



I have great pleasure in welcoming you and sharing some of the unique qualities that make Great Harwood Primary School so special.

As Great Harwood's only Community Primary School, we have developed an inclusive ethos which ensures that every child is able to feel challenged, supported and valued as they reach their individual targets. We have a highly qualified and experienced staff committed to constantly up-dating and improving their practice in order to make learning and teaching the best it can be.

We were all very proud in July 2014 when Ofsted visited and judged us to be a good school with vibrant classrooms and outstanding leadership.

Our school community reflects and celebrates the rich, multi-cultural community of the UK so our children learn to value diversity and develop an understanding of others' backgrounds and cultures.

In recent years, our Children's Centre and Extended School provision have put us right at the heart of the community. We are able to support children and their families from birth through to High school and beyond. Our strong partnerships with parents and other professionals help us to deliver the right support at the right time and, working together, we can achieve the best outcomes for our children.



We operate an open door policy at Great Harwood Primary School so if you have any questions or queries, please don't hesitate to contact us. Once again, a big welcome to you and your child and we are looking forward to helping them become confident, successful learners.

Mrs J Ault
Headteacher

GREAT HARWOOD PRIMARY SCHOOL

School Uniform

Our school uniform gives children the feeling of belonging but still allows for choice. It consists of:

- Royal blue, red, green or yellow polo shirt - you choose!
- Navy blue cardigan or sweatshirt
- Grey or black trousers, skirts, shorts or pinafores
- Black shoes (Not boots, trainers, high heels or sandals)
- Grey, white or black tights or socks.
- Chequered gingham school summer dresses. As with the polo shirts, the colour choice is yours.

You can buy the uniform at Abbey Shopping Centre in Accrington and Whittaker's in Blackburn. Book bags and P.E bags are available from the school office.

For PE children need navy shorts, navy blue shirt and elasticated or velcro pumps.

The kits can be kept in a named pump bag on your child's coat hook.

Older children may need swimming kit.



All uniform/PE kit/coats should be clearly marked with your child's name.

Teaching and Learning

The broad and balanced curriculum we provide will stimulate your child to acquire knowledge and develop individual skills. Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development. We do this through developing pupils' Learning Power. (See Building Learning Power leaflet).

Every classroom is fully furnished and equipped with the highest quality learning resources including interactive whiteboards and laptop computers.



The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child. In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

Assertive Mentoring

Assertive mentoring is a new scheme that school is using to give children even more ownership over their own learning and development. Please see separate document for more information.

The National Curriculum programme of Study is divided into Key Stages:

The Foundation Stage (3 - 5 years)

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.

The seven areas of learning that make up the Foundation Stage curriculum are:

- Personal, social and emotional development
- Communication and language
- Physical development
- Mathematics
- Literacy
- Understanding the world
- Expressive arts and design

The outdoor environment is also a very special part of the Foundation Stage curriculum.

The classes have full access to specially equipped outdoor areas which are planned for and in constant use.



Teaching is through first-hand experiences and structured play. The teachers and teaching assistants keep records on children's achievements. These assessments of development and learning needs are ongoing throughout the school year. During the child's first half term the teacher will carry out a baseline assessment. This will establish where each child is in terms of their learning and development and help future planning.

By the end of the year the teacher will have built up an accurate profile of each child's development.

We encourage children's reading, communication and mathematical skills from the very beginning. Much of this early learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. It is an important way of developing new skills and building up relationships with other children.



Reading is taught through a structured reading schemes supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. Daily phonics sessions teach children about letter and sounds so that they are able to work out how to read and spell new words. We encourage parents to work with their child at home by reading together on a daily basis. We are always pleased to discuss ways in which parents can help their child at each stage of their reading development.



Key Stage 1 (ages 5-7 years) and Key Stage 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- Information Communication Technology (ICT)

Children also study the subjects below as part of the National Curriculum. These are called foundation subject

- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- French



Children are also taught Personal, Social, Health and Citizenship Education.

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed Lancashire County Council Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are broadly Christian nature, but due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Extra-curricular activities

We offer a wide variety of clubs that take place before school, during lunch break and after school. These are run by members of staff, parents and outside agencies.

Teaching Methods

We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching. Children will usually be grouped according to ability and experience. The groups may be different according to the task and will be flexible to reflect individual strengths. As part of our Assertive Mentoring work and next step targets all children have one to one review meetings with their teacher.



Special Educational Needs

Children's progress is constantly monitored and assessed and careful records are kept.

Occasionally we find that a child does not make the progress we expect. If this were the case, parents would be consulted and appropriate steps to support the child taken.

An individual Education Plan may be made with outcomes, actions, review dates and ideas to help parents to support their child at home. Outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. Please see our school website, www.greatharwood.lancs.sch.uk, for a detailed School Information Report. After further consultation with parents the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an Education Health and Care Plan. This describes all of the child's needs and all the special help that should be provided.

Parents will always be consulted and kept fully informed at every stage once we have identified that the child could benefit from some extra help. This could be for educational, personal or social needs. Our assessment procedures will identify children of very high academic ability and work will be planned to meet the learning requirements of these children.

Monitoring and Assessment

The progress of every pupil is carefully monitored through subjective and objective assessment. Assessment is used to inform future planning in both the short, medium and long term. Through monitoring of pupil progress, targets are set for individual pupils, groups and classes. Such targets are shared with parents and children and progress towards targets is monitored. The targets are set by the Governors for achievement at the end of Key Stage 2 in the core subjects of English and Mathematics. Parents are informed of their child's progress and targets throughout the year. They are informed via their child's annual report at the end of each academic year and interim report. A record of achievement for each pupil is kept from foundation stage onwards.

In the summer of Years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs). All class teachers formally access each child's development in speaking and listening, reading and writing and mathematics each term. Children in reception are judged against the Early Learning Goals. Pupils in Year 1 sit the phonics screening test.



Admissions

Admission to school can be gained by applying through the school or district education office for a place. Applications can also be made online for new Reception places, details of which are in the admission pack. The standard admission number is at present 45. In the event of there not being an available place, details of an appeal procedure will be provided at the district education offices at:

Area Pupil Access Team - East Lancashire

Area Education Office

44 Union Street

Accrington

BB5 1PL

Tel: 01254 220742 or 01254 220718

GREAT HARWOOD PRIMARY SCHOOL

WORKING TOGETHER TO IMPROVE BEHAVIOUR

At Great Harwood Primary School we have a set of core values and a clear mission statement:-

Together we learn, we achieve, we enjoy

In order to ensure we achieve our vision pupils are taught that respect encompasses a wide range of issues to do with the way we treat both people and property in school. Through our work on respect we encourage pupils to be tolerant of individual differences and to empathise with the feelings of others.

These core values underpin our Behaviour Policy and support the qualities of tolerance and compassion which we would wish our pupils to develop.

Honesty

Aspirations

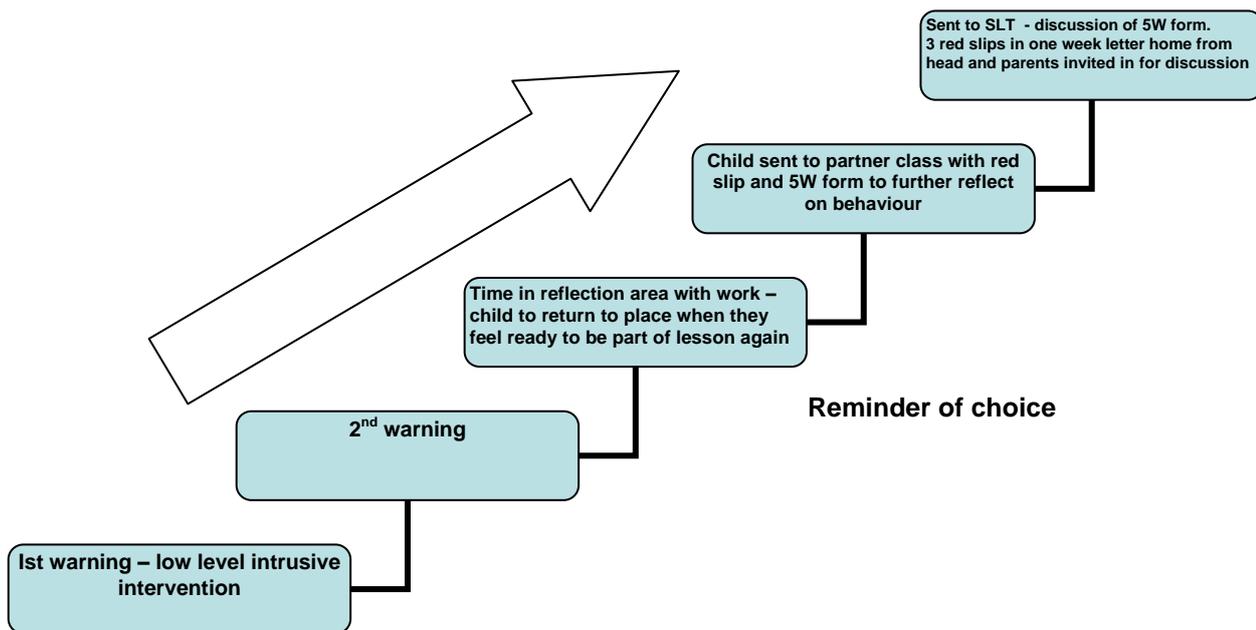
Respect for others

Perseverance

Be Trustworthy

Following on from the agreement of mission statement we identified clear procedures for dealing with classroom and playground disruptions. Principally the theory behind both procedures is the same.

Violent behaviour to automatically be referred to SLT



Pupil Premium

The pupil premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of standards for the most vulnerable pupils. In 2012/13 the school received £40200 in Pupil Premium allocations. In 2013/143 this will be £58800.

In 2012/13 the pupil premium was used in a variety of ways. These included:

- Additional TA support to deliver personalized intervention programmes
- Additional welfare staff
- Employing a learning mentor to support vulnerable children and families
- Parental liaison worker to support families
- Enabling pupils to participate in school residential and educational trips.

The impact of the above spending in 2012/13 includes:

- Raised pupil standards in KS2 above floor standards
 - Attendance has risen
 - Fewer pupils are arriving late for school
- The school plans to continue with strategies during 2014/15.

Attendance

Great Harwood Primary School encourages regular attendance in the following ways:

- providing a caring and welcoming learning environment and learning that is such fun that children will not want to miss it
- responding promptly to a child's or parent's concerns about the school or other pupils;
- marking registers accurately and punctually during morning and afternoon registration.
- publishing and displaying attendance statistics;
- celebrating good and improved attendance;
- monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and seeking extra support if the irregular attendance continues.

We expect that you will:

- ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
- ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day;
- ensure that you contact the school whenever your child is unwell and unable to attend school;
- contact the school by 9.00am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate.
- contact us promptly whenever any problem occurs that may keep your child away from school.



Parents and Carers

You are your child's first and most important educator. At Great Harwood Primary School we value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning. Research has shown that children learn best when home and school work in partnership so we offer a wide range of opportunities for parents to actively participate in supporting their children in school.

The Friends of Great Harwood Primary -

All parents are automatically members of the Friends. The Friends will organise various events throughout the year. These events will raise money that will enable the Friends to provide equipment that might not otherwise be available to the school.



Parent/teacher Consultation Meetings - There are consultation meetings throughout the year. Your child's targets will be shared with you on a half termly basis.

School newsletter - We distribute the school newsletter with all the latest news and information every Friday to each child.

Come to lunch - reception parents are invited to come and have a school lunch with their child. A letter will be sent out.

Together
we learn, we achieve,
we enjoy

Our aim is to develop everyone's ability to:

- Communicate effectively
- Solve problems and think creatively
- Be thinking, feeling, caring people
- Be confident, independent, motivated individuals
- Grow into healthy, responsible and respectful members of society

GREAT HARWOOD PRIMARY SCHOOL



TERM DATES 2014-2015

<i>AUTUMN TERM</i>	
School opens	Monday 8 th September
Close for half term	Friday 24 th October
School opens	Monday 3 rd November
Close for Christmas	Friday 19 th December *
<i>SPRING TERM</i>	
School opens	Monday 5 th January
Close for half term	Friday 13 th February
School opens	Monday 23 rd February
Close for Easter	Friday 27 th March *
<i>SUMMER TERM</i>	
School opens	Monday 13 th April
Closed for bank holiday	Monday 4 th May
Close for half term	Friday 22 nd May
School opens	Monday 1 st June
Close for summer	Thursday 23 rd July *

* Indicates a 1:30pm finish

INSET DATES

Thursday 4th September 2014

Friday 5th September 2014

Friday 28th November 2014

Monday 1st December 2014

Monday 22nd June 2015

GREAT HARWOOD PRIMARY SCHOOL

GREAT HARWOOD PRIMARY STAFF

Teaching staff

Name	Senior Leaders
Mrs Julie Ault	Headteacher, Designated Senior Person
Mr John Woodruff	Deputy
Mrs S Blacoe	Curriculum
Mrs Samantha Davis	
Miss J Green	Curriculum
Mrs Alison Grime	SENCO, Deputy Designated Senior Person
Mrs Donna Hindle	
Mrs Helen Heaton	Early Years Leader
Mrs Zahida Karim	
Mrs Shanaz Rehman	
Miss H Thurstan	

Teaching Assistants

Name	Responsibilities
Naheeda Ahmed	Year 3 support
Sarah Croft	Reception & KS1 Support
Andria Culican	Year 6 support
Cindy Fagan	Year 5 support
Suzanne Henderson	KS1 & Nursery support
Sheila Howson	Year 3 Support
Saila Ilyas	KS1 & EAL
Sofia Malik	Year 2 & EAL
Samantha McBride	Reception support
Julie Potts	KS2 support
Paulina Rolinska	Year 1 & 6 support
Sarah Rankine	Home/School Liaison
Andrea Rushton	Year 1 & Nursery support
Barbara Waddington	HLTA

Office Staff

GREAT HARWOOD PRIMARY SCHOOL

Name	Responsibilities
Susan Harmon	School Business Manager
Joanne McCrea	Attendance, Registers, Staff Absence
Aileen Nicholls	Admin Support

Site Management

Name	Responsibilities
Joe Kearns	Site Supervisor
Donna Kemp	Cleaner
Nikita Owen	Cleaner
Jane Thompson	Cleaner

Welfare Assistants

Parveen Akthar	Kadijah Begum	Farida Ghulam
Karen Hargreaves	Michelle Hart	Donna Kemp
Tasleem Sabir	Jane Thompson	Natalie Whittaker

Children's Centre Staff

Name	Responsibilities
Ruth Porter	Centre Manager
Sylvia Wyatt	Extended Services co-ordinator
Alison Barton	Outreach Support worker
Fatima Chopdat	Outreach Worker
Caroline French	Business Support Officer
Joanne Healey	Crèche Worker
Suriya Hussain	Outreach worker (Bi-Lingual)
Trish Jackson	Outreach Worker
Laura Myers	Volunteer Co-ordinator
Michelle Pratt	Outreach Support worker
Jenny Robinson	Business Support Officer
Alison Tate	Teacher
Helen Webster	Crèche Worker

**The information contained in this prospectus
is correct at the time of printing.**