sense of number, to recognise how ideas in mathematics are interconnected and to have the tenacity to work on problems over an extended period of time.







At Fens, pupils' exploration of number begins in the Early Years where children are exposed to a range of images and physical representations of number to enable them to explore the patterns and relationships that will lay the foundations for number fluency. As children progress, so too do the images and models that they use to build on their understanding and, in turn, these enable pupils to apply their knowledge to new situations, new problems and new ideas.

Problem solving, along with efficient calculation and mental mathematics skills, develops mathematical understanding of content and processes through investigations and practical activity. This challenges pupils whilst providing them with the opportunity to practise and enjoy their learning.

Children receive a dedicated mathematics lesson every day but are also encouraged to apply their knowledge and skills across the curriculum.

Pupils who need more support than others are identified early and receive intervention to help them maintain their progress.

## Science

Science education in Fens Primary School is delivered in accordance with the National Curriculum.

The programmes of study provide the means for pupils actively to investigate the world around them through working scientifically.

Pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Science at Fens aims to channel pupils' natural curiosity about the way the universe works, and also offers a range of contexts for the development of English, Mathematics, Computing and PSHEE & C. As children progress through our school, we see it as vitally important that they develop secure scientific knowledge and conceptual understanding in each key stage; understand fully the nature, processes and methods of science; and are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## RE

Religious Education is provided in the school within the framework of the Hartlepool Agreed Syllabus. Religious Education enhances children's understanding of the world around them and helps to develop positive attitudes towards other people. Children learn about, and from, five major world religions;

### Key Stage One:

*Christianity, Hinduism and Judaism*

### Key Stage Two:

*Christianity, Sikhism, Islam and Judaism*

The parents of any pupil attending school can request that she/he be excused from attending Religious Education lessons. Provision is made for excluded pupils.

# FENS PRIMARY SCHOOL

## Foreign Language (French)

Since September 2009 there has been a government requirement that all primary schools teach a foreign language to KS2 pupils. At Fens we teach French to our Year 3, 4, 5 and 6 pupils.

Offering language learning to young children ensures they are given the time and experience to understand the pleasure and enjoyment of lifelong language learning. Children will begin to recognise the underlying skills that will help them to learn other languages in the future.

We introduce language learning with discussion about the country and its culture and use ICT to show French children in their homes and schools. The emphasis of teaching a foreign language at this stage is based largely on speaking and listening, with a relatively small amount of reading and writing. Children learn the language through interactive lessons delivered by the class teacher. Similar to the way very young children learn English, more emphasis is placed on the *sounds* of the language using repetition of short, useful phrases.

## Computing

Children throughout the school have access to over 100 networked computers and laptops with internet access, 90 iPads and 7 iMacs.

Computing is taught as a discreet subject and as a cross curricular tool; the children are encouraged to use computing skills within all curriculum areas in order to enhance and develop their work. Pupils have a specifically timetabled lesson every week to improve computing skills, then use laptops and iPads in other subjects. Children are taught the basics of computer usage in the Foundation Stage, using the mouse to create pictures, to start to word process and are introduced to algorithms through 'Scratch Jnr.'

The KS1 curriculum builds upon this with children also being introduced to databases and control technology.

Within KS2, pupils use Computing to develop control skills, produce presentations, do research on the internet and are introduced to computer programming and animation techniques. The school has a website which enables pupils to access aspects of the curriculum from anywhere at anytime. Children have access to a controlled email facility enabling them to communicate with schools around the world in a safe and monitored environment. Children are taught to be aware of all aspects of e-safety.

Our high-tech, interactive, immersive learning environment provides a unique range of additional opportunities for innovative, inspirational learning experiences across the curriculum. This is a superb, exciting facility of which the school is very proud.







## Geography

Our aim is to enable children to find out about the human and physical aspects of geography. As children study geography, they will encounter different societies, cultures and environments. They will begin to recognise how nations rely on each other and begin to think about their own place in the world, their values and their rights and responsibilities both to other people and to the environment.

In Key Stage 1 children develop knowledge, skills and understanding relating to their environment and the people who live there, along with a developing awareness of the wider world.

In Key Stage 2, children progress to study people, places and themes from local, national and worldwide settings. They investigate how people and places are linked and how they relate to the wider world.

## History

Our aim is to develop pupils' understanding and curiosity about the past, developing a sense of identity through learning about the development of our nation and the wider world. We believe that history can play a vital part in preparing children for life in Modern Britain, equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

In the Foundation Stage children focus on personal history, drawing on their own experiences and those of their family.

They are encouraged to think about change and growth and learn to create personal timelines.

This is further developed through looking at changes within living memory, important national events and how Hartlepool has changed over time.

In Key Stage 1 pupils look at the lives and lifestyles of significant individuals in the past who have contributed to national and international achievements, developing an understanding of how these individuals fit within a chronological framework. They begin to use common words and phrases associated with the passing of time. Through asking and answering questions and writing about events they develop their awareness of the similarities and differences of life in the past.

In Key Stage 2 children further develop their skills of historical enquiry by putting together informed responses that involve the thoughtful selection and organisation of relevant historical information from a variety of sources.

Through the use of primary and secondary sources, as well as evidence from modern scientific technology, they are encouraged to form opinions and discuss historically valid questions about changes over time. In this stage there is an emphasis on developing the chronology of British, local and world history, with the children engaging in areas of study starting from prehistoric times. Children also study local history and link this to other curriculum areas.



## The Creative Arts

The Creative Arts curriculum at Fens Primary School encompasses art, music, drama and aspects of dance. These may be taught as isolated subjects, or creatively linked to other subject areas.

We aim to provide children with arts experiences which are creative, enjoyable and confidence-building, based on the central activities of creating, performing, appraising and appreciating. The aims of the Arts curriculum at Fens Primary School are to enable pupils to:

- ❖ Be taught within the requirements of the National Curriculum and beyond;
- ❖ Realise their full potential in an individual, creative and imaginative way and to value their own capacity for producing a range of art forms;
- ❖ Understand and communicate ideas and feelings through the languages of art, music, dance and drama;
- ❖ Develop aesthetic awareness and the ability to make informed critical judgements;
- ❖ Understand cultural diversity and appreciate different values and traditions;
- ❖ Gain enjoyment from participation in and appreciation of the arts.

A wide range of extra-curricular arts activities are available for pupils of all abilities, such as the school choir and various art clubs.

Children are also given opportunities to perform throughout the year, from weekly class assemblies to concerts for the community.

Musical instrument tuition is available from peripatetic teachers from Tees Valley Music Service who visit the school on a weekly basis.

## PE & Sport

Within the PE Curriculum, staff aim to provide children with the opportunity to develop skills in games, dance, gymnastics, athletics, swimming and outdoor activities across the two key stages. Children are also given the opportunity to develop these skills in a variety of after school sports clubs.

Staff aim to raise pupils' awareness of safety in PE and the wearing of a stipulated kit with appropriate footwear is also an expectation.

A full range of activities is offered during class PE sessions and encouraged during lunchtimes and after school. All children are provided with opportunities to participate in competitive sport within the school environment, whilst many pupils represent the school in a wide variety of inter school competitions such as football, netball, tag rugby, kwik cricket, athletics, swimming, tennis, basketball and cross-country running.

Staff willingly engage in opportunities to update their skills and work hard to widen the appeal of sport to all pupils regardless of the child's abilities.



## **Design and Technology**

Design Technology is the practical application of knowledge and skills taught and has strong cross-curricular links with English, Maths, Science, Art, Computing, History and Music. The subject aims to develop the child's confidence, skills and persistence in handling practical tasks for which there is no one correct solution. This involves the child working as an individual or in a group situation.

Design Technology offers opportunities for children to nurture creativity and innovation through designing and making. It involves planning, researching, making, testing and evaluating and, above all, learning through practical applications with an overall aim of developing the child's natural curiosity about the world.

## **Special Educational Needs and Disabilities (SEND)**

At Fens Primary School we value each child's uniqueness and accept that there is a wide variation in children's educational needs. In order that each child reaches their full potential and an overall high standard of achievement, we need to address all the special needs of each child.

Every teacher is responsible for monitoring the progress of all pupils in their class and providing a programme of work to meet their needs. At times, this ongoing process does not meet the needs of the child as we would wish and in this case the child will be placed on the SEND register. This is an internal monitoring system to help our children and follows closely the SEN Code of Practice 2014 and the 'Hartlepool SEN Range Descriptors' document. Placement on the register will only take place after consultation with the parents and the school's Special Educational Needs and Disabilities Co-ordinator (SENDCO), Mrs C. Atkinson.

As part of the school's assessment procedure the child's progress is carefully monitored and reviewed and interventions are put in place as required. If the child makes satisfactory progress, she/he can be removed from the SEND register. Should children require additional support, outside agencies can be consulted.

It is the Government's policy to provide mainstream education for all children with special educational needs when it is in the best interest of the child. This is called Inclusion. Much work has been completed to ensure that the school building is accessible to all pupils.

If you feel that your child has an individual need, then please contact the SENDCO, Mrs C. Atkinson, or your child's class teacher and we will be happy to discuss the matter with you.

## **PSHEE & Citizenship**

PSHEE and Citizenship, which is delivered by all staff from Nursery to Year 6, helps to give pupils the knowledge, skills and understanding to lead confident, healthy, informed lives, so becoming active and responsible citizens.

Sex and Relationships Education and Drug Education are part of the school's ongoing programme of PSHEE and Citizenship. Sex and Relationship Education is taught in a sensitive, honest and positive way with due regard for the age and development of the child, moral implications and an appreciation of family life.

A variety of sources are used to deliver this curriculum area; support is also given by associated professionals (e.g. School Nurses). Parents can withdraw a child from sex education except when it is part of the Science Curriculum.

## **Collective Worship**

Acts of Collective Worship are held in school daily. They are led by teachers, children and visiting speakers. Through Collective Worship, we seek to shape the ethos of our school. We encourage pupils to be present at acts of collective worship but do not require them to pray. We provide opportunities for reflection to enable all pupils to make a personal response and seek to develop a sense of shared values and achievements which cross cultural and religious boundaries, respecting the integrity of different faiths and life stances.

The parents of any pupils attending school can request that she/he be excused from attendance at Collective Worship. Provision is made if pupils are withdrawn.





# FENS PRIMARY SCHOOL

## PARENTS AND THE SCHOOL



### Visits to School

We acknowledge the value of close links between home and school for the benefit of the children. During the academic year, parents are invited into school once every term to discuss their child's work and progress. Parents are also invited to information evenings, concerts and productions, sports events and a variety of social events.

Teachers are available after 3.20pm most days to see parents, providing they have made an appointment via the school office. The Headteacher will see parents before, during, or after the school day providing he is available, or as soon as possible after the parents request a meeting.

### Reporting to Parents

As well as three formal open sessions when parents are given time with individual teachers, your child will receive a written report towards the end of the Summer Term. This will contain information about the child's progress over the academic year, and for Year Two and Year Six children, SAT results.

### Parental Involvement

We actively encourage parental involvement in our school. Parents support our teachers on visits outside of school, during school events and activities and also social events.

We communicate frequently throughout the school year with parents through regular newsletters, information sheets, our texting service, the school app and through the school website.

### Friends of Fens

This is a parent/past-parent-teacher group which meets regularly to organise fund raising activities, together with supporting the work of the school. The group have an organising committee which is supported by other members. New members are always welcome. Details of their meetings can be obtained from the school office.

*We do hope you will support their efforts as they continue to work for the benefit of your children in this school.*

### Family Support Officer

The role of our Family Support Officer, Mrs S. Pugh, is to support parents/carers along with the child to get the best from Fens School by providing support, advice and information.

This could relate to concerns about your child's behaviour, attendance, education or access to local programmes for the family.





## Homework

Although homework is not compulsory, we ask our parents to support us by ensuring that homework is done conscientiously and in the best possible conditions. Homework gives parents the opportunity to play an active part in helping their children to learn. For our older children, it acclimatises them to the homework demands of Secondary Education.

All children from Nursery to Year Six are encouraged to read or take part in reading activities each day. A variety of other homework tasks such as learning spellings and tables, researching new topics, practising and consolidating new learning, are all part of our homework programme.

Each year group has a homework programme and parents are given a copy in September when the children move year groups or when the child starts school.

## Equal Opportunities & Race Relations

The staff and governors recognise that all pupils must be given the opportunity to develop their full potential, regardless of gender, race or ability.

By promoting a non-discriminatory environment, whilst reinforcing positive images of all, the school endeavours to avoid stereotyping in all contexts.

## Playtime Snacks

Our school encourages healthy eating. Children are allowed to bring fruit or vegetables to eat at playtimes, the only exceptions being for our diabetic children.

Our parents support this fully - this policy is for the benefit of their children. Our Foundation Stage and

KS1 pupils are part of a Government healthy eating scheme and receive a piece of fruit every day.

Should you provide grapes for your child's snack, please ensure they are cut lengthways into halves or quarters (not widthways) in order to minimise the risk of choking. *Please do not send whole grapes into school.*

## Breakfast and After School Clubs

The school has a very successful and popular Breakfast Club. Children can be left from 7.55am onwards. The children get a good breakfast and are supervised by school staff. The cost is £2.50 per day. In addition, there is an After School Club where children are supervised from the end of the school day (3.20pm) until 6.00pm by school staff. They also receive a snack during this session. The cost is £5.50. If you are interested in either or both of these facilities, please contact the school office.

## Cultural Awareness

The purpose of Cultural Awareness is to foster understanding and appreciation of the wide variety of cultures in society. It provides opportunities for pupils to recognise similarities whilst maintaining and respecting individuality and uniqueness. Although Cultural Awareness is not in itself a discrete subject, our school ensures that it is embedded throughout the curriculum. Through exploring similarities, difference and diversity children learn that, as humans, we are all equal, have basic needs and rights and belong to a range of groups and communities. This allows children to learn the importance of respecting beliefs and practices which differ from their own.



## Uniform

Our children wear school uniform. It is practical and gives the children a feeling of being part of their school. Apart from looking smart, it is very useful when our children are off the school site as it makes them easily identifiable to staff and parent helpers.

School uniform is supplied by School Trends and can only be ordered online using the following link: <https://www.schooltrends.co.uk/uniform/FensPrimarySchoolTS252LY>.

The ordering can be done on a mobile phone, tablet, laptop or PC, size charts are available so please refer to these and measure your child before ordering. Delivery is £2.99 to your home address.

From June to September each year is a peak time for uniform ordering, so it is advisable to place your order as soon as you can to ensure delivery is before the school year starts in September.

If your child is not wearing uniform, we request that you send them to school dressed sensibly. Jeans, cycling shorts, football shirts or shirts with logos are not appropriate school wear.

**Please mark all your child's clothing with their name.** We cannot accept any responsibility for personal items in school. Lost property is returned if it is named.

We have book bags (£4.00) and PE/swim bags (£4.00) on sale. We discourage large sports bags as they take up too much room in the classroom and cloakroom areas.

Children need to have a sports kit in school at all times - black shorts, white t-shirt and gym shoes or a change of trainers. These should be in a gym bag. Children who are attending swimming lessons are given instructions about dress before they commence their swimming programme.

We do appreciate parental co-operation over the wearing of uniform and visitors to our school comment on the smart appearance of our children.

We recognise the desire for children to be fashionable, *however some hairstyles such as severe close cuts, coloured hair and logos or slashes styled into the hair can be a distraction in school.* We ask for your support in sending your child to school with an *acceptable hairstyle.*

## Discipline

Fens School expects a high standard of discipline from its pupils. It is our aim that children display independence and a sense of responsibility. The children created our school rules, which are clearly displayed around the school. They are based on a common sense approach to living and working together in our school community. Our Behaviour Policy focuses on rewarding and praising good behaviour. The staff are assisted in our endeavour to maintain a good standard of behaviour by fourteen monitors from our Year Six pupils.

Should any unacceptable behaviour exist, parents are contacted and involved in the situation. The exclusion of pupils is a rarity at Fens School.

The co-operation and support from our parents is a key factor in maintaining our high standards of behaviour.

## Managing Bullying Behaviour

Our response to bullying aims at both control and prevention:

- ❖ To that purpose, our aim is to develop a school ethos that repudiates bullying.
- ❖ To provide a safe and happy environment which fosters positive relationships and encourages the development of respect, trust, caring and consideration for others.

We have a clear Anti-Bullying Policy approved by the Governing Body. We have in place systems which deal quickly with incidents of reported bullying. These systems involve all people with a genuine interest in the resolution of the problem. School will therefore seek to secure the support and co-operation of parents and of other agencies in resolving any bullying problems.

## Lunchtime Arrangements

A midday meal is available to all pupils who wish to have one. The cost from September 2019 will be £2.05 per day for pupils in key stage 2 (Y3-Y6). Payment may be made by cheque, payable to Hartlepool Borough Council, or cash, which should be sent to school on Monday morning in the envelope provided.

Since September 2014 the government has funded free school meals for all children in Reception, Y1 and Y2.

If a child is absent at the start of the week, the money must be brought in on the day the child returns to school.

Children whose parents receive the following support payments are entitled to receive Free School Meals for children of all ages:

- Income Support
- Income Based Jobseekers' Allowance
- Employment and Support Allowance (ESA) Income Related
- Child Tax Credit but not **Working Tax Credit** and an annual income that does not exceed **£16,190**
- The guaranteed element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Application forms are available from the school office or directly from the Education Department at the Civic Centre.

Children receiving free school meals are not identified in any way, so if you are entitled to claim please do so as this generates significant income for the school (you should make this claim even if your child is in the 5-7 age range and receives the Universal Infant Free School Meal entitlement). This particular funding is known as 'Pupil Premium'.

A good range of food, including a vegetarian choice, is on offer every day. Food is served in a cafeteria-style system and children can sit in family groups.

We have in addition a salad bar which is very popular.

Your child may bring a packed lunch and a sugar-free, non-fizzy drink in a safe, plastic container (glass bottles are not allowed in school). Water is freely available in the packed lunch dining area everyday, so it is not essential to bring a drink; your child will not go thirsty. Please pay careful attention to our notes on grapes (p15, under 'Playtime Snacks') and nuts (p18, under 'Peanut Allergy') when preparing your child's packed lunch.

Children must elect, before the start of each half-term, what their lunchtime arrangements will be, i.e. home, school or packed lunch and only in exceptional circumstances, after consultation with the Headteacher, can this choice be changed mid-term. Please collect a Meals Change of Arrangements form from the school office.

Children are supervised during the lunchtime period by Lunchtime Supervisors, a Senior Supervisor and the Senior Leadership Team.





# FENS PRIMARY SCHOOL

## HEALTH & SAFETY

### Pastoral Care

At Fens School, all the staff share in the care of each and every child. The class teacher has specific responsibility for the care and well being of the children in their class. Any matter of concern may be discussed with the Headteacher or, by prior arrangement, with the class teacher.

If you are experiencing any family difficulty, such as illness, bereavement or conflict that might affect your child, please share this information with us so we can give your child support and understanding. If necessary we will signpost you to additional support agencies.

### Health

Regular hearing and dental checks are carried out in school. Please check your child's hair regularly for head lice. If you find evidence of head lice, please inform school so that we can alert other parents. Help in dealing with head lice can be obtained from your own GP or the school nurses.

### First Aid

Basic First Aid is administered by our trained First Aiders who are on duty throughout the whole of the school day. All our staff are emergency aid trained.

### Accidents and Illness

Should your child have an accident or feel unwell during the school day, one of our First Aiders will take care of your child. If we consider the accident or illness to be serious enough we will contact you, or the person identified by you as a contact, so that your child can be taken home. It is, therefore, essential that changes in telephone numbers or addresses should be given to school immediately.

### Medicines

If your child needs medication during the course of the school day, you should come to school to administer the medicine. If you are unable to do so, one of our specially trained staff team will supervise the taking of the medicine providing that:

1. The parent has completed the LA's written indemnity form.
2. The medicine is prescribed by a doctor and is in the original container, clearly marked with the child's name, drug name and dosage (which must be at least four times per day, as less than four doses can be worked around the school day by parents).
3. The parent collects the medication at the end of the school day from the school office.

### Peanut Allergy

We have children in school with peanut (and other nut) allergies. We request your co-operation in keeping these children safe by sending **NO** peanuts (and no nuts of any kind) or products containing peanuts (or any other kind of nut) to school either at playtimes, in packed lunches, in party foods or packed lunches for school visits.





## Child Protection Procedure

Parents and carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of its pupils. In cases where school staff have cause to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, staff will follow the Hartlepool Child Protection Procedures and inform the Social Services of their concern. This may involve a visit to the home by a Social Worker.

## Security

Every effort has been made to ensure the security of your child whilst in our care.

At 8.55am all doors are locked and access can only be gained via the main entrance. All visitors to the main entrance must sign in, take a badge and only then will they be allowed to enter the main school building. The school has a full security alarm system and security fencing around the school site.

## Road Safety at the Beginning and End of School Sessions

Pedestrian access to school is by two entrances from Mowbray Road frontage.

The car park is provided for the use of staff only. It has two entrances, both of which may need to be crossed by pedestrians. We do ask that you remind your children of the need to take great care when crossing these entrances.

## PARENTS MUST NOT USE THE CAR PARK AS THIS ADDS TO THE DANGER FOR PUPILS

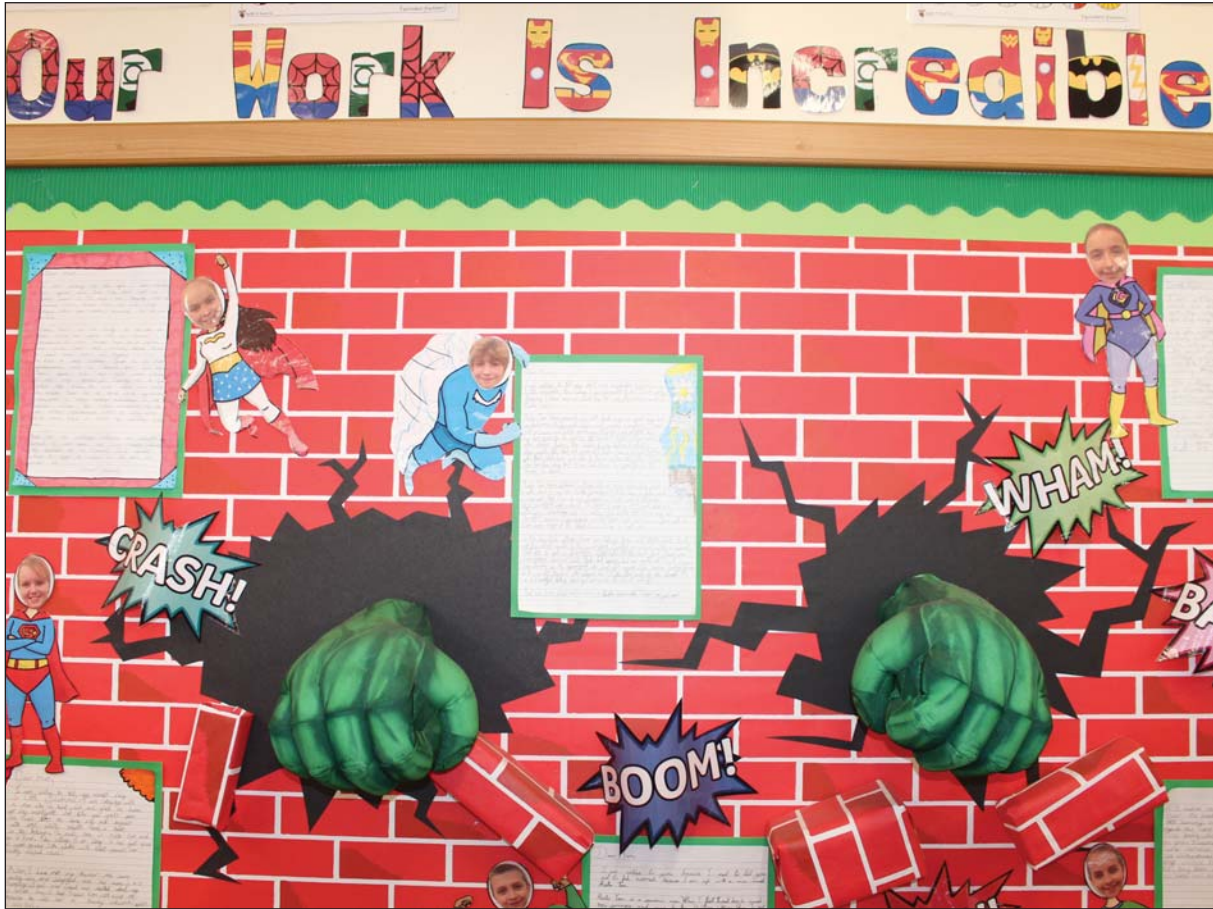
We have had a yellow line painted on the road for the full length of the school's grounds. Parents dropping children off at school, or picking them up, are advised to park on Catcote Road, Mowbray Road (beyond school) or in the car park at Fens Shopping Parade.

Parking within the yellow zigzags is dangerous practice and could result in an accident, since the view of the road is obstructed.

A school crossing patrol is in operation in Mowbray Road at the beginning and end of each school session. Children must use the crossing, as Mowbray Road is a very busy road.







## Jewellery

In the interests of Health & Safety, and following the LA Code of Practice, from January 1st 1998 the Governing Body of Fens Primary School adopted a ***no jewellery policy, which continues to be rigorously enforced.*** This excludes everything except a wristwatch and medic alerts. May we remind parents that they are responsible for wristwatches brought into and worn at school. **Earrings and studs are absolutely not permitted in school.**

## Charging and Remissions Policy

The Governing Body of this school has adopted the Education Committee's charging policy and parents will be asked to make payment for: -

1. The ingredients and materials for products made by their children, should they wish to own them.
2. Any trips or optional extras taking place outside of school hours and term dates, should they wish their child to go.

3. Any trips abroad, inside or outside of school hours and term dates, should they wish their child to go.
4. Replacement of any damaged, defaced or lost property/equipment caused by the child.
5. Any extra music or vocal tuition provided during the normal school day.

Parents can obtain remission on the following costs if they are claiming Income Support, Income Based Jobseekers Allowance or parents receiving Child Tax Credit but not Working Tax Credit:

- Music or vocal tuition for pupils who participate in out of school music centre activities.

Educational visits form an important part of our school life. They support the work we do in school. They are carefully prepared and followed up so that maximum benefit is obtained from them. Parents are always informed in advance and are required to sign and return a consent form.



# FENS PRIMARY SCHOOL

Under the terms of the 1986 Education Act, we are not allowed to charge for educational visits. It is therefore the policy of this school to request voluntary contributions so that children can participate in valuable visits as part of their studies. We always point out that such contributions are voluntary and that no child will be excluded because their parents do not pay. However, contributions are asked for well in advance of each visit so that if sufficient funds can not be raised and it is necessary to cancel the visit, this can be done with minimal disruption.

## Extra Curricular Activities

These activities usually relate to sport, drama, art, crafts and music, e.g. choir, instrumental tuition, play practices, football training/matches, netball, kwik cricket, athletics, tag rugby, gymnastics, cookery and samba band.

All extra curricular activities are supervised by qualified staff who give freely of their own time in order to enrich the lives of the children in the school community.

We feel these activities are of great value and provide an opportunity for pupils to show extra commitment.

## Community

Fens School is an integral part of the local community. We have strong links with Manor Community Academy, our local comprehensive, as well as the local shops, clergymen (of various denominations), community police, the local magistrature and local councillors.

Our close links with the community serve to enhance and enrich the curriculum for our pupils.

## Transfer to Secondary Education

A system of parental preferences operates in Hartlepool. Places at secondary schools are awarded in accordance with the Admissions Criteria which is set out in the booklet 'Education in Hartlepool'. A copy of this booklet is obtainable from school and gives full details of the admission process and criteria. Further information can be obtained from the LA Admission Team on 523768.



# F E N S P R I M A R Y S C H O O L

## O T H E R I N F O R M A T I O N

### Addresses

*Full postal address of the school:*

**Fens Primary School**

Mowbray Road

Hartlepool, TS25 2LY

**Tel: 01429 870405 Fax: 01429 872843**

**Email: [admin@fensprimary.co.uk](mailto:admin@fensprimary.co.uk)**

**Website: [www.fensprimaryschool.co.uk](http://www.fensprimaryschool.co.uk)**

*Chair of Governors:*

**Mr Craig Powell** (contact via school)

*Chief Executive:*

**Mrs G. Alexander**

Civic Centre

Victoria Road

Hartlepool, TS26 8DD

**Tel: 01429 266522 Fax: 01429 523750**

### Documents Available for Inspection

If any parent wishes to consult documents in school relating to national or local educational matters, they are free to do so after prior consultation with the Headteacher.

We will provide access to such documents and an opportunity to read them.

### Complaints about the curriculum and other related matters

The Education Reform Act of 1988 requires the Local Authority to establish a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policy of schools and Religious Education and collective worship.

It is hoped that parents would raise any concern they might have about such matters with the Headteacher in the first instance. If parents wish to make a formal complaint, however, the details of the procedure can be found on the school website.

*This school is committed to supporting the development of all its people.*

### PLEASE NOTE

*The information in this school prospectus, which was prepared and published in 2019, relates to the 2018-19 school year commencing at the beginning of September 2018 and the information it contains was correct at that time.*

*It must not be assumed that there will be no changes affecting the relevant arrangements of certain matters before the start or during the 2019-20 academic year, arising, for example, from variations in Government or Local Authority policy for education.*

*We hope that the prospectus has been, and will continue to be, helpful to you. We are happy to answer your queries and assist in whatever way we can.*

# FENS PRIMARY SCHOOL

## KEY STAGE 1 RESULTS 2018

Fens KS1 Results 2018 - Teacher Assessed (Cohort of 57)			
	School % at ES	National % at ES	Local Authority % at ES
Reading	84 (GD 30)	75 (GD 26)	75 (GD 25)
Writing	86 (GD 30)	70 (GD 16)	72 (GD 20)
Mathematics	86 (GD 33)	76 (GD 22)	77 (GD 22)

ES = Expected Standard • GD = Greater Depth

## KEY STAGE 2 TEST RESULTS 2018

Fens KS2 Results 2018 (Cohort of 57)			
	School % at ES	National % at ES	Local Authority % at ES
Reading	83 (HS 32)	75 (HS 28)	75
Writing (TA)	86 (GD 32)	78 (GD 20)	82 (GD 20)
Mathematics	84 (HS 30)	76 (HS 24)	78
EGPS	88 (HS 39)	78 (HS 34)	79

ES = Expected Standard • HS = Higher Standard • GD = Greater Depth • TA = Teacher Assessed  
EGPS = English grammar, punctuation and spelling

## KEY STAGE 1 RESULTS 2017

Fens KS1 Results 2017 - Teacher Assessed (Cohort of 61)			
	School % at ES	National % at ES	Local Authority % at ES
Reading	82 (GD 34)	76 (GD 25)	77 (GD 26)
Writing	74 (GD 28)	68 (GD 16)	69 (GD 18)
Mathematics	79 (GD 30)	75 (GD 21)	75 (GD 22)

ES = Expected Standard • GD = Greater Depth

## KEY STAGE 2 TEST RESULTS 2017

Fens KS2 Results 2017 (Cohort of 58)			
	School % at ES	National % at ES	Local Authority % at ES
Reading	71 (HS 29)	72 (HS 25)	72
Writing (TA)	88 (GD 22)	76 (GD 18)	81 (GD 20)
Mathematics	78 (HS 22)	75 (HS 23)	81
EGPS	88 (HS 38)	77 (HS 31)	80

ES = Expected Standard • HS = Higher Standard • GD = Greater Depth • TA = Teacher Assessed  
EGPS = English grammar, punctuation and spelling





# FENS PRIMARY SCHOOL

## SCHOOL TERM & HOLIDAY DATES 2019-20

AUGUST 2019	SEPTEMBER 2019	OCTOBER 2019	NOVEMBER 2019
M • 5 12 19 26	M • 2 9 16 23 30	M • 7 14 21 28	M • 4 11 18 25
T • 6 13 20 27	T • 3 10 17 24 •	T 1 8 15 22 29	T • 5 12 19 26
W • 7 14 21 28	W • 4 11 18 25 •	W 2 9 16 23 30	W • 6 13 20 27
T 1 8 15 22 29	T • 5 12 19 26 •	T 3 10 17 24 31	T • 7 14 21 28
F 2 9 16 23 30	F • 6 13 20 27 •	F 4 11 18 25 •	F 1 8 15 22 29
S 3 10 17 24 31	S • 7 14 21 28 •	S 5 12 19 26 •	S 2 9 16 23 30
S 4 11 18 25 •	S 1 8 15 22 29 •	S 6 13 20 27 •	S 3 10 17 24 •
DECEMBER 2019	JANUARY 2020	FEBRUARY 2020	MARCH 2020
M • 2 9 16 23 30	M • 6 13 20 27	M • 3 10 17 24	M • 2 9 16 23 30
T • 3 10 17 24 31	T • 7 14 21 28	T • 4 11 18 25	T • 3 10 17 24 31
W • 4 11 18 25 •	W 1 8 15 22 29	W • 5 12 19 26	W • 4 11 18 25 •
T • 5 12 19 26 •	T 2 9 16 23 30	T • 6 13 20 27	T • 5 12 19 26 •
F • 6 13 20 27 •	F 3 10 17 24 31	F • 7 14 21 28	F • 6 13 20 27 •
S • 7 14 21 28 •	S 4 11 18 25 •	S 1 8 15 22 29	S • 7 14 21 28 •
S 1 8 15 22 29 •	S 5 12 19 26 •	S 2 9 16 23 •	S 1 8 15 22 29 •
APRIL 2020	MAY 2020	JUNE 2020	JULY 2020
M • 6 13 20 27	M • 4 11 18 25	M 1 8 15 22 29	M • 6 13 20 27
T • 7 14 21 28	T • 5 12 19 26	T 2 9 16 23 30	T • 7 14 21 28
W 1 8 15 22 29	W • 6 13 20 27	W 3 10 17 24 •	W 1 8 15 22 29
T 2 9 16 23 30	T • 7 14 21 28	T 4 11 18 25 •	T 2 9 16 23 30
F 3 10 17 24 •	F 1 8 15 22 29	F 5 12 19 26 •	F 3 10 17 24 31
S 4 11 18 25 •	S 2 9 16 23 30	S 6 13 20 27 •	S 4 11 18 25 •
S 5 12 19 26 •	S 3 10 17 24 31	S 7 14 21 28 •	S 5 12 19 26 •

### KEY

- 1 School Holidays
- 1 Bank Holidays
- 1 PD Days