



**SCHOOL
PROSPECTUS
2022/23**





WELCOME

On behalf of the whole school community, I am delighted to introduce you to High Beeches Primary School.

At High Beeches we aim to provide an exciting and stimulating learning environment which encourages self-discipline and challenge; where everyone is encouraged to develop their strengths and interests in order to achieve their personal best.

We are a welcoming, friendly school and people are at our heart. We value every member of our learning community, whether adult or child, and want them to thrive: to feel confident in themselves and have positive self-esteem; to recognise and express a range of emotions; to build and maintain good relationships with others; to feel engaged with the world around them and to successfully overcome challenges when they arise.

This prospectus provides a brief insight into how we approach the education of our children. It outlines our vision and aims and provides information on the curriculum and other day to day aspects of the school. If you would like to learn more about our school, do please contact us for more information.

We look forward to arranging for you to visit the school and to answer any questions that you may have in person.

Yours faithfully,
Jonathan Walker - Headteacher





ABOUT OUR SCHOOL

KEY FACTS



Primary school for ages 4-11; ~**420 pupils** with two form entry each year



Ofsted rated 'outstanding' in 2017



14 bright, stimulating and well equipped classrooms



Well equipped school hall and studio space and a versatile central area used for dining and as a group space



New school library



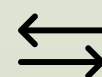
Outdoor spaces for outdoor learning, exercise and recreation including **two playgrounds, a nature area and school field**. A dedicated early years outdoor learning space ensures that children in reception can flow freely between the indoors and outdoors during their sessions



High Beeches is a family – we are caring and kind in all that we do



We nurture our pupils' **creativity**



We **positively embrace change** by being agile and resilient



We are **open and outward looking to the future**, but also to the community that supports us



We focus on **developing the 'whole child'** - through the balance and breadth of our offering



We **recognize the strength in everyone being different** and celebrate those differences

OUR VISION

Supported by a vibrant school community, we aim to build confidence in all our pupils to dream big and achieve more than they could ever imagine, developing the SKILLS, CREATIVITY and VERSATILITY they need for life, both now and in the future

OUR STRATEGIC PRIORITIES



1

Prepare our learning community for the future, incorporating the most important 'skills for the future' into our teaching, values and ethos



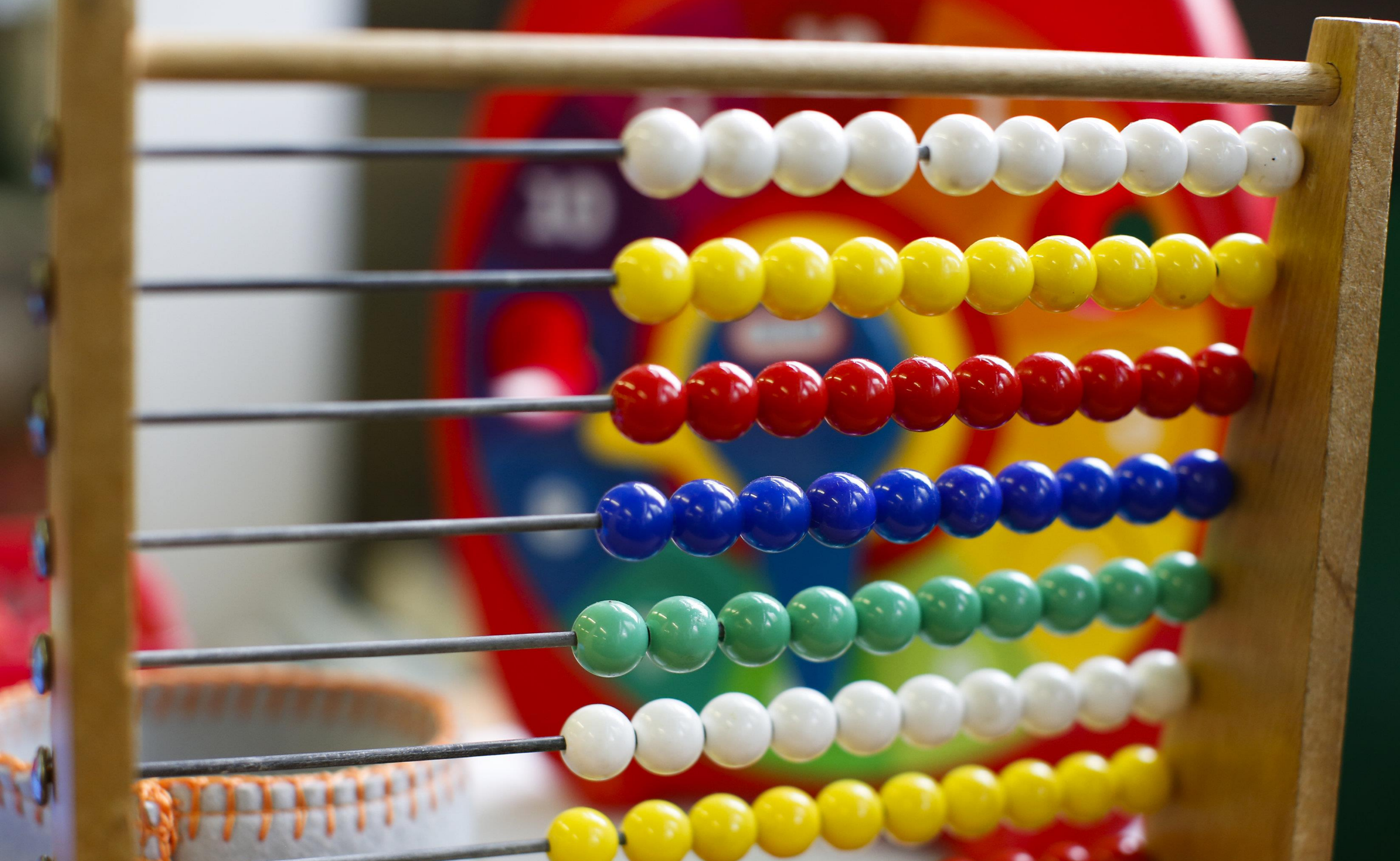
2

Build formal and informal partnerships to acquire and share knowledge, develop opportunities and expand our pupils' horizons



3

Maximise our facilities and provision



THE CURRICULUM/ HOW WE LEARN



Our curriculum, activities and overall approach are designed to enable pupils to be well prepared for their future education and life beyond High Beeches

We are building the most important 'skills for the future' into our teaching, extracurricular activities, values and ethos, equipping our pupils, staff and parents with the resources and technology to support this

We also place a big emphasis on the happiness and wellbeing of pupils and staff, building this into the core philosophy of the school and working towards the school wellbeing quality mark

Broad and balanced coverage of the curriculum with a focus on literacy and maths. Reception children follow the EYFS framework, whilst older children follow the National Curriculum for KS1 and KS2.

Opportunities for collaborative and independent learning in addition to teacher-led sessions

Indoor and outdoor learning offered

Topics enhanced by **workshops/ off-site visits**

Significant focus on the **development of 12 personal values** (kindness, friendship, cooperation, responsibility, happiness, positivity, resilience, empathy, confidence, self-belief, respect and honest)

Meaningful and relevant homework set to support learning (eg daily reading, times tables and topic-related activities)

INCLUSION

We pride ourselves on our commitment to inclusion in all forms – ensuring equality and equity of education and opportunity for all

We expect the highest standards of behaviour and conduct and strive to create an environment in which all pupils feel safe and secure, have their needs met and flourish as well-rounded individuals

Adults model positive behaviour in their interactions with each other and with the children, and older children are encouraged to set a good example to younger ones

Using the Hertfordshire Steps therapeutic approach to behaviour management, children learn to behave in a socially acceptable manner, by developing self-control, tolerance and personal responsibility for their behaviour

We provide a differentiated curriculum appropriate to our individual pupils' needs and ability

We aim to identify pupils requiring SEN (special educational needs) provision as early as possible and ensure that parents/ carers are kept informed of their child's progress and attainment. Provision for SEND pupils is in addition to, or different from, what is generally provided for children of the same age



Vulnerable pupils are supported through carefully planned use of the pupil premium and through referral to and funding from a number of other local partners

This ensures all pupils have access to the full range of opportunities at the school and to any additional support they need to ensure equality of provision.



SCHOOL CLUBS

We are pleased to be able to offer a wide variety of daily activities for pupils organized by school staff and outside providers, complementing our core curriculum

Current activities offered include:

- Sports (gym, tennis, football, karate, dance, multisports)
- Instrumental tuition
- Language tuition
- Arts & crafts
- And many more

Jousters Childcare, an independent OFSTED registered childcare providers also runs an on-site Breakfast and After-School Club for pupils at High Beeches from 7.30am to the start of the school day and from the end of the school day to 6pm





OUR PARTNERSHIPS - PARENTS



At High Beeches we greatly value the contributions parents and carers make to their child's educational development

We know that good communication is essential. Teachers and school leadership are available to meet informally at the end of the day, or more formally via pre-arranged appointments. We also keep parents and carers updated with a mix of newsletters, our School Jotter app, twice yearly consultations and written reports

Our home-school agreement explains how parents and the school can work together to help each child reach their full potential

Parents and carers can be more actively involved in day to day school life in a number of ways:

- Listening to children read or supporting basic skills development
- Helping in resource intensive lessons, such as science, D & T or art
- Helping with the school library
- Supporting curriculum workshops in school and off-site visits
- Providing transport for sporting events
- Raising money through our active and supportive parent-teacher association (Friends of High Beeches or FoHBS)
- Representing parents' interests via the Parent Forum which meets on a termly basis
- Volunteering for parent vacancies on the school Governing Body

OUR PARTNERSHIPS – WIDER COMMUNITY

Working in partnership to benefit and enrich the community within and beyond the school is both an established feature of the school and also a priority area identified in our current school development plan. Such partnerships enhance our curriculum and expand our pupils' horizons.

Pupils develop an awareness of themselves and of how they fit into the world through established relationships with a number of local organisations, such as the Rotary in Harpenden and the Harpenden Trust, a nearby nursing home and the local church.

There is a great deal of collaboration with local schools on a range of sporting, creative and academic endeavours as part of the Harpenden Consortium. This also ensures the transition to secondary school is well managed and provides localised access to additional support for vulnerable families.

(Image courtesy of Harpenden Town Council)







GOVERNANCE AND SAFEGUARDING

Governing Body

High Beeches has an active Governing Body consisting of 14 governors, the headteacher, one member of staff, four parents and local authority and community governors

The Governing Body helps the school to deliver the best possible education for your children by:

- Setting the overall vision and strategy for the school
- Having a strategic overview of the school, its budget and priorities
- Acting as a critical friend to the headteacher and members of the school leadership team

Further information on the Governing Body can be found on the school website

Safeguarding

High Beeches is committed to the safeguarding of all pupils.

All adults who work or volunteer in school share a responsibility to help keep our pupils safe by:

- providing a safe environment
- Identifying children and young people who are suffering or likely to suffer significant harm

We operate a rigorous recruitment process and all staff, governors, volunteers and visitors undergo DBS checks. Staff and governors have regular Safeguarding training

Any concerns are reported to the Safeguarding Lead (Headteacher) who will seek advice and take action



ADMISSIONS AND HOW TO FIND OUT MORE

ADMISSIONS POLICY

Children are admitted to High Beeches in the September of the academic year in which they turn 5

The admissions process is coordinated by our local authority, Hertfordshire County Council and all admissions for those starting school in reception and those joining in-year must be made through them

For further information, visit www.hertfordshire.gov.uk

HOW TO CONTACT US/ FIND OUT MORE



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www.highbeeches.herts.sch.uk

