

Welcome to Highfield Primary School



HEADTEACHER: Mr D Glyn-Jones

CHAIR OF GOVERNORS: Mr H Daniel-Sam

Highfield is a popular school with an excellent reputation that is valued by the local community. It was opened in 1935, and an extensive new build creating 5 classrooms, an ICT suite and Library was completed in November 2012. We accommodate 60 children in each year group across 15 classes. Many of our pupils are children and grandchildren of former pupils and we see our school as an extended family, serving the Farnworth community.

Our school promotes a sense of belonging for pupils and staff alike. The focus on first hand experiences to enhance and secure achievement develops curiosity, creativity, reflection, resilience and learning, skills that all serve to underpin Highfield's success.

Highfield is dedicated to achieving excellence through a stimulating and well-resourced environment, enthusiastic and committed staff, raising self-esteem and awareness of others, and encouraging respect. Above all, we believe that in order to achieve the best for each child, it is imperative that we work closely in partnership with parents and children to nurture and support them during their years at Highfield.

Our good work has been confirmed through several awards: The Basic Skills Quality Mark (three times), Healthy Schools Plus, Eco School Green Flag Award, School Games Silver Award, Platinum Green Tree Award, Leading Parent Partnership Award, Musicmark and Healthy Minds UK certification.

At Highfield, we endeavour to create a warm, friendly atmosphere in which everyone feels at home and where the uniqueness of every individual is recognised and valued. We set high expectations for all pupils in both work and behaviour, encouraging them to achieve their very best and to discover their own strengths and talents. We make curriculum provision for all levels of ability, ensuring that all the children experience success. Pupils also have the opportunity to take part in a wide range of educational visits and extra-curricular activities.

Parents, staff, governors, children and a range of outside agencies work closely together to ensure the quality of education offered. The school maintains close positive links with those it serves, and enjoys the confidence of its community. Regular 'newsletters' and current information is sent home to parents via letter, text, email, the website and the school noticeboard.



What OFSTED say about our school

Highfield was inspected by OFSTED in February 2017. These are some of their key findings:

"This is a good school. The headteacher and deputy headteacher provide strong leadership."

"The staffs moral purpose in striving for the best outcomes for all pupils is evident in the caring and nurturing environment that permeates throughout Highfield."

"Committed and caring staff provide high-quality education. They use good subject knowledge and the broad and balanced curriculum to engage pupils in their learning."

"Positive and warm relationships between staff and pupils are a strength of the school."

"Parents and carers are very positive about the care and quality of education their children receive and strongly recommend the school."

"The quality of teaching is good, work is matched well to pupils' needs and lessons are exciting and engaging."

"The behaviour and safety of pupils is outstanding. It is exemplary in lessons and strongly contributes to the effectiveness of teaching."

"The school's work to promote pupils' personal development and welfare is outstanding."



The Highfield Team 2021-22

The Governors

Mr H Daniel-Sam	Chair/Co-opted Governor
Mr L Kirkpatrick	Co-opted Governor
Dr R Crossley	Co-opted Governor
Mrs G Barlow	Co-opted Governor
Mrs S Kennington	Co-opted Governor
Miss L Boardman	Local Authority Governor
Mrs R Kerr	Co-opted Governor
Mr P Booth	Parent Governor
Mrs C Walsh	Parent Governor
Mrs A Ward	Teaching Staff
Mr D Glyn-Jones	Head Teacher

The Teachers

SENDCO & SEND Teacher Miss V Barrera

RH	Mrs E Vast
RF	Miss D Harvey
1H	Mrs H Thornley
1F	Mrs L McCabe
2H	Mrs A Ward
2F	Mrs C Marsh / Mrs L Talbot
3H	Miss J Chesterton
3F	Miss D Smith
4H	Mrs J Clarke / Miss S Weller
4F	Mrs A Campion
5H	Mrs K Hutton
5F	Miss J Pounder
6H	Mrs F Cramer
6F	Mrs K Stark
6D	Mr M Clegg

The HLTA's

Mrs Y Clemson	Mrs S Kennington	Miss E Walker
Mrs M Walker	Miss A Fairclough	

The Teaching Assistants

Mrs L Aimson	Miss L Bradley	Mrs J Compton
Mrs J Deakin	Miss L Fairhurst	Mrs L Fowler
Miss S Hanif	Mrs J Harper	Mrs V Harris
Miss L Horrocks	Mrs D Johnston	Mr H Kotwal
Mrs M Millett	Mrs J Rannard	Mrs A Roelofse
Mrs S Ryder	Mrs L Sawyer	Miss S Taylor
Mrs N Stopforth	Mrs C Tinsley	Mrs S Wakes

School Business Manager

Mrs L Greenwood

Office Manager

Mrs D Howarth

Senior Office Administrator

Mrs L Cardwell

Site Manager

Mr P Consterdine

Catering Staff:

Mrs P Dawson	Catering Manager
Miss J Cooper	Deputy Catering manager
Mrs P Derbyshire	General Assistant
Miss S Hinegan	General Assistant
Mrs A Johnson	General Assistant

Lunchtime Supervisory Staff:

All of our TAs contributes to the supervision of pupils at lunch times. In addition, we also have:

Miss A Ball, Miss M Eden, Miss M Everill, Mrs M Hamer, Mrs D Patel, Mrs S Smith, Mrs D Steventon, Mrs L Grice, Mrs L Sykes

<i>T</i>	<i>ogether</i>
<i>E</i>	<i>veryone</i>
<i>A</i>	<i>chieves</i>
<i>M</i>	<i>ore</i>

Values Statement

As a school community we believe that 'happy children learn well'.
In order to learn and grow we need to be:

Ready Respectful Safe

Ready

- To get to school on time every day
- To have all the things I need for each lesson
- To listen
- To learn

Respectful

- Follow all instructions when asked
- Listen to what other people say, speak politely to others and always use good manners
- Own up to mistakes and make them right. If you are wrong, then own up, say sorry and move on!
- Take care of each other, the school environment and equipment

Safe

- Follow all rules to keep myself and others safe at school and at home
- Be in control of my actions and do the right thing
- Tell an adult I trust if I feel unsafe



Our Curriculum Intent

Our aim is to provide our children with an engaging, creative and enjoyable curriculum that equips them for today and tomorrow.

At Highfield Primary our planned curriculum has been designed to meet the diverse needs of all the children in our school community through:

- Investigation and enquiry using first hand experiences underpinned by knowledge, skills and vocabulary.
- Building on prior knowledge.
- Provide the children with social and emotional skills to become good citizens.

At Highfield we believe that 'happy children learn well.' Child and adult wellbeing is at the heart of everything we do. We are a family.

We use our Highfield values (Ready, Respectful and Safe) to promote positive behaviours and attitudes to learning.

We equip our children with a thirst for new knowledge and experiences, with the drive and enthusiasm to become lifelong learners.

Our Growth Mindset approach instils resilience, perseverance, self-worth and an ability to learn from our mistakes.

Community involvement is an integral part of our curriculum, welcoming families and visitors to facilitate learning new skills and sharing experiences.

Children leave our school with a sense of belonging to a tightly knit community. They have the confidence and skills to make good choices and friendships.

The curriculum consists of many planned experiences in school and out, including lessons, topic days, assemblies, clubs, sports, trips and visits, workshops, residential, fund raising, and community work. Outcomes may be designed to meet the requirements of the National Curriculum but also to develop the skills needed for learning and for life.

Our curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term, where appropriate. We have designed a curriculum that builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school. In order to ensure that progression and balance is maintained, the detailed programmes of study are then turned into half-termly medium-term plans. Teachers then translate these plans into smaller units – weekly, daily plans where the specific needs of the learners are addressed. We are developing ways of assessing children's needs and measuring impact on progress and attainment and, as such, teaching is carefully tailored to meet the needs of all the children.

Our Curriculum Implementation

Reading

Reading is at the heart of the curriculum and impacts on all learning. Our aim is to teach children to become confident and competent readers by learning how to word read and by developing comprehension skills, which they can apply across the curriculum, as well as a life-long love of

reading for pleasure. Parents are actively encouraged to be involved in their child's reading journey throughout their time at Highfield. In Early Years and KS1, they are invited to Stay and Read activities and reading workshops.

Children read in school independently, in guided groups and as a shared class session. They listen to adults and other children read a variety of non-fiction and fiction texts and Mystery Reader has been introduced to Year 1 to enthuse children with a love of reading. Early reading is taught using synthetic phonics (RWI) where pupils are systematically taught the phonemes (sounds), how to blend the sounds for reading and how to segment the sounds in order to write words.

High frequency words are also taught through spelling in class and at home. Spelling patterns are introduced and reinforced through Spelling Planet in Year 2.

During the current COVID pandemic we have purchased an excellent online reading scheme called 'Bug Club Independent' which children access electronically at home. Under normal circumstances, reading books are changed regularly and children are exposed to exciting reading material through home-school readers and library books.

Throughout KS2 we use Reciprocal Reading to promote a dialogue for the purpose of jointly constructing the meaning of the text, understanding of key reading skills and enabling children to comprehend what they have read, across a range of text types.

Writing

Writing is an essential part of our curriculum offer and very important at Highfield. We provide children with lots of wonderful inspirational opportunities, which encourages them to enjoy writing, and excellent teaching and support to ensure children make good progress.

In EYFS children learn how to hold a pencil properly and begin to form letters, words and sentences. We explicitly teach joined handwriting from Year 2 onwards, and pen licences are awarded from Year 3 onwards. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include letters on topical themes and performance poetry and speeches.

Maths

At Highfield, children study mathematics daily covering a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics.

The National Curriculum aims to ensure that all pupils become fluent, reason mathematically and can solve problems. A high quality Mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

All children are catered for within the maths lessons ensuring that all staff offer the necessary support and challenge for each individual to make progress. We ensure that maths is taught in creative, engaging and methodical lessons using a wide array of maths manipulatives to aid and support our children in their learning. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention, including the use of precise questioning to test conceptual and procedural knowledge.

We offer our children a wide range of exciting activities to challenge and inspire. Our staff aim to encourage the deepest of learning for our children so that their knowledge can be transferred and applied in many contexts including other subjects e.g. science and art and their everyday lives.

Maths is widely promoted across the school and our classrooms have working walls that the children can utilise to support their learning and provide extra challenge.

Our aim is to ensure that the three core areas of the national curriculum are covered in all our lessons: fluency, reasoning and problem solving. We offer the children the opportunity to have varied and frequent practice of their maths skills with the focus on their ability to recall and apply their knowledge rapidly and accurately. Reasoning is a key area in all our lessons as our children need to be able to describe, explain, convince, justify and prove to be successful in this subject.

Mathematical vocabulary is an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas

within this subject.

We hope to build problem-solvers of the future and build resilience in our children; essential skills they can use in all aspects of their learning.

Science

At Key Stage 1 pupils develop their knowledge of the world around them by collecting evidence to help them to answer questions. Learning is carried out through first hand practical experiences and scientific research. Children use a range of scientific vocabulary to describe how they are thinking and what they have found out. They begin to make choices within investigations and talk about if it is fair. Children share their ideas and findings using drawings, charts and tables with the help of ICT when appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. Children are encouraged to plan their own investigations and to identify the variable they will change and the variables they will keep constant. Children will decide on what they will measure or observe during their investigation. They can also have opportunities to choose how to record their findings including diagrams, tables, charts and ICT to communicate their ideas. Scientific language is embedded throughout all lessons.

Computing

Computers and other IT can help pupils make accelerated progress. We support pupils to develop their skills such as researching, typing, editing and art skills. Then we use those skills in cross-curricular work. When Computer programming we use various resources such as Beebots, Logo, Scratch and 2code.

Religious Education

Religious Education at Highfield is based on the agreed SACRE syllabus. It is an entitlement for all children to learn about our world religions and by the end of Key Stage 2 pupils will have touched upon all of the six major world faiths. Religious Education will support our children in reflecting upon and developing and affirming their own beliefs, values and attitudes.

We understand that parents and carers have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education.

SMSC (Spiritual, Moral, Social and Cultural Education) is at the heart of everything we do at Highfield. We use the Jigsaw PSHE Schemes of work, which promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Children also learn about being me in my world, celebrating differences, dreams & goals, healthy me, relationships and changing me. We also follow the Growth Mindset approach, which rewards effort and attributes success to practice and determination.

Foundation subjects

History at Highfield is designed to inspire the children and provide them with first hand experiences through the use of primary and secondary sources and visits. A broad and balanced curriculum ensures that all major events and significant periods are taught.

Geography focuses on a developing knowledge of the UK and the wider world. Environmental issues are taught with sensitivity and children begin to understand physical and human characteristics of different places. Mapping skills, fieldwork and enquiry are crucial aspects of our curriculum.

Design and Technology is a subject where our pupils are involved in designing, making and

evaluating a range of products using different materials and tools. Projects are often linked to topics to ensure they are relevant. It encourages children to become independent, creative, problem-solvers and thinkers as individuals and part of a team.

In Art, children have opportunities to draw, paint, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practise them and produce individual and group work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

Music and drama are a key part of our curriculum offer. We currently have Bolton Music Service visiting school each week to teach Years 4 children to play a brass instrument and Alfa Music working across school providing singing, performing, samba and steel pans. Performing and visual arts also play a significant part within our curriculum with a Christmas nativity for Key stage 1, a carol concert for KS2 and a summer musical production for Y6, often drawing upon staff expertise. We teach guitar and tenor horn as well as our popular choir which perform at local concerts throughout the year.

A Modern Foreign Language (Spanish) is enjoyed across KS2. We employ a specialist Spanish teacher who visits us every week from Canon Slade to provide language learning to our Key Stage 2 classes. This specialist tuition would not be possible without close ties to our secondary school and this benefits our staff by providing valuable CPD which they put into practice.

Physical Education is where our children participate in all activities supported by partnerships with Rees Sport and EdStart and a qualified Dance teacher. The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools.

In Years 4 & 6, children have the opportunity to go on a residential course for outdoor activities. Children have swimming lessons in Years 4 & 5, and Year 6 non-swimmers receive additional lessons.

Extra-Curricular Clubs are very popular, and there are a variety of clubs available for Reception, KS1 and KS2 pupils. These include football, netball, multi skills, cricket, JagTag, street dance, Lego, KS1 and KS2 athletics, dodgeball, gymnastics etc. Our Daily Mile track is used by all children to extend physical activity and support concentration in class. We have well-staffed and equipped playgrounds, a sports field, woodland and an Outdoor Area specifically for the Reception children. Our Year 5 children can choose to become Play Leaders to younger children, creating and supporting games on the playground.

SEND

At Highfield we are committed to equality. We are committed to providing an education that includes and stimulates all children regardless of their background, personal circumstances or special educational needs. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities.

We aim to:

- Work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children who need additional support (whether educational, social, physical or emotional).
- Give every child the entitlement to a sense of achievement.
- Regularly review policy and practice in order to achieve best practice.

Our Curriculum Impact

At Highfield we strive for all pupils to achieve their maximum potential, by having high expectations and excellent standards. Our children make good progress from their individual starting points and by the end of Key Stage Two, achieve very high standards when compared with national and local results. Our stimulating curriculum teaches core skills in English, Maths and Science whilst actively promoting all other curriculum areas. It is reassuring for parents to know that we have a proven track record of supporting children successfully to meet their full potential across the curriculum. Our children enjoy lessons and we believe this early love of learning stimulates children to become life-long learners.

Our work on promoting social skills including good manners, resilience, self-awareness, consideration and cooperation throughout the curriculum enables most children to become fantastic role models and the very best version of themselves.

Monitoring Impact of the curriculum

At Highfield children are assessed every lesson which helps the teacher plan the next steps to be taught. At the end of each term, assessment data is gathered and progress is checked by the SLT alongside subject leaders. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.



Admission Procedures

The policy for admission to community and controlled primary schools for 2020-21 is as follows.

All parents will be provided with a preference form on which they will be asked to express 3 preferences in order of priority for a primary school. If the school is over-subscribed the following criteria will be applied in priority order:

1. Children who have a Statement of Special Educational Need stating the preferred school.
2. Children in Public Care (Looked After Children).
3. Children who will have older siblings in Reception to Year 5 of the preferred school at the date of application. Older children from the same family unit, attending a particular school, can be considered to “qualify” a younger child under sibling link criteria, provided proof is available to demonstrate that the children are permanently resident at the same address and part of the same family unit.
4. Children who suffer from some medical condition or disability, which makes it better for them to attend that school rather than another.
5. Proximity (where you live).

The school is currently full all age groups. Government legislation states that KS1 classes must not exceed 30. Governors are resistant to increasing class sizes at KS2. Information about the Appeals procedures can be obtained from Children’s Services, Paderborn House, Bolton.

HAPPY CHILDREN LEARN WELL!



The Role of the Governors

The Governing Body is responsible for the policies and overall development planning for the school. Working through the head teacher and the staff, the governors encourage and support the work of the school, ensuring that the finances are well managed and that the education and personal welfare of the children are kept under regular review.

There are currently eleven governors, two of whom are parents. Governors are appointed for a period of four years. When vacancies for parent governors arise, all parents have the opportunity to participate in the nomination and voting processes.

The full Governing Body meets at least once a term. A lot of the developmental work is managed by the Standards and Resources sub-committees, which meet regularly throughout the year. We have link governors for many curriculum areas as well as for Safeguarding and Child Protection. Highfield governors are very committed to the school and closely linked with the local community.

Pastoral Care

Highfield is a large primary school but very caring. It is widely known and respected for its commitment to pupil welfare and multi-agency working. The well being of the children is of vital importance if they are going to enjoy school and make progress.

Sometimes personal circumstances affect achievement in school, so it is very helpful if parents keep us aware of any home issues that might be troubling a child. Because of our day-to-day dealings with children, we are well placed to observe changes in attitudes or behaviour and to support the child who is coping with difficulties.

Parents should be aware that we are required by law to inform Social Services if we feel that a child is suffering or at risk of significant harm.

EVERY CHILD MATTERS!



Attendance

At Highfield we use an electronic pupil registration system that submits data to the Local Authority on a weekly basis. It is, therefore, vital that we are informed promptly about reasons for absence.

Please inform school by telephone on the actual day of your child's absence.

Visits to the doctor or dentist should, wherever possible, be arranged outside of the school day.

The school attendance rate for 2019-20 (up to 20/3/20) was 96.1%

The authorised absence rate is 3.5%

The unauthorised absence rate is 0.4%

Parents are asked to note that school does not authorise term time holidays, except in "exceptional" circumstances. Permission must be obtained from the Head Teacher. Parents are required to complete a "holiday" request form and provide evidence. Absences are recorded as authorised or unauthorised depending upon individual circumstances. **No leave of absence will be authorised during the SATs period, when school tests are being administered in May and June, or for children whose attendance has fallen below 95%.** Statistics about holidays during term time are held by the school and the LA.



Behaviour and Discipline

AIMS:

- To develop self - discipline in each pupil
- To provide a quality learning environment for all children
- To be encouraged to develop a standard of behaviour acceptable to peers and society in the widest sense.

Children at Highfield have a clear understanding of the good attitude and behaviour that is expected of them at all times. We constantly promote positive relationships and teach the children to show care and concern for others. Parents support the school in its task of maintaining high standards of behaviour and combating all forms of bullying.

Should a serious case of bad behaviour arise, parents will be informed immediately so that we can work together in tackling the problem



"Children Learn What They Live"

*If a child lives with criticism
He learns to condemn
If a child lives with hostility
He learns to fight
If a child lives with ridicule
He learns to be shy
If a child lives with shame
He learns to feel guilty
If a child lives with tolerance
He learns to be patient.
If a child lives with encouragement
He learns confidence
If a child lives with praise
He learns to appreciate
If a child lives with fairness
He learns justice.
If a child lives with security
He learns to have faith.
If a child lives with approval
He learns to like himself.
If a child lives with acceptance and friendship
He learns to find love in the world*



School Organisation

From September 2021 there are 420 pupils on roll. Reception children are allocated to key workers in smaller groups of 15 so that they have the best possible start in school. We aim to keep a fine balance of older and younger boys and girls across these two classes.

As the children move through school, they stay in classes of approximately 30 until they reach Year 6, where there are three classes with 20 children in each. The curriculum is very carefully planned and monitored to ensure equality of provision across each year group. Teachers plan in teams - Reception, Y1, Y2, Y3, Y4, Y5 & Y6. For most of the time, the children are taught by their own class teacher, but, since teachers share skills and expertise, we do find it beneficial for the children that they are sometimes taught by other members of staff.

Teachers organise their classes in a variety of ways depending upon the nature of the activity. Whole-class teaching takes place when the content of a lesson is appropriate to the needs of every pupil. Group teaching provides for the wide range of ability that exists in every class, extending the more able, while also making provision for special educational needs. There are highly experienced teaching assistants (TAs) working with individuals and groups throughout the school and specialist teachers from the Special Needs Support Services also work in school. We receive regular input from the peripatetic Instrumental Teaching service.

Each teacher also has a whole-school curriculum responsibility and some have additional leadership roles. Delegated responsibilities enable teachers to contribute to the management of the school, sharing their strengths with others in the building of a successful school.



Charging for Curriculum Enrichment Opportunities and Educational Visits

Because we believe in the value of first-hand learning experiences, we endeavour to provide the children with a variety of curriculum enrichment opportunities, including educational visits off site. Parents will be asked to make a contribution towards a school trip that takes place within the normal working day. No pupil is prevented from taking part in the activity if the parents cannot afford to pay, but we ask that parents contact the Head Teacher if there are genuine financial difficulties.

There are no funds within the normal school budget for financing school visits, therefore we must seek parental contributions if we are to continue this programme of events. During recent years the children have taken part in some excellent outings, well supported by parents and governors, as well as the staff.

Residential visits are offered to Year 4 children at Winmarleigh Hall near Preston, and to Year 6 children at Robinwood's Cross Lanes Centre near Wrexham.

We also seek out opportunities for drama groups and other key speakers to visit school. The PSA often helps with the cost of these valuable curriculum enrichment events when they are provided for all the children. However, when the activity is for a specific year group and does incur extra cost to the school, we do need to ask for parental contributions. We find that pupils engage very positively with special events and, such opportunities do make a difference to their levels of interest and understanding across the different subjects.



Extra-Curricular Activities

Teachers and teaching assistants run several voluntary after-school and lunchtime clubs for children, offering them opportunities for personal development, performance in festivals and participation in competitions. We have a KS1 and KS2 choir, brass and guitar groups, computing clubs, cookery, card making, woodland, knitting, scrabble and an Art club. Football, netball, gymnastics, tag rugby, multi-skills, netball and rounders activities are offered during the year to pupils. Children take part in cross-country events and Farnworth inter-school sports.

We also access other providers in order to offer a wide range of activities throughout the year. These include cricket, handball, dance, JagTag and Multi Skills sports clubs.



Assessing and Reporting upon Pupil Achievement

Assessment is an on-going process, which continues throughout a child's time in school. Information derived from assessment is used to inform future planning, ensuring that each child is working to potential and making good progress. Teachers keep careful records of achievement in relation to Early Learning Goals and National Curriculum standards. We also administer some standardised tests that indicate pupil achievement in relation to the national picture of ability across the particular age group.

Children in Reception are assessed in seventeen areas of learning for the Foundation Stage. Pupils in year 2 are teacher assessed in reading, writing, maths and science. These results are reported to parents and the Local Authority. In year 6, the children take SATs in Reading, SPAG (spelling, punctuation & grammar) and Maths and are teacher assessed in Writing and Science. The teachers of these children will explain the procedures to parents at the appropriate time.

Staff and governors collate data from both teacher assessment levels and tests through which we can "track" the progress of groups and individuals as they move through school, make provision for all levels of achievement and set challenging targets for all our children.

KS2 SAT's Results 2019

	Attainment						Progress – difference to expected		
	% expected standard School	% expected standard National	% above expected standard School	% above expected standard National	Average scaled score School	Average scaled score National	% expected standard	% above expected standard	Value Added
R, W & M Combined	80% PR = 16	65%	20%	11%	106.9 PR = 20	104.7	+22% PR = 4	+14%	+3.7 PR= 5
Reading	85%	73%	42%	27%	107.5	104.4	+16%	+22%	+4.5
Writing	85%	79%	30%	20%	104.0		+9%	+18%	+2.9
Maths	88%	79%	28%	27%	106.4	105.1	+13%	+9%	+3.0
GPS	85%	78%	43%	36%	107.8	106.3	+11%	+19%	+3.3

 Significantly above the national average

PR = school rank out of 100, where 1 is the highest and 100 is the lowest

Value Added = the progress children make from the end of KS1 to the end of KS2. A score of 0 would equate to average progress, a positive score would represent above average progress, and Highfield's scores represent progress which is significantly above the national average.

The table above shows how KS2 **attainment standards at the expected standard at Highfield are significantly above the national standard**. Progress measures put Highfield in the **top 3% of all schools nationally**. The vast majority of children at Highfield make outstanding progress as they move through school, reflecting the high level of "added-value" that the school achieves.

It must be recognised, however, that each cohort of pupils has its own characteristics and strengths. Some years there will be a higher number of pupils with special educational needs. At Highfield, we challenge the children to be the best that they can be. We always ensure that we have done our very best for the children during their time at here.

Special Educational Needs

At Highfield, we are committed to the provision of a broad, balanced and relevant curriculum for all children, including those with Special Educational Needs and Disabilities. We make every effort to identify the individual needs of pupils from an early age and to plan appropriate programmes of work for those with particular learning difficulties.

Miss Barrera co-ordinates all Special Needs provision in school, liaising with Bolton's SEN Support Services and other professionals working on behalf of our children. Parents are fully involved in discussions and decision-making. The school's policies are regularly reviewed to meet the requirements of the SEN Code of Practice.

The children of Highfield are particularly sensitive and understanding towards their peers who have learning difficulties, a reflection of the commitment shown by the staff to the inclusion of all children who are able to benefit from receiving mainstream primary education.

The School Day

The school day currently begins at 8.40a.m. for Reception children and the playground is open from 8.30am. It is very important that young children are looked after by parents or carers prior to entering school. For those parents who need to get off to work early, we have a very popular breakfast club in the school hall, which opens at 8.00am. The charge for this is just £2.00 a day via SIMS Pay.

The school day ends at 3.00pm for Reception children

All infant children must be met at the end of the school day. All staff are very vigilant in ensuring that the parent or carer can be seen before the child is released, and we operate a password system to ensure that no child is allowed to go with anyone who does not have prior knowledge of the password. If there is going to be a change to the usual arrangement, please let us know.

Security

The governors of Highfield are very committed to the continuous improvement of security measures that protect pupils, staff and school property. For this reason, we must insist that **all visitors to school** use the front door and report to the school office. Parents are asked not to enter the building through the other doors **at any time** unless accompanied by a member of staff.

Freedom of Information Act

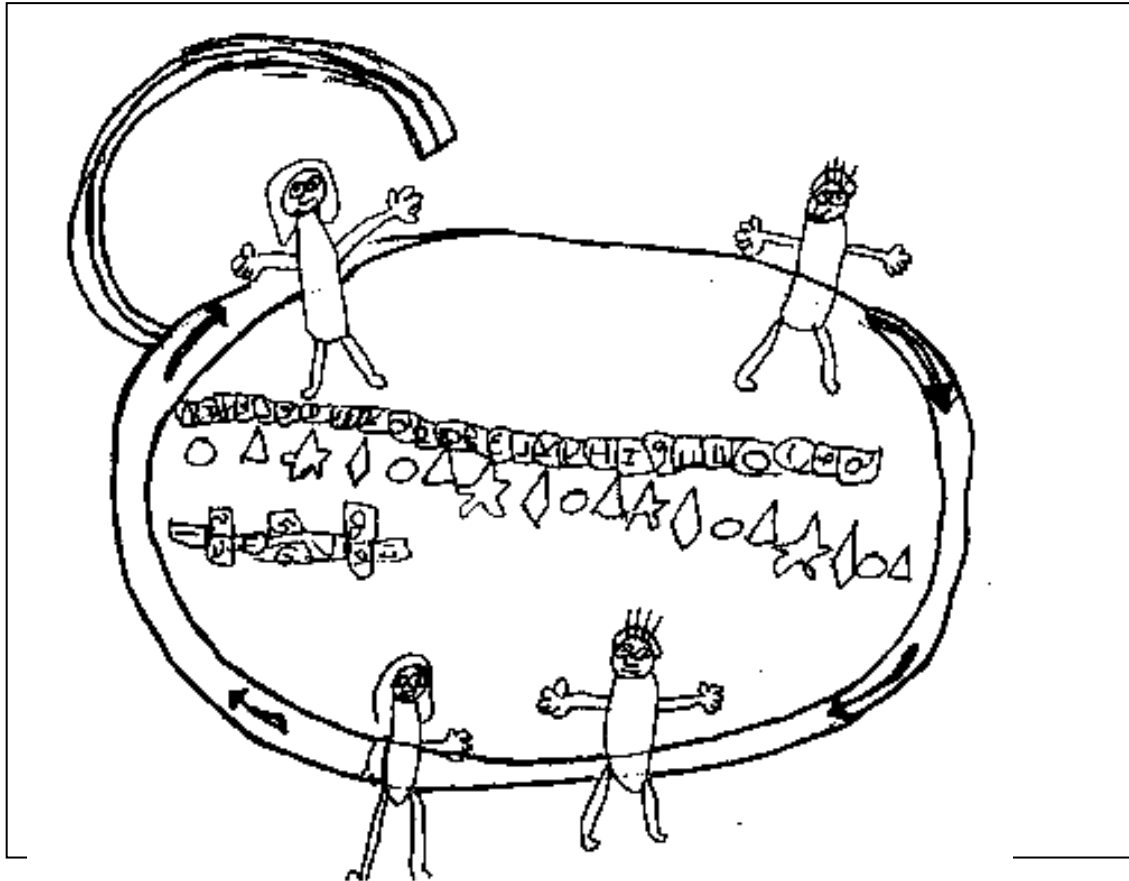
Highfield School has complied with the Freedom of Information Act, 2000. A publication scheme is available in school.

Collective Worship

Assemblies are held in school on most days. On Fridays, a Key Stage meets together. On other days, assemblies are held in classes. During Friday's assemblies we celebrate the children's achievements, reflecting on the continuous progress that is made from Reception through to year 6.

Assemblies are a shared responsibility, led by various members of staff or children. Visitors are sometimes invited, especially for special events such as Year Group assemblies, Harvest and Christmas. Our assemblies are broadly Christian in nature. We aim to foster a sense of belonging to the family of the school and to encourage reflection upon spiritual and moral issues within a multi-faith society.

Parents have a legal right to withdraw their child from Collective Worship. Please consult with the Head Teacher about this.



Parental Involvement

There is a well-established tradition at Highfield to involve parents in all aspects of their children's development and progress in school. The children work and behave more responsively when they know that there is regular communication between home and school. Newsletters and event notices keep the family up to date with all that the children are doing. Parents and guardians are most welcome to come along and support the various sporting and cultural events, trips and special assemblies. Each year group has produced an information booklet that tells parents about the curriculum to be followed at each stage of schooling. Teachers hold a welcome meeting at the start of the year, where they share important information with parents. We also send home occasional government publications.

Teachers are available, by appointment, after school on any day of the week, apart from Monday's. We encourage parents to make full use of these opportunities throughout the school year.

Parents' evenings are held twice yearly. A written report, issued in July, summarises the progress that your child has made through the year. Pupil targets are shared with parents, at the parents' evenings and in the child's annual report. Progress towards these targets is closely monitored.

If your child's behaviour gives cause for concern, it is vital that the link between home and school is working well. We will advise parents if we have serious concerns and you will be invited into school to discuss them. Such difficulties are more likely to be resolved if parents and staff are working together.

Homework

Research has shown that homework has a positive impact on children's achievement. We have a homework policy that encourages parental involvement throughout a child's time at Highfield. It begins in Reception with sharing books and learning sounds, key words and numbers. By the end of key stage 2, the children will be receiving written and research homework each week to help them prepare for the transition to high school. We hope that parents will support us in encouraging the children to do work at home, enabling each child to both consolidate and extend all that is learnt in school. Further information about homework is available from class teachers.

Parents' School Association

We are fortunate to have an active Parents' School Association that fosters positive links between home and school. An elected committee organises a varied programme of events, both social and fund-raising, which we hope that new parents will support and enjoy. The PSA plays a vital role in building Highfield's home-school partnership in which everyone works together for the benefit of our children and our school.

During recent years, the Parents' School Association has bought sports kits for the school teams, digital cameras, musical instruments, library books and listening centres, and several interactive whiteboards for classrooms. The PSA also makes a regular commitment to sponsor curriculum enrichment events in school. This year, the PSA has funded coaches for school trips, Eco Warriors resources, gardening equipment, PE equipment and resources for the Early Years. New members are always welcome.



Road Safety

The area around school becomes heavily congested at the beginning and end of the school day. **Please make it safe for our children by parking appropriately and staying well clear of the yellow lines and school zigzag markings.** Traffic wardens and community police officers do make regular spot checks!

The School Meals Service

The school kitchen has a cafeteria menu, which will give your child the opportunity to choose from the three excellent choices of main meal and pudding every day. There is something to suit all tastes and we try to encourage our children to eat healthily so there is always a salad bar on offer as well as fruit as an option for pudding. The menu changes each day, to provide a varied and balanced diet.

All school dinner money is currently collected using SIMS Pay. The current price is £11.00 per week (£2.20 per day) All meals must be paid for in advance.

ALL CHILDREN IN RECEPTION & KS1 ARE ENTITLED TO A FREE SCHOOL MEAL EACH DAY.

Packed lunches may be brought to school if preferred.

Healthy School – Healthy Food Choices

The government is strongly encouraging all schools to get involved in the Healthy Schools initiative. We are already fully committed to this programme, and we meet many of the expectations, including healthy eating. The School Meals Service provides a balanced lunch time meal. We also encourage the children who bring packed lunches to choose healthy foods.

If you opt for your child to bring packed lunches, please discuss with your child how the contents of the lunch box provide a healthy, balanced meal. We find that many of our children are now actively involved in choosing healthy foods. Please support us in this work by limiting chocolate biscuits and crisps. Children **should not** bring sweets in their lunchboxes.

The government's Fruit in Schools scheme provides a daily piece of fruit for every reception and infant child. This is distributed at afternoon break.

Some children may prefer to bring snacks and drinks from home for the morning or afternoon breaks. In line with our healthy eating focus, we do ask that the children bring fruit, cereal bars or other healthy snacks, not crisps or chocolate bars. Fizzy drinks are not allowed in school.

We also support the "Water is cool in Schools" campaign. Children are encouraged to bring or buy bottled water which they are allowed to keep with them throughout the day. Research shows that dehydration adversely affects concentration and brain power!



Pupil Welfare

MEDICAL INFORMATION

If a pupil has a serious or recurring medical problem, please inform us you're your child starts school or immediately the problem arises. We will initiate, with yourselves, a Health Care Plan to ensure all relevant staff are aware of your child's needs.

FIRST AID

Minor accidents in school will be dealt with by a member of staff who is a qualified first aider. In the event of a more serious accident, which may require hospital treatment, parents will be contacted as soon as possible. For this reason, it is important that the school's information about **emergency contacts** is always up to date.

ILLNESS AT SCHOOL

Although we do our best, there is no comfortable, quiet place for children to rest in school. In cases where we suspect illness, parents are contacted by telephone.

MEDICINES

Medicines cannot be administered in school by staff. In extreme cases, a request by letter or phone call to the Headteacher would be required. Only inhalers should be needed during the school day. Please make sure that all inhalers are clearly marked with your child's name and dosage.

TELEPHONE NUMBERS

In case of emergency, contact numbers must be provided.

APPOINTMENTS

We are sorry that it is not possible for a child to leave school unaccompanied, to meet a parent early. Please make arrangements to have your child collected. Please inform your child's classteacher or the school office of any appointments which involve your child starting/finishing late/early and give the name of the person who will be collecting them.

PUNCTUALITY

Please ensure your child arrives in time to start lessons promptly. If you arrive after registration closes at 8.55am, please report to the school office. Please let us know if you are going to be late collecting your child.

Jewellery

Jewellery is not allowed in school. The only exceptions are watches and stud earrings. For health and safety reasons, hoops are not allowed.

Children must not wear any jewellery during P.E. lessons because it might cause injury. If your child wears studs and is unable to remove them for the lesson, please send in some plasters or micro pore tape to cover the studs during P.E.

School Uniform

We believe that a uniform is smart, wears well and contributes to a sense of belonging to the school.

The school colours are navy and dark grey/black. The uniform is as follows:

- Navy sweatshirt, sweater or cardigan
- White/blue shirt or blouse
- Dark grey/black trousers or skirt
- Black shoes, no trainers

Sweatshirts, cardigans, fleeces and other items that have the school badge are on sale at a number of local suppliers. School bags, book bags and PE bags, all embroidered with the school logo, can be purchased from the school office.

To help identify clothes it is essential that they are clearly marked with your child's name.

Children must bring a change of clothing for P.E. Plimsolls are needed for some activities and P.E. shoes are necessary for outdoors. Physical Education is an essential part of the curriculum. If your child is unable to take part in a particular lesson, please send a note to explain why. Older junior children will require swimwear for their lessons at Westhoughton Pool. Transport is provided and instructors are employed by the Local Education Authority.

