



Welcome to our new school 2023 – 2024





FARLEY HILL PRIMARY SCHOOL

Together Everyone Achieves More

Headteacher: Mrs Jane Bateman

Dear Parents/Carers

I would like to offer you a very warm welcome to Farley Hill Primary School and believe that this is the beginning of a strong home-school partnership which will help to enhance all aspects of your child's learning journey. At Farley Hill we are committed to developing and nurturing well-rounded individuals with our rich, broad, balanced curriculum. The children, staff and parents all work together to create a fantastic family community.

We have a wonderful team of staff and governors who are fully committed to offering your children a wide range of exciting experiences and opportunities. We want the children to enjoy coming to school and feel enthusiastic and motivated to learn. 'Pupils at this school are avid learners' (OFSTED November 2019). Relationships are crucial in our small, family friendly school and everything we achieve is down to the strong sense of teamwork. Together Everyone Achieves More. 'Staff have high ambitions for all their pupils' (OFSTED November 2019).

At Farley Hill we understand the importance of working in partnership with parents to achieve the same common goal: trying to bring up polite, confident young people with the academic and social skills needed to succeed in life.

Our core purpose is learning and teaching and we pride ourselves on the quality of teaching in our school. 'Pupils and staff describe their school as a close team' (OFSTED November 2019). We have highly developed assessment, monitoring and evaluation procedures in place and a wide range of excellent resources to support learning. We pride ourselves on our sport and children are given the opportunity to participate in high quality PE lessons, clubs and competitions where they represent our school. Our Arts provision is strong and we have achieved our National Arts Mark. We have also achieved our National Computing Mark and the Able and Gifted Talented Mark.

The children enjoy music lessons and many children learn an instrument. Our choir is thriving and our children perform at many venues eg at The Hexagon Theatre, Reading. We also have our own music evening every summer term where children sing and play the various instruments they are learning.

The PTA at Farley Hill run many social and fund-raising events and have purchased laptops, ipads, maths and science equipment, musical instruments and other resources across the curriculum, and they also fund the image theatre productions and so much more. They make a fantastic contribution to our school.

We welcome visits and hold regular open events each term to enable you to see our happy, vibrant school at work.

I hope that you find the enclosed prospectus answers all your questions however should you require further information please do not hesitate to contact us.

Best Wishes,

A handwritten signature in cursive script that reads "Jane Bateman". The ink is grey and the signature is fluid and legible.

Jane Bateman
Headteacher

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SCHOOL VISION AND VALUES

Vision



Values:

Patience, Trust, Love, Enthusiasm, Peace, Curiosity, Thoughtfulness, Laughter, Tolerance, Respect, Happiness, Kindness, Hope, Fairness, Perseverance, Friendship, Resilience, Responsibility, Honesty, Courage

Ofsted

Inspection dates: 12–13 November 2019

Outcome Farley Hill Primary School continues to be a good school.

What is it like to attend this school?

Pupils at this school are avid learners. They are eager to gain new knowledge and improve their understanding. Leaders make sure that pupils have plenty to stimulate their interest and curiosity. Staff have high ambitions for all their pupils. They have put together a demanding and broad curriculum.



Pupils and staff describe their school as a close team. Pupils speak about this often. They believe this helps everyone to be kind. Bullying hardly ever happens. Pupils know that they should always treat each other with respect and care. As a result, pupils work and play in harmony. Everyone feels included and valued at the school. Pupils believe that they are safe and secure. As one parent wrote, 'I could not wish for a more nurturing school, which at the same time challenges my child to always want to do her best.'

A major strength of the school is the wide range of activities it offers. Pupils love the experiences that add to their learning. For example, during the inspection, Year 4 were in

full costume for their Viking Day. Pupils were buzzing with what they had learned and were also keen to learn more.

What does the school do well and what does it need to do better?

Children learn to read from the start of the Reception Year. They are taught phonics systematically. Children quickly pick up the skills they need to read words and sentences. Leaders have given careful thought to how they inspire a love of reading in their pupils. Books are plentiful and varied. Teachers read to pupils with skill and enthusiasm. In Reception Year, the teacher's torch-lit reading of a spooky story entranced the children. They answered well-judged questions which expanded the depth of their understanding. This combination of strong stimulus and high expectation is consistent in the teaching of reading across the school.

Teachers match books very carefully to the individual pupil's reading stage. This supports pupils well as they develop their skills. As a result, almost all pupils soon become fluent readers.



Teachers are well trained to provide the right support to those pupils at risk of falling behind. Leaders have a clear vision for what they want pupils to learn. Teachers have a good understanding of how what they teach fits into the big picture. They plan for the work in their class to build on what has gone before. They make sure that pupils recall past knowledge. Pupils then make connections with what they next learn. Teachers use key strategies to strengthen how pupils gain and retain knowledge. Pupils ask questions and explain what they know to each other. They take pleasure in drawing on the growing bank of what they know. For instance, a pupil in Year 3 reflected on what he had learned in his science lessons. He named different forms of rock, using the right terminology. He did this with ease and pride.

Leaders have crafted a broad curriculum. Teachers have good subject knowledge to deliver it. Together, these provide high-quality learning for all. Pupils' attitudes towards their learning are also very positive. They achieve very well at all stages in the school. Leaders know that they have a few subjects that still need additional planning. They have this in hand. Leaders understand where they need to improve staff expertise further to complete the curriculum delivery.

Adults give effective support to pupils with special educational needs and/or disabilities (SEND). They are thorough in the way they check on a pupil's progress. Staff make sure they give the right help. Teachers ensure that pupils with SEND engage in all aspects of the curriculum. This breadth of learning allows pupils with SEND to expand their knowledge well.

Leaders are passionate about broadening pupils' learning. They have ensured that pupils have a rich array of opportunities. Experts come into school to work with pupils. These have ranged from meteorologists to chefs. Leaders are clear that they want pupils to become caring and responsible citizens. As a result, they ensure that pupils have opportunities to take up posts of responsibility. There are strong links with a local home for the elderly. Through a variety of activities with the residents, pupils show respect, kindness and understanding.

Leaders and governors have achieved a great deal since the last inspection. They are driven by a desire to see each pupil succeed. Staff share this vision. They appreciate the support they receive from leaders. They say this motivates them even more.

Safeguarding

The arrangements for safeguarding are effective. Staff know pupils and their families well. This helps spot early signs that a pupil may need extra support. Staff are well



informed about what to do if they are concerned about a pupil's welfare. Governors and leaders ensure that all employment checks are properly carried out. They also provide relevant training for all staff.

Leaders have created an environment that nurtures pupils. Parents and pupils recognise this. They value the warmth and care that is given. Pupils know that adults act in their best interest. This security helps them to thrive at school.

What does the school need to do to improve?

Leaders have made great strides in strengthening the content and the coherence of the curriculum. They need to continue this work and complete the improvement in the few subjects that remain to be updated. In conjunction with this work, leaders should also continue to provide effective training for staff so that all are equally expert in what they deliver.

Disability Equality Statement

At Farley Hill School, we are committed to equality of opportunity in line with the Equality Act.

We shall endeavour to make a positive contribution to society by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves being the best they can be
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

As an employer we will not discriminate on any of the following:

- Age
- Disability
- Gender re-assignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership



Nor as a school or employer will we accept any of the following:

- Direct discrimination
- Indirect discrimination
- Associative discrimination
- Harassment
- Harassment by a third party
- Victimisation

Our pupil population has 210 pupils on role (240 from September 2022). 86% of our current pupils are White British; other groups representing more than 14.2% of the school population are any other mixed background. Pakistani, White and Asian, Any Other White Background, Black African, White & Black Caribbean, Indian, Any Other Asian Background, White & Black Other. We have individual pupils with a range of special educational needs and disabilities, and in total they represent 17% of our population.

School Equality Objectives 2020-2021

1. To have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged.
2. To identify learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well.
3. To maximise the skills and talents of pupils and staff so that they are confident, respectful and caring citizens in a diverse and rapidly changing world.

Related Policies: Anti-Bullying, Equality, SEND, Recruitment, Behaviour, Family Care, Religious Education.

The Pupil Premium Grant is:

Additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools receive funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for primary-aged pupils

Schools receive £2,345 for each looked-after pupil who:

- has been looked after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care or under a special guardianship order
- a residence order

Schools also receive £310.00 for pupils whose parents are in the armed services.

SEND (Special Educational Need and Disabilities) is:

A child who has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

School details

Address	Baston Road Arborfield Green Reading RG2 9YW
Telephone number	0118 973 2148
E-mail	office@farleyhill.wokingham.sch.uk
Website	www.farleyhillprimary.co.uk
Headteacher	Mrs Jane Bateman
Chair of Governors	Mr Duncan Hamilton
Local Authority	Wokingham Borough Council
Admission number	1 Form Entry

The school site

We were a small community primary school. We have a foundation/reception class, Year 1, Year 2 and four Key Stage 2 classes (Years 3, 4, 5 and 6).

In September 2021 we moved site to Arborfield Green (Baston Road, Arborfield Green, Reading RG2 9YW). Our new school will be a one form entry and will eventually grow to a two form entry. In later years it may become a three form entry school.

In September 2022 we opened our Woodlands Nursery for 3–4-year-olds.

The new site has two large halls, a dance studio, an amazing food technology room, the latest digital teaching tools and a multi-use games area (outdoor all-weather pitch) which the school has full use of until 5pm.

The playgrounds for the infant and junior children have play equipment and the foundation class has a separate area.

Farley Hill offers a very popular Early Drop Off Club and After School Club and has regular school activities and sports clubs.

Admissions to Foundation Stage

Statutory school age admissions are managed centrally by Wokingham Borough Council. Further details can be obtained from our school office or by contacting Children's Services, which is based at Wokingham Borough Council:

Shute End,
Wokingham,
Berkshire.
RG40 1WN
Tel: 0118 974 6245

E mail: schooladmissions@wokingham.gov.uk

Phased entry

In order to ensure a smooth transition into school, children attend for at least a morning plus lunch and an afternoon session before coming in to school full time.



Transfers to Secondary Schools

Admissions to Secondary schools are managed centrally by Wokingham Borough Council. A child transfers to Secondary school in September following his/her 11th birthday. Secondary schools our children have gone to are listed below:

Bohunt	The Holt	The Forest	Yateley
Kendrick	Reading Boys	Emmbrook	Pangbourne College
Leighton Park	Lord Wandsworth	Reading Blue Coat	Ranelagh
Sherfield	Piggott	Luckley House	Oakbank

There are regular meetings between the Headteachers and teachers to discuss transition arrangements for our children. Children are also given the opportunity to spend time and participate in exciting projects run by our local secondary schools throughout the year.

School Day

Registration	
8.45am	Whole school
10.30 – 10.45am	Break
12.10 – 1.10pm	Lunch
End of day	
3.10 pm	Whole school

Assessment

How do we assess pupils' learning?

At Farley Hill Primary we want to see every child reach their full potential, no matter what their starting point.

We use assessment to:

- *to raise standards for all*
- to motivate and involve children in their learning
- to inform and involve parents in their child's learning

The school assessment system tracks what a child can do, and what they need to do to move to make progress. It reflects the National Curriculum and allows teachers to plan lessons to address gaps in learning.

In Foundation Stage, pupils are assessed against Early Learning Goals at the end of the year. In Years 1 to 6, Farley Hill has implemented an assessment system that tracks the

children over time against the national curriculum to ensure every child is making progress.

How will I know if my child is working at their age expectation?

Teachers use a wide range of assessment information and their own judgements to determine the achievement levels of your child.

Three categories are used to report on levels of attainment:

- Working towards national expectations
- Meeting national expectations
- Above national expectations

If your child is working below the expected standard, extra support and assistance will be in place.

If your child is working above the expected standard, challenge activities will be planned and delivered.

Your child will take National tests in Year 2 and Year 6 in Reading, Mathematics and SPAG (Spelling, Punctuation and Grammar).

In Year 1 they will take a National Phonics Test.

In Year 4 they will take a National Multiplication Test.

We have Parents Evenings where we can talk about your child's learning. If at any time you have worries do not hesitate to call the School Office to arrange an appointment with the class teacher or catch them at the end of the day.



Early Drop Off and After School Club

Farley Hill School is very pleased to be able to offer our premises to an independently run Breakfast and After School Club which provides care to the children during the hours of 7.30am to 8.35am, and 3.10pm to 6pm. Please contact Barry Agar at www.basportstar.co.uk.

School Uniform

We believe that high standards of uniform are an expression of pride in our school and ask parents to support us to ensure their children are dressed appropriately. All pupils are expected to wear full school uniform. School jumpers, cardigans, and bags may be purchased from www.myclothing.com. Children may also wear plain navy jumpers or cardigans. All other items may be bought from normal school uniform suppliers.

Please ensure that all items of clothing are clearly labelled with your child's name.

For safety reasons, no jewellery, other than a watch and plain ear studs, may be worn. All jewellery must be removed before sports activities and therefore we recommend that permitted items are not worn on days when the children have PE and Games.



Children are expected to be responsible for the safety of their watches and earrings as we have no facilities to guarantee their security. For hygiene and safety reasons, long hair should be tied back (with red/white or blue hair ties) at all times. Inappropriate hair styles are discouraged.

Open toe sandals are not appropriate for school. Closed toe sandals are acceptable in the summer term. Black shoes with a sensible heel height will avoid unnecessary accidents.

<i>School Uniform</i>	
Winter	Summer
Grey pinafore dress/skirt/trousers/shorts	Red and white gingham checked dress
White blouse/shirt	Grey pinafore dress/skirt/trousers/shorts
Blue 'V' necked pullover/cardigan	White blouse/shirt
Red tie	Blue 'V' necked pullover/cardigan
Navy/grey/black/red tights or navy/grey/white socks	Red tie
White blouse/shirt	Navy/grey/black/red tights or navy/grey/white socks
Blue 'V' necked pullover/cardigan	White blouse/shirt
Red tie	Blue 'V' necked pullover/cardigan
	Red tie

Children should be encouraged to wear sensible **BLACK** footwear throughout the year. Trainers are not permitted.

PE Kit
All Children
Red shorts School t-shirt or plain navy t-shirt Trainers Tracksuits for outside wear if cold (navy/black)



Children have PE lessons in the hall in bare feet. Your child needs trainers/black plimsolls for outdoor PE sessions. Children may wear a black or navy tracksuit for outdoor games sessions during the winter. Your child will also need trainers to use on the MUGA at break/lunchtimes.

We recommend that all children bring a sun hat to school during the summer term.

The Governors fully support the school's policy that the wearing of nail polish is not permitted. All parents / carers are requested to fully support our uniform policy.

Keeping your child healthy

Water

We ask that all children bring a **named** bottle of drinking water to school each day.

Research shows that children's concentration levels fall considerably when they become dehydrated. Bottles should be made of clear plastic and have sports tops.

Children are able to refill empty bottles at any time throughout the day.



Morning break

Junior children are encouraged to bring fresh fruit or vegetables or plain breadsticks to eat at break time. Infant children receive a daily portion of fruit or vegetables free of charge to eat at break time.



Lunchtimes

Our fully trained lunchtime controllers look after the children and encourage them to join in healthy, co-operative activities. The school has its own catering The Eat Smart Café and the children enjoy amazing home cooked meals all freshly prepared.

For junior children, meals must be paid for in advance on a fortnightly or termly basis. We offer an online payment system which is very easy to register for but if you would prefer to pay by cash or cheque, please make sure that the correct money is put in a named envelope with a completed lunch menu form and handed to the school office. For further information, please contact the office. The children may also bring a healthy packed lunch in a named container.

Infant children receive a free school meal (Foundation Stage, Year 1 and Year 2).

NO NUTS OR SESAME SEEDS TO BE BROUGHT IN TO SCHOOL AT ANY TIME DUE TO SEVERE ALLERGIES.

Allergies

Children with identified allergies or food intolerances sit on a separate table in our Eat Smart Café. We cater for all types of allergies, such as gluten, fruits, dairy etc. Food is individually prepared by our Catering Manager/ kitchen and served on coloured plates. All classrooms staff, school kitchen and office have a copy of our Food Intolerances/Allergies list.

We may request that parents of children with high intolerances/allergies provide their own food for individual events involving foods, such as the end of term class parties. Parents can contact the school Catering Manager if they wish to discuss their child's food allergies or intolerances.

Free School Meals

School lunches provide a healthy, nutritious and tasty meal. Research tells us that a school lunch can improve a child's concentration. Each school lunch meets high nutritional standards set by the government.



Because of the benefits to young children's health and learning, school lunches are free for all children in infant classes. For children in year 3 and above there is a charge (currently £2.45 per lunch).

Some children may be eligible for Pupil Premium if a parent receives one of the following:

- Universal credit
- Income support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit, provided you are not entitled to Working Tax Credit* and have an annual income that does not exceed £16,190
- The Guarantee element of the State Pension Credit

If you receive any of these benefits, whatever the age of your child, please call in to the school office with your National Insurance number so a quick check can be made. If eligible, Farley Hill can claim an extra amount per year from the Government. The school will use this money to provide valuable support to your child's education such as funding for clubs, school uniform and extra support.

If you would like information and an application form for claiming free schools meals, please see <http://www.wokingham.gov.uk/schools-and-education/school-information-and-services/free-school-meals-and-the-pupil-premium/> or collect a pack from the leaflet display outside the main office. Please note this is separate to the Government Funded School Meals for all children in Foundation, Year 1 and Year 2 and that the Government will provide over £1000 to support your child's needs. All enquiries will be treated in the strictest confidence.

Health



A child who is ill cannot learn. Parents are asked to keep sick children at home. If a child becomes ill during school hours, the office will contact parents to arrange for them to be collected. We have a number of First Aiders on our staff who are always available during school hours. Asthma inhalers and spacers are stored in the classrooms and must be clearly labelled with the child's name and class and be presented in the box. Please note the expiry date on the medicine and replace when necessary. Epipens for those children who suffer from anaphylaxis are kept in a secure and accessible place. All staff are trained to administer

this type of medicine in an emergency. Special arrangements can be made for children who need long term medication.

Absence from school

If your child is absent from school for any reason, please inform the school before 9.30am.

If we have not been notified, we will contact you to ensure the absence is recorded accurately. This can be done via email or telephone (please leave a message if outside school office hours). If we do not get a response after a number of calls we will contact the second emergency contact. If we still cannot make contact, a home visit will be made and the emergency services may be called for assistance.

Please remember that children must stay away from school for 48hrs after the last episode of vomiting and/or diarrhoea. This is following advice from Public Health England.

Lateness

Registration closes at 8.50am. If a pupil arrives after registration but before 9.15am he/she will be marked late. If a pupil arrives after 9.15am without prior notification, he/she may be marked as unauthorised absence.

Pupils who arrive after registration should report to the school office where they will be signed in, in the late Book. School registers are monitored by school very closely and any concerns will be discussed and followed up as appropriate.

Family holidays during term time

Wokingham Children's Services and the Department for Education have advised schools to only authorise leave of absence/holidays in **exceptional circumstances**; hence Farley Hill will not approve any absence in term time, except in such circumstances. It is expected that pupils attend school every day; therefore, taking your child away during the school term is detrimental to educational progress and will be classed as unauthorised.

All Leave of Absence requests must be completed and returned in advance either via the school office **at least one week** before the requested absence. The school will endeavour to respond to your request within 2 working days.

Please be aware that information regarding unauthorised holidays that are taken in term time, will be passed to our Education Welfare Officer and a Penalty Notice may be issued by the local authority without further warning. Payment of a Penalty Notice within 21 days is £60, or within 28 days is £120. Penalty notices are issued to each parent per child. More details at <http://wsh.wokingham.gov.uk/learning-and-teaching/welfare/penalty-notice/> or from the Education Welfare Service.

The governors and staff at Farley Hill strongly recommend parents/carers book family holidays to coincide with school closures, as lengthy periods of absence are proven to be detrimental to a child's education.

For more information, please read our Attendance policy which can be found on our website or contact the School Office for further information.

Keeping your child safe

Child Protection

Your child's safety is a priority and the staff and Governors rigorously review safety procedures to ensure policies and safeguards are in place to protect and promote the welfare of children and staff. These safeguards include a child protection policy and procedures for dealing with issues of concern or abuse. If you have any concerns, please speak to the designated child protection Officer who is the Headteacher and in her absence, the Deputy Headteacher. The Chair of Governors or safeguarding governor can also be contacted to discuss any concerns. All matters will be taken seriously.



Parent/Carer details

We regularly review our safety procedures; however, parents must keep the school informed of:

- Change of address or telephone numbers
- Your child's medical details
- Changes to an emergency contact number



Security in School

We ask all visitors to enter the school through the main reception area. During the school day all gates will be locked and entry to the school building is via a gate entry system.

All visitors must sign in at the reception and are asked to wear a lanyard which is then collected as they leave the building. You will be asked to leave your mobile phone in the school office. All staff are vigilant and will question anyone who is not wearing a lanyard on school premises.

We have an emergency plan in place which provides guidelines in the case of an emergency. Of course, we hope never to use these measures but you will appreciate the importance of having procedures, just in case.

We rely on our local community in supporting us in keeping our school a safe place. We ask our neighbours to keep us informed if they see anything suspicious and alert us to anything unusual that they see.

Adults who regularly help in school are CRB/DBS checked. All external organisations i.e. sports coaches, etc. are also CRB/DBS checked. The school follows rigorous safeguarding procedures when employing staff to work with our children.

Safeguarding

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Farley Hill Primary take this responsibility very seriously and prioritise the welfare of children and protect them from harm.

At Farley Hill Primary, the designated safeguarding officer is the Headteacher. As part of this role the officer will safeguard children's wellbeing and provide support to staff members to carry out their safeguarding duties.

Support services

The Educational Welfare Officer acts as a liaison between home and school. The Educational Psychologist advises the school and parents of a child who is experiencing difficulties in social and/or academic progress. Parents will be consulted should the school feel it appropriate to involve these agencies.

Working with other agencies

We have close links with a number of agencies in Wokingham Borough. The Headteacher is the designated person for child protection. If an issue is raised of a child protection nature, the adults concerned will usually be informed depending on the nature of the referral. However, in some cases direct contact might be made with social services.

We recognise that all families have times of crisis and might need the support of professionals. We encourage our families to let us know if they are experiencing difficulties and we will do our best to put them in contact with the relevant agencies.



We believe that an open and honest partnership with our families is of great importance. Problems at home often manifest themselves in school and vice versa. Communication is vital so that we can support the child concerned. Please let us know if events at home might affect a child's behaviour and emotional well-being in school.

Broadmoor Hospital

In the unlikely event of an escape from Broadmoor Hospital, we follow the emergency procedure laid down by the Local Authority. The building will be secured and school will operate as normally as possible. Until the emergency has been resolved, pupils will be kept in school over break time and lunchtime. Should the emergency extend to the end of the afternoon, no child will be allowed to leave the safety of the school premises unless collected by a parent or a responsible adult known to the staff. In this event, parents should not telephone school or try to collect their children other than at the end of the morning or afternoon sessions. We will contact the parents of any child who is absent from school, to confirm their safety.

The internet and Use of visual Images

We have an e-safety policy and restrict access to the internet. We ask parents to give consent or let us know if they object to their child's photograph being used on the school website, by the Local Education Authority or by local newspapers.

Although the use of camera's and video equipment is not banned, we ask parents to be sensitive to the taking of photographs during performances and any photographs must not be posted on social media. The school has adopted a comprehensive e-safety policy which is available on our school website.



Anti-Bullying Procedures

Farley Hill will challenge all forms of bullying to improve the safety and happiness of its pupils and makes it clear to bullies that anti-social behaviour is totally unacceptable. Bullying is not a serious issue at Farley Hill and a copy of the school's behaviour management and anti-bullying policies are available on request or can be found on the school website.

Helping Your Child Enjoy and Achieve

Reports

Parents receive an annual report every July, which summarises the child's academic and social progress over the school year. Parents are invited to make comments and return the slip to the school.

Curriculum

Foundation Stage

As first educators of your child, you are vital in the partnership between home and school. Throughout the Foundation Stage your child will be working on all 7 areas of learning to achieve their early learning goals.

Farley Hill supports children in four *specific* areas, through which the three prime areas are strengthened and applied.



The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

Our educational programmes involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, investigating simple addition and subtraction problems in real life situations; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment, both on a local and more global scale.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Stages 1 and 2 curriculum

The school is passionate and works hard to provide a broad, balanced and challenging curriculum for all pupils. The National Curriculum sets out what is to be taught to Key Stage 1 and 2 pupils. Further curriculum information is available on the school website. www.farleyhillprimary.co.uk

The high standards achieved by pupils at our school have been recognised by the local authority and Ofsted.

Assessment

Children's work is continually assessed, allowing teachers to monitor progress and evaluate needs. Work is planned according to the requirements and abilities of the child. In most curriculum areas, children work in a variety of groupings and individually, depending on the task.

Mathematics

Lessons cover maths skills such as: counting, using number facts, calculating, understanding shape, measuring and handling data. Opportunities are provided for the children to apply their skills in a variety of 'real life' contexts and in problem solving activities. Emphasis is also placed on the teaching of mental calculations. The children are encouraged to work with speed and accuracy and explain the mental processes involved in these calculations.

English

English lessons cover the mechanics of reading and writing, including spelling, grammar, handwriting and punctuation. The school understand that writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners.



Writing involves a set of complex skills that will not develop without structured teaching and practice.

Throughout the School the children use a variety of texts to gain more knowledge about how to improve their own writing. The more you read the better you write. Texts in English are linked to topics.

We have a high expectation of the use of the core skills of Vocabulary, Connectives, Openers and Punctuation. We value writing and work hard to achieve high standards for all our children, within a positive writing ethos.

French

We recognise that it is an important entitlement for all Key Stage 2 children to learn a second language. All classes have regular French lessons providing a stimulating and well rooted foundation for language learning in Secondary Schools. The curriculum consists largely of speaking and listening activities, including songs and games.

Science

Science is taught using the Programmes of Study from the National Curriculum.

Children gain experience of scientific experiments and the investigation process.

These are designed to encourage the development of scientific thinking, supported by sound concepts, knowledge and skills in order to enable children to develop a greater understanding of the world around them.



Computing

Technological development makes the world around us an exciting place where distances and circumstances maintain few barriers to the journeys of enquiring minds. Farley Hill Primary school's computing vision is based on a need to prepare our children for a rapidly changing world where children develop the skills needed to access and manipulate technology both today and in the future.



The use of technologies will enrich the experience for all pupils and resources will help create an environment where the use of digital technology is regarded as an integral part of our everyday practices and administration management; where opportunities can be explored in safety and confidence.

Our aim is:

- To prepare our pupils and staff to be "lifelong learners" with the confidence and ability to develop their skills and understanding when meeting new challenges
- To enable our pupils to be confident, competent, and independent users of ICT and computing
- To empower our pupils to make good choices on how to support their own learning
- To provide opportunities for pupils to apply and consolidate their capability across all curriculum contexts
- To enable our pupils to be digitally literate and understand the digital world around them
- To provide an environment where access to ICT resources is natural and commonplace
- To allow staff to develop professionally so that they have the necessary training to deliver an up to date curriculum
- To use technology to promote links with the wider community
- To use technology to widen experiences and make connections with the wider world
- To keep pace with educational developments in ICT and have a commitment to teachers having the necessary tools to do their job effectively
- To ensure that children are aware of the possible risks when using the internet
- To offer advice to parents on how to protect their children within online communities
- To minimise the environmental impact of the ICT strategy

Historical, Geographical and Social Understanding

The historical aspects of this area of the curriculum are aimed at developing the children's understanding of how the world has changed and the influences of the past upon the present. Pupils work with a wide range of evidence, including pictures,



artefacts, film and written sources. They investigate this material, form ideas and judgements about the past and communicate their developing knowledge and understanding in a variety of ways.

The geographical aspects of this area of the curriculum are concerned with the study of places and the human and physical processes which shape them. It helps pupils to make sense of their

surroundings in the wider world. Off-site visits are arranged to expand their knowledge and experience. Our local area is a rich resource which is studied throughout the Key

Stage. It is then compared with other areas of our own country, Europe and the rest of the world.



Religious Education

In RE, we follow an enquiry based curriculum which seeks to develop children's knowledge and understanding of Christianity and of the other major world religions. Children are encouraged to reflect upon the meaning behind stories, festivals and religious observances, and to relate this meaning to aspects of their own lives. Parents have a statutory right to withdraw their children from Religious Education and/or Collective Worship, and should inform the Headteacher in writing if they wish to exercise this right. In these circumstances, we encourage parents to send in appropriate alternative work for their child; usually materials provided by the faith community to which the family belongs.

Music

Music plays a valued role in the life of our school, and all children participate in musical activities. Curriculum music takes a variety of forms, ranging from learning to interpret existing music, to composing simple pieces individually or in groups. Year 4 are given the opportunity to learn an instrument for the year and this is facilitated by Berkshire Maestro's.

Our choir performs in joint musical ventures within the community and other schools in the area. Visiting peripatetic teachers offer a wide range instrumental tuition.



Art

We view art as a means of deepening each child's creative understanding. Our aim is to further aesthetic appreciation and development. Children are taught a range of techniques and use a variety of materials to help them to appreciate the possibilities when working with different media. Through display, we make our learning environment stimulating and pleasant. We celebrate children's own work, as well as aiming to heighten their visual and tactile awareness.

Design Technology



Children learn to think purposefully and creatively to solve practical problems. Initially they focus on designing and creating models/equipment to meet a stated design brief. Within the safe environment of the classroom, the children then gain practical experience of the disassembly and assembly of models using a range of materials and tools. Finally they reflect upon and evaluate their designs to make sure the model/equipment is ultimately fit for purpose.

Physical Education

Farley Hill prides itself on offering an outstanding range of activities, resources and skilled teaching. The school is committed to developing healthy and active children through excellent P.E provision. We aim to develop a life-long enjoyment of all forms of physical education by introducing the children to a wide range of activities. All pupils are taught the skills of football, hockey, tag rugby, netball, cricket, rounders and dance. Athletic activities are offered during the summer months and Year 4 children participate in swimming lessons. Children are encouraged to represent the school in team sports and play against other schools regularly. Indoor activities include gymnastics and dance. Outdoor and adventurous activities take place throughout the Key Stage, both on and off site.

KS2 children run the mile three times a week and the younger children in KS1 run part of it.

Cross-Curricular Weeks and Days

We regularly hold whole school cross-curricular weeks and days based around a central theme. This year Arts Week was about different decades.

Extra-Curricular Activities

At Farley Hill we aim to maximise every child's potential through the provision of extra curricular opportunities and we provide an impressive range of extra activities that we are very proud of, in particular sport. The school enjoys sport. Further opportunities are available for the children to develop other interests including music with the school choir,

Multisports, Computer club, Maths club, Tennis, Chess club, Judo, Street Dance, Writing and Scooter/Laser Tag. Clubs sometimes change according to the children's requests.

Personal, Social and Health Education

At Farley Hill, children are encouraged to understand the part we each play within our school, and the wider community, and the value of co-operating and caring for one another. There is a great emphasis placed upon developing spiritual, moral, social and cultural awareness within the school.



Children are taught:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- to develop these beliefs in ways which are personal and relevant to them
- skills and attitudes, such as decision-making, self-control, consideration of others, having the confidence to act in accordance with one's principles and thinking through the consequences of actions
- a basic moral philosophy and the skills of analysis, debate, judgement and application to contemporary issues.
- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others' actions

- a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- to develop an open and safe learning environment in which pupils can express their views and practise moral decision-making

Our School Parliament plays a vital role in the decision making of the school and meets regularly. Representatives are elected by their classmates at the start of the academic year. They meet at least once a month and report back to their teachers and classmates regarding their work. The School Parliament are consulted on issues such as pupils' feelings and opinions about school matters, presenting their ideas to staff and governors. In assemblies and PSHE lessons, we follow a theme common to all year groups. There are weekly Circle Time sessions, in which children have the opportunity to spend quality time together as a class, discussing issues which affect them.

House Captains and Vice Captains

Year 6 children are given the opportunity to work alongside classes throughout the school and are asked to use their leadership skills to run events and also to act as role models for learning.

Health Education and Relationship Education

Health Education is taught as part of PSHE and Science. The topics covered are taught at a level appropriate to the age and understanding of the children.

Caring for Others

Our school ethos fosters a caring attitude to others beyond our school community. Each year, the children and school fundraise for different charities and support those which our children and families are involved or benefit from.



Charging and remissions policy

Visits are usually planned in conjunction with topic work to enrich the learning experiences of the children and to stimulate further study. Parents may be asked to make contributions for a visit organised by the school. Although no child will be excluded should a voluntary contribution not be made, the school reserves the right to determine whether the voluntary contributions are sufficient to enable the activity to take place.

If children go on a residential visit, a charge is made to cover the cost of board and lodgings. The Governors will apply the statutory minimum remission to any charges which they make that is in respect of pupils whose parents are in receipt of Income Support. Any further remission charges will be at the absolute discretion of the Governors.

Special Educational Needs

The school seeks to address the continuum of provision for children with special educational needs and a differentiated curriculum is offered to ensure that all children will have equality of opportunity and be given access to a broad and balanced curriculum.

The school's policy for Inclusion sets out our aims and objectives, including clear procedures for the identification and support of pupils with Special Educational Needs. Our SEN oversees this provision and our team of teaching assistants work alongside the teachers to provide individual and small group support. If necessary, we seek further advice from outside agencies.

Pupils with Disabilities

The school makes every effort to ensure that disabled pupils receive equal opportunity. The school's Access Plan, in response to the Disabilities Act 2002, was put into place in September 2009. There is disabled car parking and access to all areas of the building. We also have suitable toilet and shower facilities.

More able pupils

More able pupils are those who master different areas of the curriculum. The school identifies and monitors their progress to ensure that we have sufficiently high expectations of them. Differentiated activities are planned to ensure that their special abilities continue to develop throughout their time at Farley Hill.



Working together

Home School Links

We encourage parents to help in school with a wide range of activities. Details of events and activities in school are published in the newsletters and on the school's website. We hold Parents' Evenings in the Autumn and Spring term and a written report is sent home towards the end of the Summer Term. We value feedback and as part of our continuous school monitoring and evaluation, we send out parent surveys annually.

Farley Hill PTA

Our Parent-Teacher Association works extremely hard to raise money for the school. Becoming an active member of the organisation will directly benefit your child and give you the opportunity to become involved in the life of the school. If you would like to find out more about the work of the PTA please email your interest to pta@farleyhill.wokingham.sch.uk.

Links with Local Schools

There are links with local schools where staff work collaboratively on professional development activities to enhance the teaching and learning within the classroom. Pupils also participate in community events together to forge relationships. We also have strong links with local secondary schools.

Parish Links

Our school has close links with the local parish and see the church as a valuable resource. Weekly assemblies take place with either the local Reverend or Pastor leading collective worship.

Helping with clubs

If you have a particular expertise in any of our clubs and are able to share it with the children, please contact the school.



Helping you

We also like to think that we are here to support you if the need should arise. A brief chat with the Headteacher or class teacher may help to alleviate a concern or if appropriate we could put you in touch with the relevant support agency.

Letting you know

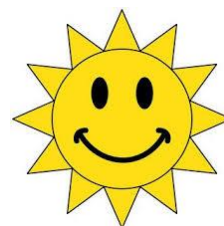
We send out regular newsletters with information about school dates and events. Our website includes further information about our school.

Parents are automatically set up on our school email/text message system once a datasheet has been returned to the school. This system ensures you receive all relevant information relating to your child and our school.

Success and wellbeing

Listening to our children and parents

We believe that it is very important to consult with our children and parents on a regular basis. During the evaluation cycle, children are asked to talk about their learning and also to complete a questionnaire which helps us to understand what helps them learn.



Visiting School

We welcome parents at Farley Hill at any time throughout the year and we also hold formal opportunities for you to visit the school and discuss your child's learning.

Autumn term- Meet and greet consultation evening – a chance to meet the teacher and find out about the year ahead. Parents' evenings for all year groups.

Spring term-parents evening for you and your child to discuss progress.

Summer term- full written reports.

The Headteacher is also available at any time.

If you are not happy

Please do let us know! Should any parent wish to raise a concern about their child's wellbeing or progress, the first step should be to inform the child's class teacher. The majority of concerns are resolved in informal discussions at this level. Should this not be the case, parents are welcome to make an appointment to see the Headteacher or the Deputy Head. In the unlikely event that an issue is not resolved to your satisfaction by the school, then the matter should be referred in writing to the Chair of Governors. For more details please refer to the Complaints Policy on the school web site.

