



Holtsmere End Junior School





# Welcome

The governors and staff would like to welcome you to Holtsmere End Junior School.

We hope that this prospectus will answer many of the questions you have about our school. It is intended to be both an introduction and a useful guide to refer to during the time your child is with us.

At Holtsmere End Junior School we aim to provide a happy, safe and stimulating environment where every child is encouraged to reach their full potential and become confident and responsible members of the community. We are very proud of our school and our pupils.

Holtsmere End Junior School was built in 1976 and shares a large site with Holtsmere End Infant and Nursery Schools. Joint working between the schools is a key philosophy and we share a Home School Association.

In our school grounds we have a nature reserve with a pond, mature trees and shrubs. We also have ample space for playtime games and sporting activities including a large football pitch and two netball courts.

Our school has eight classes. Each classroom is fully equipped to deliver the National Curriculum with an inviting library, a fully equipped ICT suite and a large school hall.

The displays throughout the school focus on children's work. Not only do they make the school attractive they also promote a sense of pride and achievement in our pupils.

The school has numerous clubs on offer after school including sporting activities, art club, maths clubs and homework club.

We welcome new parents and children, the School Secretary will be happy to arrange an appointment to meet the Head Teacher and view the school.

# The School and its Aims

## VISION STATEMENT

A centre of educational excellence, where children learn with enthusiasm and enjoyment; are challenged to achieve their full potential and where they enjoy an exciting and creative curriculum in a safe, secure and caring environment.

A whole school community, rooted in our shared aims and high expectations, working collaboratively to support pupils' intellectual, social, emotional, spiritual, moral and cultural development to become responsible members of the community and life long learners.

**"Teachers use a wide range of approaches to manage behaviour well in lessons so that pupils achieve well."**

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We teach the children how to be 'good learners' through our 5R's

### RELATIONSHIPS

We value relationships with others and children are encouraged through peer assessing and working collaboratively to support the learning of each other

### RESOURCEFUL

Children are taught to use resources to support their learning

### RESILIENT

Children are encouraged to have a 'have a go' attitude towards school life

### RISK

Children are taught that it is ok to take a risk with their learning and that it is ok to fail sometimes

### REFLECTION

Children are encouraged to reflect and improve their work

## AIMS

Within a caring and happy school we aim to :

- Create an environment which is safe, secure, stimulating and welcoming
- Promote good teaching and learning through continued professional training
- Provide full access to the curriculum for all children
- Enable children to reach their full potential
- Meet individual needs
- Foster self-motivated learners
- Encourage respect and consideration for the rights and beliefs of others
- Develop creative, imaginative and enquiring minds



## HOME SCHOOL AGREEMENT

We feel that trust and understanding between home and school are vital ingredients. To promote this partnership we invite parents, children and teachers to sign our Home School Agreement.

Please let us know if there is anything, inside or outside school, which may be affecting your child's happiness or education.

## ADMISSIONS

The school complies with the Hertfordshire policy on admissions. Parents are sent a 'Joining Junior School' pack when their child enters Year 2 and you will be invited to visit the school and meet the teachers. Children from Holtsmere End Infant School are regular visitors to the school.

**"The school is successful at providing equality of opportunity for all pupils."**

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## PUPILS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS

It is vitally important for all children to acquire the skills they will need to succeed in education. To achieve this we closely monitor the progress of all pupils and work in partnership with parents and professionals. The teachers work with trained learning support assistants to provide appropriate support. The school has successfully implemented the new Code of Practice (2014).

**"The schools intention is not to discriminate against disabled pupils or parents. Our goal is 'a society where all disabled people can participate fully as equal citizens'."**

DISABILITY RIGHTS COMMISSION





# Special Educational Needs

As a School

- We promote high standards of education for children with SEN.
- We encourage children with SEN to participate fully in their school and community and to take part in decisions about their education.
- We work closely with other statutory and voluntary bodies to provide support for children with SEN.

Meeting the needs of children and young people with SEN successfully requires partnership between all those involved – LEAs, schools, parents, pupils, health and social services and other agencies.

Please see ask to see our SEN policy and SEND document for further details. Both policies are also available on our website.



## MORE ABLE PUPILS

Holtsmere End Junior School recognises that there are some children in school who are very capable either academically or in a specific field, of achieving a level significantly higher than that of their peers. These children are identified and provision is made for them by the class teacher creating enrichment and extension activities.

## EQUAL OPPORTUNITIES

It is the policy of our school to ensure that all children have the best possible opportunities for their future development. The curriculum policies of the school are constantly open to question, to make certain that no areas are overlooked. It is hoped that the work in our school reflects our commitment to equality in all areas of life. We aim to provide a balanced curriculum, which focuses on positive aspects of cultural differences and helps each child to look for the best in themselves and others.

We use a variety of teaching methods including whole class, group and individual teaching when appropriate.

We plan whole school theme weeks during the year, providing opportunities for more cross-curricular work and the sharing of memorable experiences.







# Home and School

## AFTER SCHOOL CLUB

We have a thriving After School Club. It has its own purpose built room and in addition uses many of the school facilities. The club is open from 3:00 until 6:00pm each day for children attending Holtsmere End Junior and Infant Schools.

## HOW YOU CAN HELP YOUR CHILD AT HOME

At Holtsmere End Junior School we follow the DFES guidance with respect to homework. At the beginning of the school year we will send you your child's homework timetable.

For children of primary age education is an interactive process between the child and an adult. What is special about learning at home is your involvement and support. You can help your child by:

Talking to them about things they have been learning at school

- Visiting libraries and places of interest
- Encouraging them to join clubs
- Helping them with their homework

## COMPLAINTS PROCEDURE

We see the education of children at our school as a partnership between parents and the staff. We would expect any concerns parents have to be dealt with by discussion with the teachers and/or the Head Teacher.

The Education Act 2002 requires every school to have a formal complaints procedure that parents can use if they are dissatisfied with the solution proposed to any problem. There is a document available for parents within school that describes the procedure for such complaints.

**"Behaviour is good in class, in the playground areas and around the school. Relationships are positive between pupils and adults and pupils themselves. Pupils are keen to be in school and attendance is above average."**

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## CHILD PROTECTION

The school works with parents to support children in every way possible. The Education Act 2002 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. A copy of the Child Protection Policy is available on request.

As a result if concerns are raised within the school or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. Such an incident would have to be referred to Social Services. This is in line with Government and Hertfordshire policies.

**"Pupils say they feel safe in school and this is a view held by many parents."**

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# Curriculum

We aim to provide a broadly based and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares them for the opportunities, responsibilities and experiences of life now and as adults.

The curriculum comprises:

- Four core subjects: Mathematics, English, Science and Computing
- Religious Education
- Foundation subjects: History, Geography, Technology, Music, Art, Physical Education, Personal, Social and Health Education and French.

## CURRICULUM PLANNING

In this school lessons are planned using the national Numeracy and Literacy Framework, The Hertfordshire Agreed Syllabus for R.E. the Val Sabien PE curriculum and the Qualifications & Curricular Authority schemes of work.

The curriculum is taught as separate subjects or as part of a topic.

We realise that each child is an individual, with different interests and abilities who will develop at their own speed and have a preferred way of learning. We therefore use a range of teaching and grouping strategies to suit the child and the subject being taught.

The acquisition of knowledge is of course important but so too is developing positive working habits.

Children are taught to:

- Select the materials they need for a task
- Use and care for them appropriately
- Behave responsibly
- Persevere with the task in hand
- Show proper consideration for others working in the same area
- Begin to take responsibility for their own learning

To achieve this children are permitted to move purposefully around the class room.

**"The quality of marking in all classes is good. Pupils work in English and Mathematics is marked in considerable detail."**

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## ACTIVITY WEEKS

During the school year focused curriculum weeks are held These include 'Inspiring Maths week' and 'Exciting Writing' week. These events are thoroughly enjoyed by all!

The curriculum is supported by trips every term. Some of the places visited are Kidszania, Harry Potter World, the RAF Museum and Hampton Court .

The programme of Inspirational Talks fin assemblies is designed to motivate pupils about their future and promote positive learning.

The residential trip for our oldest children encourages independence, team building and a sense of adventure.

## PARENTAL INTEREST MAKES A DIFFERENCE

Children are more likely to do well at school if you show that you are proud of their achievements and working in partnership with their school.

We try to make it easier for you to contribute to your child's learning and welcome new suggestions to enable us to achieve this aim.

We have a number of ways in which you and school can communicate:

- School web page ([www.holtsmerejm.herts.sch.uk](http://www.holtsmerejm.herts.sch.uk))
- Fortnightly newsletters - also on webpage
- Link-up time, 3.15 to 3.30 pm daily
- Open evenings, School events and performances
- Parent volunteers
- Parentmail





Holtsmere End School

• Everyone enjoys a good story. Today we can look at books or watch films and videos. In the Middle Ages, people loved to listen to storytellers.





## ENGLISH

Our aim to develop the child's powers of expression and response through talking and listening, reading and writing. We use the framework for literacy syllabus to develop these skills in a wide range of stimulating ways.

## READING

Reading skills are taught as part of the curriculum. Your child will be shown how to analyse text and gain meaning from it during class and Reciprocal reading sessions.

Our aim is to develop 'real' readers, children who gain great pleasure from reading, have a wide understanding of authors and writing styles and are able to use these skills to enrich their education. Visits by authors and book weeks are used to inspire and motivate pupils reading and writing.

Some of the children who join our school at the beginning of Key Stage 2 are already accomplished readers, we aim to develop the higher order reading skills they will use throughout their education. Children who are developing basic reading skills are given additional support with graded reading materials to help them to acquire sight vocabulary and phonic skills.

## WRITING

We place great emphasis on teaching children writing skills.

During the course of the year your child will write personal accounts, stories, poems, reports, letters, reviews, recipes, instructions and much more. Alongside this runs a programme of handwriting, spelling and punctuation appropriate for the child.

Teachers try, whenever possible, to mark work with the child present. This provides an opportunity for discussion and enable the teacher to target learning points for each child.

## TALKING AND LISTENING

Talking and listening are both vitally important activities. At times it is important for children to work silently and for teachers to talk to a listening class. We also recognise that talking to someone else about a task can be an important way to explore ideas and develop understanding, investigations and research are specifically organised to maximise the benefits of collaborative work and to provide opportunities for children to present their findings to the rest of the class.

**"Pupils display a sense of what is right and wrong."**

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## DRAMA

Through drama children gain confidence as performers and experience situations through role-play. Class and whole school performances span a wide range of presentation styles and enable children to develop and explore their talents.

## MATHEMATICS

The Maths curriculum aims for a deeper learning with all children mastering calculations with confidence. There is a particular focus on fluency, reasoning and solving problems.

## SCIENCE

In science we aim to:

- Promote an enthusiasm and interest for science within a safe environment
- Enable pupils to gain, by personal experience, an understanding of the physical and natural environment
- Develop pupils' reasoning skills within the context of science
- Enable pupils to acquire a knowledge of scientific concepts and investigation skills.

The school works closely with organisations such as SETPOINT, who provide extra resources for 'hands on science' activities. The school organises 'Science Activity Days' where experts are invited to share their enthusiasm, for example, the Creepy Crawley workshops and Astronomy road show.





## HEALTH EDUCATION AND SEX EDUCATION

Much of our work on Health Education is part of the National Curriculum for science.

It is important to provide children with the information they require to make wise choices. This preparation involves knowledge about the use and misuse of drugs and sex education. This is part of an ongoing programme that begins in the infant school and continues in secondary school.

Family life, loving and caring relationships are discussed and considered in many situations in school. In the upper juniors children study a topic related to human biology. This includes growing up, puberty, menstruation and the development of a baby during pregnancy.

The Governors are in full agreement with the policy of teaching sex education to upper juniors. We aim to support parents in this role.

Parents are invited to view the resources used, prior to the lesson, and may withdraw their child from that part of the education that is outside the National Curriculum.

## INFORMATION TECHNOLOGY

IT is a rapidly developing field. We aim to keep in step with this development by teaching our pupils the IT skills they will use at home and throughout their education. The school follows the Hertfordshire scheme of work for IT which is linked to the QCA programme. All classes have interactive white boards. It is the policy of the school to continue to invest in IT equipment to ensure that new technology will enhance pupils' learning. The 32 ipads are used extensively to support learning and popular with children!

All the computers are linked to the internet and used extensively across the whole curriculum. Our pupils are taught to use IT equipment and software confidently and purposefully to communicate ideas, handle information and to support their problem solving, recording and expressive work. To develop IT skills and enhance the study of other curriculum areas your child will use a range of equipment and software from scanners to CD ROMS and data loggers. E safety online is promoted throughout and is a continuous focus for all children.

"Pupils persevere with their tasks and display positive attitudes about their learning."

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## RELIGIOUS EDUCATION

Members of faith communities are regular visitors to our school. Our school uses the Hertfordshire Agreed Syllabus for Religious Education. Children study the major world faiths with particular emphasis on Christianity. They explore the culture, traditions, stories and religious celebrations of each faith.

In line with Hertfordshire County requirements our assemblies are broadly Christian. Assemblies are led by staff, children and visiting speakers. In accordance with the Education Reform Act of 1988 parents, with particular religious convictions, may withdraw their child from assemblies.

## FOUNDATION SUBJECTS

Studies in primary education show that a broad stimulating curriculum promotes achievement in the basic skills of reading, writing and arithmetic.

## HISTORY

Much of the history curriculum is delivered through topics. Children are given opportunities to study different eras and learn about the lives of ordinary people as well as key figures and major events of the times. Historical paintings, buildings and objects provide evidence of the past. Children use the library, CD ROMS and internet to search out information.

## GEOGRAPHY

Geography involves looking at aspects of the natural landscape and climate, plus the effects of settlement and human activity. Work begins in the local environment and extends to the wider world. School visits give the children first hand experience of the natural and man-made features of contrasting landscapes to compare with their own locality.



## DESIGN AND TECHNOLOGY

Through design and technology children learn to develop their own ideas and understanding about the everyday world; to make enquiries and plans and look for solutions. They learn about materials and their properties and apply this knowledge in problem solving.

## ART

Art is a form of communication. Creative expression and the habit of close observation can help children broaden their response to the whole curriculum.

As children progress through the school they learn to use different media and materials and are taught a variety of skills and techniques. Our aim is to increase their understanding of art and develop their skills as artists by presenting them with increasingly challenging tasks.

## MUSIC

Music is an important part of the curriculum for every child. Children use percussion instruments to learn about pitch, rhythm, composition and musical notation. Using 'New Opportunity' funding we are able to provide each pupil in year 3 with a weekly keyboard lesson.

It is our policy to introduce children to 'live' music both as an audience and as performers.

Teachers from 'Scamps' and Hertfordshire Music Service provide

individual and group instrumental lessons. In a wide range of instruments. There is a charge for this tuition. Parents on Income Support can apply to Hertfordshire County Council for remission of fees. Please ask at the school office for information. Your enquiry will be dealt with in the strictest confidence.

## PHYSICAL EDUCATION

Indoor and outdoor activities promote fitness, develop individual skills and the ability to be an active participant in team sports and games. The sports hall is equipped for gymnastic activities, dance, athletics and games.

In the school grounds children take part in athletics, ball skills and orienteering. Team sports include netball, cricket and football. We encourage girls and boys resources used in to take part in these activities. Lunch times and after school clubs prepare children to compete against other school teams in the district and the high level of professional training provided is reflected in our good performance in local events and competitions eg: Years 3 and 4 competed in a virtual race and Year 6 were very successful in county and district cross county races.

Clubs operating at present are:

- Dance or drama club
- Football club
- Game On football club
- Cricket clubs in the summer term

**"Both boys and girls make equally good progress overall because teachers make sure activities and lessons focus on their different needs."**

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## PLAYTIMES AND LUNCHTIMES

Playtimes should be fun. When children have an enjoyable break they return to class ready to learn.

Our wide variety of lunchtime clubs consist of sporting activities, singing, dancing, sewing and reading. Year 6 pupils provide peer mediation and buddying at lunchtimes.

With the help of our Home School Association and local businesses we have built wooden playground equipment, seats, an open barn and a pyramid. Our aim is to continue to develop our grounds for education and play.



## KEEPING PARENTS INVOLVED

At Holtsmere End Junior School we believe that children gain most from school and their educational opportunity when parents feel involved in the education of their son or daughter. The school has a full calendar of events that are intended to keep you informed about your child's education and provide social links between home and school.



## LEARNING REVIEW EVENINGS

These are held in the autumn and spring terms. In the summer term there is an open evening and a written report for each child that summarises the year's work and the progress your child has made. Children are expected to come to these meetings with their parents as we believe that it is essential that they are part of these discussions about their learning.

We hope you will take advantage of the 'Link Up Time', 3.15 - 3.30 pm each day, to visit your son/daughter's classroom to see current work or to talk to the class teacher who, other duties permitting, will generally be on hand. If you require a longer or private appointment with the teacher or Head Teacher please arrange this through the school office.



**"Those pupils eligible for the pupil premium make equally good and often outstanding progress because of specifically targeted support to narrow gaps in achievement."**

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