

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, a computer suite and Library was completed recently. 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 Gold Award, Platinum Green Tree Award, Leading Parent Partnership Award, Musicmark and The Mental Health Award for Primary Schools.

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 May 2026. These are some of their key findings:

"Leaders have established a school culture where every pupil is valued."

"Pupils treat each other with care and compassion because adults' model this every day. This shapes the respectful relationships seen across school."

"The personal development programme that leaders have established is a golden thread that runs through all aspects of school life."

"Pupils benefit from high-quality support that helps them to be ready for the next stages of their learning and development."

"Leaders have established an ambitious curriculum for pupils to learn. Pupils quickly secure the important knowledge that they need to become fluent readers."

"Staff are experts in teaching maths, helping pupils to make sound progress as a result. Pupils become skilled mathematicians."

"The school's well-structured early years curriculum is consistently well taught. Children enjoy the activities they are given and show real enthusiasm."

"Pupils are happy and enthusiastic learners in this vibrant school."



The Highfield Team 2026-27

The Governors

Mr H Daniel-Sam	Chair/Co-opted Governor
Mr L Kirkpatrick	Co-opted Governor
Dr K Graham	Co-opted Governor
Mrs S Kennington	Co-opted Governor
Miss L Boardman	Co-opted Governor
Mrs C Walsh	Co-opted Governor
Mrs D Mason	Local Authority Governor
Mrs J Dooley	Parent Governor
Mr G Robinson	Parent Governor
Mrs A Ward	Teaching Staff
Mr D Glyn-Jones	Head Teacher

The Teachers

Headteacher	Mr D Glyn-Jones
Deputy Headteacher	Miss D Helme
SENDCO & SEND Teacher	Miss V Barrera

RH	Mrs E Vast
RF	Miss C Knowles
1H	Mrs A Ward
1F	Mrs H Thornley
2H	Mrs L Talbot
2F	Mrs L McCabe / Miss D Harvey
3H	Mrs K Stark
3F	Mrs D Cunliffe
4H	Mrs F Chew / Miss S Weller
4F	Mrs A Champion
4D	Miss J Chesterton
5H	Mr M Taylor
5F	Mr M Clegg
6H	Mrs K Hutton
6F	Mrs F Cramer

The HLTA's

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

The Teaching Assistants

Mrs J Compton	Mrs J Deakin	Mrs K Davies
Miss S Davis	Mrs L Fowler	Mrs A Holt
Mrs E Ibraim	Mrs D Johnston	Mrs R Kiggin
Miss R Lee	Mrs C Marsh	Mrs M Millett
Miss J Mowbray	Mrs A Roelofse	Mrs L Sawyer
Miss D Sharples	Mrs C Smith	Mrs N Stopforth
Mrs T Taylor	Mrs C Tinsley	Miss A Wooff

Pastoral Lead & Attendance Officer

Mrs S Wakes

School Business Manager

Mrs A Walmsley

Office Manager

Miss N Knight

Senior Office Administrators

Mrs S Batool

Site Manager

Mr P Consterdine

Catering Staff:

Mrs P Dawson

Miss J Cooper

Mrs A Johnson

Miss K Cottam

Catering Manager

Deputy Catering manager

General Assistant

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, Mrs M Hussein, Mrs D Patel, Miss M Nasir, Mrs M Hamer, Mrs L Smith, Mrs D Steventon, Mrs L Sutcliffe, Miss Z Smith, Mrs C Rempega

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

Our Values

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 Vision

We will strive to make our school a place where staff, governors and parents/carers work actively together to ensure children receive a rich, inspiring, dynamic and engaging education, enabling each child to become a lifelong learner, aspiring to high standards of achievement in all areas of their life.

Our vision is to create a school where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well-being.

Our Aim

We aim:

- To provide opportunities with a highly engaging, broad and balanced curriculum so that each child can achieve success and can fulfil their potential.
- To develop rounded individuals socially, emotionally, spiritually, physically and creatively.
- To provide a welcoming, safe and stimulating environment where everyone is listened to and respected.
- To encourage and enable the continuous professional development of staff, ensuring effective communication between all.
- To display a commitment towards making Highfield a sustainable school, actively focusing on a wide range of environmental issues.
- To nurture strong partnerships and positive relationships with Parents/Carers and the wider community.
- To recognise and celebrate success in all aspects of school life.
- To provide a secure and creative environment where children are nurtured and can achieve their individual potential.

Our Ethos

We work together to:

- Create a caring and happy learning community.
- Promote qualities of respect, high self-esteem, resilience, self-motivation and ambition in every child.
- Ensure that equality of opportunity is exercised through all aspects of our school life, regardless of gender, ethnicity, additional needs and beliefs.
- Value each person for their uniqueness and nurture and develop their gifts and potential.
- Ensure that each member of the school knows they belong and accepts the responsibility of caring for one another.
- Provide children with an exciting, safe, secure and happy learning environment, where trust, respect and understanding are modelled and evident at all times through positive relationships.

Our Curriculum

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, creative days, assemblies, clubs, sports, trips and visits, workshops, residential, fund raising, and community work.

Outcomes are designed to meet the requirements of the new 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 focus 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 which are shared with parents through our website.

Teachers then translate these plans into smaller units – weekly, daily plans where the specific needs of the learners are addressed. Teaching is carefully tailored to meet the needs of all the children.



Admission Procedures

The policy for admission to community primary schools for 2026-27 is as follows.

All parents will need to complete an online 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 in all year 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 Pupil & Student Services on 01204 332191.



The Role of the Governors

The Governing Board 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 Board 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 wellbeing 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.



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.

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 issue.



“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 2026 there are 418 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. 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 Robinwood's Cross Lanes Centre near Wrexham, and to Year 6 children at Winmarleigh Hall near Preston.

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, teaching assistants and PE specialists 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 KS2 choir, guitar groups, computing clubs, cookery, card making, woodland, science, film 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, dodgeball, streetdance, 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 1 complete the phonics screening check and Year 4 pupils take the multiplication tables check. In year 6, the children sit Standard Attainment Tests (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.

Y6 SAT’s Results 2026

	Attainment						Progress – difference to expected		
	% expected standard	% expected standard	% at greater depth	% at greater depth	Average scaled score	Average scaled score	% expected standard	% at greater depth	Value Added (EYFS – Y6)
	School	National	School	National	School	National			
R, W & M Combined	88%	63%	15%	9%	108.6	105.7	+25%	+9%	+5.1
Reading	90%	75%	36%	31%	107.4	105.7	+13%	+10%	+3.5
Writing	90%	73%	26%	13%	104.3	102.2	+15%	+16%	+4.9
Maths	98%	75%	38%	27%	108.7	104.9	+23%	+17%	+5.7
GPS	95%	73%	50%	30%	109.4	105.4	+21%	+26%	+5.9

 Significantly above the national average

Value Added = the progress children make from the end of Early Years 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 and at above the expected standard at Highfield are above the national standard.**

Progress measures put Highfield in the **top 5% 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.

Special Educational Needs & Disabilities (SEND)

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 SEND 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 all 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 £3.50 a day paid for via the School Money app.

The school day ends at 3.00pm for Reception children and at 3.15pm for all other classes.

All children up to Year 5 level 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 in our Reception classes 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.

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. 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 carers are most welcome to come along and support the various sporting and cultural events and trips. Each year group produces a curriculum plan that tells parents about the curriculum to be followed each half-term. Teachers hold a curriculum meeting at the start of the school 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.

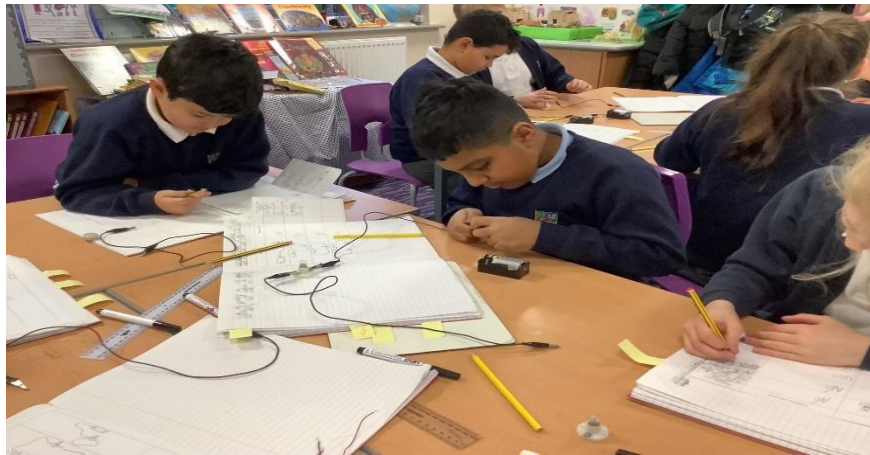
We hold Parents Evenings during the Autumn & Spring Terms and a 'Book Look' event early in the Summer Term. A written report, issued in July, summarises the progress that your child has made

through the year. Pupil targets are shared with parents, at 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, 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 class library books, book bags for all Reception children, Eco Warriors resources, gardening equipment, PE equipment and resources for the Early Years. New members are always welcome.



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 desert 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 desert. The menu changes each day, to provide a varied and balanced diet. All school dinner money is currently collected using School Money. The current price is £13.75 per week (£2.75 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 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.

Please refer to the uniform list below to ensure the correct uniform is worn, trainers are *NOT* permitted. All uniform must be clearly labelled with your child's name:

BOYS

Dark Grey Trousers
White polo shirt
Navy jumper with school logo
Dark Grey / black socks
Dark Grey shorts (summer term)
Black School Shoes

GIRLS

Dark Grey pinafore dress / skirt
White polo shirt
Navy jumper / cardigan with school logo
Dark Grey, white or black socks / tights
Blue summer dress (summer term)
Black School Shoes

PE: School Jumper OR PE Hoodie / House coloured t-shirt / **navy blue** shorts, tracksuit bottoms or leggings. Our PE uniform must be unbranded unless you purchase a t-shirt with the Highfield logo.

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.

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 which take place in a mobile pool at school during the Summer Term.