

# Redbourn Infant and Nursery School Prospectus 2017 - 2018



**“Loving Learning, Respecting All”**



## Welcome to our School

Welcome to Redbourn Infant and Nursery School.

As an infant and nursery school we are very aware that we are the first school your child will attend. We want their experience to be a happy one in which they are enthusiastic to attend school, love their learning and increase their understanding of the world in which they live. We ensure that they have a wide range of learning opportunities so that their interest is stimulated and curiosity aroused. We believe that our happy children and the good standards we have are evidence of our success.

The school has a dedicated and hard working staff of teachers, teaching assistants and support staff who work well together to ensure the children have a positive and happy experience in school. We believe every child and staff member has a valuable contribution to make to the life of the school and encourage all individuals to use their talents as fully as possible. We strive to develop a culture of mutual respect between all adults and all children.



We believe the school should be at the heart of the community which is why we work in close partnership with our parents, our junior school, playgroups and the village community. We see our parents as the child's first educator and strive to involve them in all areas of the child's school experience.

Please do contact the school and arrange a visit so that you can experience first hand what we offer for your child.

Jane C. Byrne  
Headteacher  
September 2017



Head teacher: Mrs Jane Byrne

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## Our School

Redbourn Infant and Nursery School is a community county school. Our school is set in the same grounds as Redbourn Junior School and the schools work closely together. Redbourn and Villages Children's Centre, which is part of Harpenden and Rural Children's Centres group, is attached to the school. Our location is at the heart of the village with the High Street on one side and the Common on the other. The village has a variety of housing, and the school is delighted to draw its children from all parts of the village community.

In the school we have two classes in each year group. We therefore have an intake of up to 60 children in each year group with up to 30 children per class. As a village school, our numbers fluctuate but we always hope to be able to welcome all village children to our school.



The school is arranged around a central hall which is a focus within the school and is used in many ways throughout the day: - for PE, assemblies, dancing and drama, lunches, for sharing times, concerts, social events and end of term and year group sharing assemblies as well as various extra-curricular clubs.



The school has a dedicated library area which the children love using. The children can borrow books on a weekly basis and we welcome parents and other volunteers to help the children make their choices. Sometimes the library is open before school for reading time with your children. The room is also used for small groups to support learning or one to one work.



The school has extensive outside facilities with a play space which allows all children to enjoy their playtime. The younger children have an area fenced off for them so they can access outdoor learning all day. This area is also partially covered to give shade in the summer and rain protection so that children can enjoy outdoor learning whatever the weather. We have a wide range of equipment and opportunities available for all the children, both for physical skills with the play park and for quiet reflective skills with the reading and writing playhouses. The attractive gazebo gives shaded seating for classes and the playground markings further extend their playtime opportunities.



### Healthy Schools

The school is committed to helping our children have healthy lifestyles through encouraging exercise, choosing healthy snacks and lunches and drinking plenty of water. We also promote respect for each other and the world in which we live. Our "Walk to School Wednesday" initiative engages the children who all want to win the "Golden Boot" award each half term.



### Challenge

We have embedded the ethos of challenge throughout the school for all children. There are opportunities for children to be challenged throughout the day through teachers questioning, thinking books, philosophy and their own natural enquiring and love of learning.



## *Our School Aims*

When we developed our aims we wanted them to be relevant to all the people in the school. We started therefore by talking with the children about what was important in their school and why they came to school. We then had meetings with the staff, the governors and the parents and formed a working group who established the principles and wording. Having clarified this, we returned to the children so they could have ownership of the aims for their school.

### *Children's Aims*

- Have exciting teaching and interesting classrooms.
- Have fun with our learning.
- Keep fit, healthy and stay safe.
- Be caring, sharing and respectful.
- Be happy with, and look after, myself, my friends and my world.
- Be proud of everything we do.
- Celebrate our school with our parents and other grown ups so we can all learn together.

Our school motto is:

“Loving learning, respecting all”



## *School Aims*

Our vision is that every child in Redbourn Infant and Nursery School will:

- Introduce a lifelong love of learning.
- Celebrate and be proud of their achievement and be motivated by new challenges.
- Be independent, reflective and resilient learners.
- Respect themselves and others in the school and wider community.
- Be healthy and stay safe.
- Have ownership and take responsibility for themselves and others.

We aim to achieve this vision through:

- High quality teaching and inspiring learning opportunities.
- A broad, rich skills based and creative curriculum.
- Strong partnerships with parents, carers and everyone involved with our school.
- Expecting positive behaviour, valuing the unique nature of each child and have respect for themselves and others.
- A healthy, safe and welcoming environment.



## *Caring for Our Children*

All our staff understand that if a child feels happy and secure they will learn well. We therefore take seriously our policies to ensure we take care of their health and their safety. These are identified in our Safeguarding, Personal Safety and Social Care Policy. This, like all our policies, can be found on the school website.

### ***Safeguarding***

All staff and volunteers have to be DBS checked before they work in school with children. Volunteers are required to read, sign and adhere to the information in the volunteers handbook.

### ***First Aid and Medical Care***

Nearly all our staff have qualified as emergency first aiders and we have a member of staff available specifically to deal with cuts and grazes and first aid issues when the children are playing outside. If a child has an accident or becomes unwell, we will always contact the parent first and then people nominated by you as your emergency contacts. Our school teddy bears are always ready to comfort an upset child.

### ***Health and Family Issues***

It is very important that you inform the school of any issues concerning your child's health or family issues which may impact on your child. Any information you share with us will be treated confidentially.

### ***Behaviour Policy***

Most of our children in school behave very well and are aware of the needs of others as well as their own. We use praise and encouragement to demonstrate good behaviour to children and have a system of rewards to encourage positive behaviour. Class rules are developed in each class so the children understand what they should be doing in school.

### ***School Councils***

We have a School Council and an Eco Council that involve children from every class so they are involved in running their own school. The representatives are chosen by their class.

### ***Child Protection***

The school is aware of its role in Child Protection and all staff follow the procedures defined by Hertfordshire County Council to ensure all our children are safeguarded. The school may need to share information and work in partnership with other agencies. Our policy and the Hertfordshire County Council Policy are available from the school office or on the school website. Jane Byrne is the Designated Senior Person dealing with Child Protection.

## *Our Staff Team*

**Head teacher:** Mrs Jane Byrne

**Deputy Head teacher:** Mrs Louise McLellan

### **Teachers:**

Mrs Francesca Turner	Mrs Helen Keith	Miss Holly Hoad
Mrs Ruth Onyuma	Mrs Kath Grimes	Mrs Clare Burgess
Mrs Debbie Fairclough	Mrs Mandie Bentley	Mrs Caroline Carey
Miss Chloe Forrester	Mrs Tracey Couch	

### **Early Years Practitioners:**

Mrs Jackie McCarthy	Mrs Olivia Balaceanu	Mrs Koulla Antoniou
Mrs Katrina Dargon	Miss Lydia Morley	

### **Teaching Assistants:**

Mrs Kerri Orchard	Mrs April Wilson	Mrs Kelly Borland
Mrs Debbie Griffiths	Mrs Helen Morehen	Mrs Hana Earley
Mrs Liz Rands	Mrs Sonia Vousden	
Mr Dillon Sullivan (PE)	Mrs Kate Chadwick	

### **Treetops Club:**

Mrs Kelly Borland	Mrs Pip Weston
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### **Early Morning Club:**

Mrs Elizabeth Harlow	Mrs Koulla Antoniou
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**School Business Manager:** Mrs Amanda Bowran

**PA to Head and Office Manager:** Mrs Nina McCormick

**ICT Technician:** Mr Jordan Clarke

### **Lunchtime Carers:**

Mrs Liz Rands	Miss Michelle Harris
Mrs Sharon Mighall	Miss Lauren Mighall

### **Cooks:**

Mrs Corrine Walton	Miss Emily Fripp
Mrs Tracy O'Hara	Miss Emma Gilsean

**Site Manager:** Mr Paul Lowther

## Practical Information about our school

### Our School Day

#### Nursery Class

<i>Morning Session</i>	<i>Afternoon session</i>
8.40am - 11.40am	12.30pm - 3.30pm

#### Main School

<i>Morning Session</i>	<i>Afternoon Session</i>
8.55 - 12.00noon Breaktime 10.30 - 10.45am  (Doors open at 8.45am)	1.00 - 3.15pm (no specific breaktime, classes take outside time as appropriate to the learning)

Treetops Club allows children to access nursery between the hours of 8.40am and 3.30pm. These limited places are available to parent entitled to 30 hours free child care funding and those wishing to self fund.

### School Uniform

We encourage all our children to wear school uniform as it helps them to feel part of the school and ensures that the clothes they wear to school are practical for the purpose. Our school is an active learning environment, we understand that clothes easily get dirty and damaged so we encourage you to buy much of the basic clothing from local chain stores or supermarkets where prices are competitive. Please make sure all clothing is clearly marked with your child's name.

We have a joint uniform with the Junior School and all items of uniform can be ordered on line at

[www.yourschooluniform.com](http://www.yourschooluniform.com)

## Lunches and Healthy Eating

Meals are served from the hatch direct from the kitchen and children have individual trays. Children with packed lunches eat at the same tables alongside their friends. The children are well supervised by Mrs Liz Rands and her lunchtime carers who encourage, but never force, them to try new food. We encourage children to invite their parents in to enjoy a meal together for their birthday which needs to be booked via the office. We also encourage parents to lunch with their child at school as part of our induction.

Our school is very lucky to have all meals cooked on site by our cooks. To make it easier for our younger children to choose healthy food, we have limited the choice available and provide a salad bar.

All children up to Year 2 are entitled to a funded school lunch (known as Universal Free School Meals "UFSM") by the Government.

If you think your child may be entitled to Free School Meals (as opposed to UFSM), it is important that you apply via the website. Alternatively, you can contact the school and our secretary will assist you in applying for this allowance. Children who are entitled to Free School Meals receive free school milk and the school will receive additional funding (Pupil Premium) which will be spent on enhancing learning opportunities for the child.

The school is part of the Fruit and Vegetable Scheme and every child has a healthy snack each day. Milk is available daily at a subsidised rate (and is provided free in the Nursery).





## Parents in School

We value our partnership with our parents and welcome their involvement in school. We encourage our parents to help on a regular basis in classes with cooking, playing games, hearing reading, sewing and many other tasks where the child can benefit from direct support. We also welcome grandparents and other community members who have time to help our children and will enjoy working with them. All volunteers have to sign a volunteer's contract and complete an enhanced DBS disclosure (for which we ask for a small donation) to show they are safe to be with children.



We also welcome help from parents when we have visits out of school so we have plenty of adults to supervise the children.

We have a home learning policy which encourages every parent to work at home with their child in ways which combine to make learning fun. We provide topic webs termly to help with ideas for this.

We have an active parents' association - Friends of Redbourn Infant School (FORIS). All parents are automatically members of this and the committee are keen to involve as many parents as possible in events. They work together to provide school functions so parents get to know each other and they raise money to supplement the school's resources. The children are always very keen to talk about ways their parents have helped in school.

We also have regular occasions like assemblies, Easter Exhibition, May King and Queen Celebrations, Cultural Week and Book Week to which parents are invited. We send out newsletters fortnightly on a Friday to keep the parents informed of all that is happening in school. We encourage our parents to receive their letters by email if possible to reduce our carbon footprint.

## School Governors

The school has a governing body to manage its responsibilities, the members of which have been selected for the skills they can offer. Governors are elected for a four year period and any parent who has a child in the school when a vacancy occurs is eligible to stand.

Chair of Governors:

Mrs Melanie Wooding Jones

Vice Chair:

Mrs Rachel Rimmer

The governing body is drawn from the school community and has parent governors as well as governors representing the community and the local authority.

## Our School Curriculum

We believe all children learn best when they are enthusiastic and motivated, therefore a guiding principle for us is that learning should be fun.

Your child's learning journey through school is divided through the National Curriculum into Key Stages. The Foundation Stage covers the first two years - their time in Nursery and in the Reception Class. Key Stage One refers to the next two years which are Years One and Two. Key Stage Two refers to the next four years and these are spent in the junior school. In our school we therefore have two key stages - Foundation Stage and Key Stage One and much of our work and organisation is subdivided in this way.

Each term, we have a whole school topic which the children and their teachers adapt to match their age and interests. Within each topic teachers look at the skills they think the children should develop. We expose the children to a creative curriculum where skills and concepts are taught in a range of curriculum areas. We also place great value on children taking their own learning forward through play.

### Foundation Stage

With young children much of the learning is achieved through the child having time to focus closely on a skill and return to practice that in many different ways. Play is an essential aspect of their learning for it is in play that they try out new ideas and test their understanding of concepts. It has been said that it is only in play that children will take their learning to the highest level as they feel safe to explore without being wrong.

The curriculum is called Early Years Foundation Stage ("EYFS") and is divided into seven areas; three prime areas and four specific areas:

#### Prime Areas

*Personal, Social and Emotional Development* underpins all that is happening in the Foundation Stage, and most learning opportunities will have a PSED learning objective as well as one from the main focus for learning. Teaching children to work together, to form positive relationships based on respect and to be tolerant of each other's feelings are skills which will impact on their ability as lifelong learners as much as being able to read and write. We teach these skills through our whole approach to the curriculum.

*Communication and Language* covers all areas of speaking and listening and the essential communication skills. Children are encouraged to talk about their ideas and learn to explain themselves clearly. They listen to and join in with stories and rhymes. Children talk about their own experiences and answer questions.



*Physical Development* is very important to these children who are still growing and developing and they must have lots of opportunities to develop their muscles through large gross motor movements such as running and climbing and smaller fine motor skills such as scissor and pen control and building bricks. In Foundation Stage we ensure the children have plenty of opportunity to be outside so they can move freely and practice all these skills to strengthen their muscles in their play.



### Specific Areas

*Literacy* encourages children to read and write by seeing others doing it and by having a go themselves. They are introduced to the skills they will need to develop and encouraged to hear the sounds letters make, to say what they are trying to write when they put marks on paper. They have opportunities to write for a range of purposes.



*Mathematics* is taught through practical experiences as children need to be able to count and know which number name relates to each symbol before they can start doing sums on paper. Children also need to be able to use everyday language to talk about size, weight, time and money. They should notice patterns around them and name/describe everyday objects and shapes.



*Understanding the World* refers to all the enquiring and thinking skills which will later be seen as science, history, geography, technology. Through these the children learn about the world in which they live. Our teaching always has a topic base as young children see life as a whole and not in parts. They will have the chance to explore their world in practical ways which will enable them to follow their own enthusiasm to learn.



*Expressive Arts and Design* is essential for young children to explore the many textures and materials and find ways of expressing their feelings and emotions. Many young children need to spend a lot of time exploring how materials and tools work so they can use this knowledge later to create their own designs and know how things work. They sing songs, make music and dance.

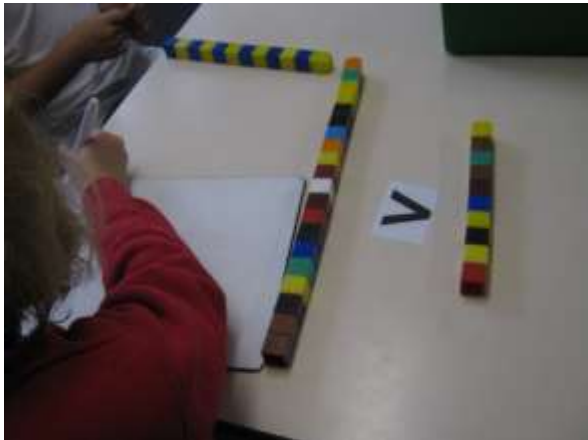


## **Key Stage One**

It is essential that the learning in Key Stage One is a progression from the learning that has happened in Foundation Stage. It is usually during Year 1/2 that most children begin to read and write fluently and can begin to deal with ideas in a more abstract way. The curriculum we offer moves from a mainly practical curriculum where they have to learn by doing to one where they can learn through reading, listening and looking as well.

### ***English (Literacy)***

Our curriculum comes from the New National Curriculum but is adapted to meet the needs of the individual child and of the whole group. This subject covers spoken language, reading, writing and vocabulary. We teach the children to "have a go" in their reading and writing and use the skills they are learning by listening to the sounds letters make. This encourages them to focus on the content of their work and not to restrict them to using only words they can spell accurately. The skills are taught within specific lessons and we involve our parents extensively in helping the children to practice these skills at home. All children take home reading scheme books and library books and we encourage our children to read with their parents. We promote the love of reading and books.



### ***Maths***

This is also taught as a separate lesson and as well as teaching skills and number facts the children are asked to apply their knowledge to problem solving situations. We follow the New National Curriculum for Maths enabling the children to become fluent in number facts, to reason mathematically and solving problems. We always encourage the children to explore and understand a concept practically before they attempt to write the sums down. Children also learn to tell the time, name and describe 2D and 3D shapes. They measure a range of objects in different ways.

### ***Physical Education***

We stress the importance of the children developing healthy bodies as well as healthy minds. All children will therefore have PE lessons inside and outside every week and we meet the government guidelines of two hours weekly. This will be a combination of gymnastics, games and dance. We also use a physical activity to start many sessions, called "Take 10", as we know this helps children focus when learning.



### ***Topic based learning***

Knowledge and understanding of the world and creative development becomes the core of our topic-based approach to the curriculum. They cover the subjects of history, geography, science, design and technology, art and religious education and we integrate them through our teaching. We plan our topics from the children's interests. Staff use mind maps to explore ideas

related to a theme with the children and will then relate this back to the curriculum documents to ensure the children gain the knowledge and skills they need through a focus which interests them. In addition we like to extend the learning opportunities with visits and visitors.



### ***Music***

Music is also taught as a separate subject in order that children can experience the different instruments and skills involved in playing and singing. However we will focus on songs relevant to the topic whenever possible to do so.

### ***Computing (ICT)***

The school has completely refurbished its ICT facilities and our survey of children's feelings about school shows this a great favourite. Every class has at least two computers with many features to aid young children in their learning. We also have a mobile ICT suite of laptops and iPads allowing children to be taught computing as a class and also to access independently. The whole system is networked and our school intranet site allows us to share our information within the school. We also use programmable toys and digital cameras and recorders to ensure the children have the best learning opportunities. We have interactive whiteboards in use in all our classrooms and these are used extensively to engage the children in their learning.



### ***Religious Education & Collective Worship***

Religious education is taught where possible within the topic although there are areas such as festivals, awareness of faiths and religious practice, and stories from the Bible and about Jesus which need to be taught in a focussed way in line with our multi-faith society.

We also have a daily act of collective worship, which gives a time for reflection, to share together and celebrate and for prayer. Some assemblies follow a theme or moral, others focus on music, or celebrations of birthdays, good work or achievement. Parents have the right to withdraw their children from religious education /collective worship and should discuss this with the headteacher if they wish to do this.

### ***Personal, Social and Health Education***

As in Foundation stage, this underpins the entire curriculum and reflects the school ethos. It is sometimes taught as a separate lesson when teachers seek to develop social skills, or a circle time may be used to discuss a specific situation which has occurred. Encouraging children to develop positive attitudes and to take responsibility for themselves and their actions are vital aspects for their learning and we work closely with parents to develop these in all our children. The school follows the Social and Emotional Aspects of Learning materials advocated by the government.

### ***Sex Education***

This is not taught as a separate subject in infant school but questions are answered frankly and honestly if issues are raised.

### ***Meeting Individual Children's Needs***

As every child is an individual they will all have different needs at different times. Sometimes we group children within the learning situation so we can teach them at the appropriate rate for them to understand and progress in a skill. At other times we encourage the children to choose the level of work suitable for their understanding and many children take on the challenge they are offered. Some children at some time within their education will experience difficulty in taking on the skills in specific subjects. Teachers monitor this progress carefully and will seek to give individual help especially when the difficulties are in the skills of Literacy or Numeracy as these will form the basis of much of their latter learning. Teachers will discuss their concerns at an early stage with parents and seek to work together to help the child. It may be necessary to develop an individual learning plan to target the learning more closely, and you will have the opportunity to discuss this with our Inclusion Manager.

We also recognise that some children will be making progress at a faster level in some areas of learning than their peers. We provide different challenges and targets to ensure they retain their motivation for learning.



### ***Assessment for Learning***

In order to teach effectively, the teachers need to know what the child already knows and tailor their teaching to move that learning forward. This vital aspect of assessment is part of their regular teaching and will be reflected in how they adjust their lessons to meet the needs of the children and evaluate their progress. Teachers evaluate their lessons after teaching and will refocus their next lesson to meet any issues which have been raised.

There are also two occasions in school when we assess the children and report formally on where they are against National Standards. At the end of the Foundation Stage, all children are assessed against the Foundation Stage Profile and their scores show how they are progressing in each area of learning.

All children are also assessed at the end of their Key Stage One teaching in English, Maths and Science. This is done by teacher assessment but there are a variety of nationally produced tasks, which the teacher will use to confirm her assessment. Teachers meet with other professionals to check their judgements in both cases. These assessments are known as National Curriculum Tests and the latest results are available with this prospectus.

## Ofsted

Our latest Ofsted report was in November 2015 and we were identified as outstanding in every area. Some comments from the Ofsted report were:

- *The head has a strong and ambitious vision, and has created a highly cohesive learning community.*
- *All pupils display excellent attitudes towards learning and take pride in their work and their school.*
- *The percentage of pupils who exceed the higher levels in Reading, Writing and Mathematics by the end of Key Stage 1 is significantly above the national expectation.*
- *The broad, balanced and enriched curriculum is outstanding in promoting effective spiritual, moral, social and cultural development.*
- *The most able pupils thrive on the additional challenges they receive and make strong progress that is sustained over time.*



We also asked our school council what they would like to tell people about the things they liked in our school and this is what they said:

- *I like doing active things at lunchtime.*
- *It's fun to learn with friends.*
- *I like learning through play. My favourite is going outside.*
- *I like adding and taking away because you are going to have to add things up when you've got a job.*
- *School is a fun place to be because it's fun to learn.*

## National Curriculum Test results

The data below is for 2016. As a school we are very proud of what all our children achieved, especially as nearly every child met or exceeded their personal targets.

In line with the new National Curriculum, levels were removed in 2016 and we made judgements against age related expectations. The school outcomes are outlined in bold in the table below with national comparatives in italics.

	Reading	Writing	Maths	ALL
<b>Expected Standard (EXS) and above</b>	<b>RINS 93%</b> <i>National 76%</i>	<b>87%</b> <i>68%</i>	<b>92%</b> <i>75%</i>	<b>83%</b> <i>64%</i>
<b>Greater Depth Standard (GDS)</b>	<b>37%</b> <i>25%</i>	<b>28%</b> <i>16%</i>	<b>33%</b> <i>21%</i>	<b>23%</b> <i>11%</i>

**EYFS:** In 2017, 78% of RINS children achieved a Good Level of Development.

**Year One Phonics Screening:** In 2016, 85% of children achieved the pass mark.



## *Extended Learning Opportunities*

### After School Clubs

The school provides a number of clubs after school to extend learning opportunities and provide choices for the children. These vary each year but may include Gardening, Choir, Art/Craft, Philosophy for Children and various sports.



### Children's Centre

The school is attached to Redbourn and Villages Children's Centre which is part of the Harpenden and Rural Children's Centre group. The role of the Children's Centre is to provide extended services to improve the opportunities for children from birth to 5 years old. Part of the role is to provide information of services available locally and direct parents to the help they need; and part to arrange facilities on site to help parents access them. The Children's Centre can be contacted on 01582 713872.

### Local Partnership

The school is also part of the Harpenden Plus Local Partnership. The Local Partnership is a cluster of schools based around the Harpenden, Redbourn, Kimpton and Wheathampstead area and aims to provide a range of activities and services that allows both schools and the community to benefit from a wider and broader access to learning and life. Harpenden Plus can be contacted on 01582 623676.





## Admissions

As a community school we follow County guidelines for admissions. These are contained in County admission leaflets or can be found at [www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk) by going to the section "school admissions".

Parents of pre-nursery children and nursery age children will each receive their packs containing information on how to apply for their places in the Autumn or Spring term before their child is due to start school. It is important to ensure applications are submitted on time.

The School has a single intake policy for Nursery and Reception. All children will be admitted to Nursery and Reception in September. In addition, the Headteacher and Governors may decide to admit individual children outside of these timescales at their discretion.



We hope you have enjoyed learning a little about our school.

On entry to school we give each family a school handbook written by other parents, which contains details about how the school works and the various policies. We want you to gain an understanding now of what we think is important to help you make the best choice for your child.