



Highover Primary School Brochure

*'Pupils enjoy being part of this cheerful and welcoming school. They embrace every educational opportunity, in part because of the staff's enthusiasm for learning. Additionally, staff foster positive relationships by caring for and understanding pupils as individuals. Pupils know this and find it reassuring'.
Ofsted Inspection- January 2025*



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Highover Primary School

ENJOYING AND ACHIEVING TOGETHER

Head - Sophie Driver

Deputy - Marie Michaelides

Deputy/SENCO - Debbie Nisbet

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Dear Parent/Carer,

The Governors and Staff of Highover Primary School extend a very warm welcome to you and your child.

Highover is an exciting and stimulating learning environment. Everyone at Highover will strive to work in partnership with you to ensure that your child's educational, social, emotional and physical needs are met and developed as fully as possible.

We hope this booklet will give you some idea of our life at Highover, what we aim to achieve and how we go about our work.

We look forward to getting to know you and your child and forming a happy and constructive relationship over the coming years.

Yours sincerely,

Mrs Sophie Driver
Headteacher

School Aims and Values

We aim to work in partnership with parents and pupils in order to:-

- ◆ create a high quality learning environment which is happy, caring and stimulating allowing all children to thrive;
- ◆ realise each child's full potential by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural and physical development;
- ◆ provide a broad and balanced curriculum appropriate to the children's needs, and in accordance with the Early Learning Goals and the National Curriculum;
- ◆ raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- ◆ develop high standards and quality work across the curriculum;
- ◆ develop self-regulation and mutual respect for all members of the school and the wider community;
- ◆ develop skills that the children will need in order to be active citizens and take their place in a multicultural society;
- ◆ promote and encourage a caring, thoughtful attitude towards others;
- ◆ foster a sense of responsibility for the environment in which we live.

Vision Statement and Motto

Highover's Vision

“Enjoying and Achieving Together”

At Highover, we are **independent and confident learners**.

We rise to any challenge and **never give up**, even when it seems impossible.

We work together as a **team** and look after one another, showing **kindness and respect**.

We love learning **creatively** and we know we all learn in different ways.

We are **part of a bigger community**.

Admissions

Higlover is a Local Authority (LA) maintained Community School for children aged from four to eleven years. We are a two form entry school for 420 children. There is one intake in Reception and all children start in September.

Admissions to the Primary School and in year admissions are managed by Hertfordshire County Council (HCC). More information on applying for a school place within Hertfordshire can be found at the HCC website at www.hertfordshire.gov.uk/admissions

Organisation

Children enter the school in reception class with a single intake of up to 60 children in September. These children stay as a cohort of 60 spread over large open plan space and are put into two classes of 30 as they move into Year 1 and beyond. As children move through the school, the organisation of teaching and learning varies depending on the age of the children and subject area being taught. Our curriculum overviews offer a guide to what is taught when and where and information on year group organisation, routines and expectations is shared with parents at the beginning of the new school year.

Year	Age	Key Stage
Reception	4-5 year olds	EYFS
Year 1	5-6 year olds	KS1
Year 2	6-7 year olds	KS1
Year 3	7-8 year olds	KS2
Year 4	8-9 year olds	KS2
Year 5	9-10 year olds	KS2
Year 6	10-11 year olds	KS2

Our School Day

EYFS (Reception)

8.40am	Classroom entrances open and children come into class.
8.50am	School day starts. <i>Anyone arriving after this time needs to sign in at the school office.</i>
12.00-1.00pm	Lunch break.
3.20pm	End of the school day. Children prepare for home time.

KS1

8.40am	Classroom entrances open and children come into class.
8.50am	School day starts. <i>Anyone arriving after this time needs to sign in at the school office.</i>
10.10-10.25am	Morning break.
12.00-1.00pm	Lunch break.
3.20 pm	End of the school day. Children prepare for home time.

KS2

8.45am	The bell is rung and KS2 children line up quietly until staff bring them into school.
8.55am	School day starts. <i>Anyone arriving after this time needs to sign in at the school office.</i>
10.10-10.25am	Morning break.
12.30-1.30pm	Lunch break.
3.25pm	End of the school day. Children prepare for home time

Wrap-around childcare

Wrap-around childcare is available via a number of private, external providers. These might be run on the school site, or off-site. Please see our website for further information and how to sign up.

The School

'Pupils learn to be independent at every stage of their time at the school. This prepares them for future challenges. They also have a strong sense of self-worth and resilience. These are essential skills for when pupils complete tasks unaided, such as solving a challenging mathematics problem.'

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Highover Primary is a 2 Forms of Entry school. There are two buildings and both are on a single level with disabled toilets available in all areas. The original building dates back to 1950 with another building added in 2012 when the school expanded. An automatic gate enables wheelchair access from the school car park.

As well as the additional building, we continue to improve the original school. The dining room has been extended and a Sensory room and Design and Technology room have been created. The school library is well stocked with reference and fiction sections and is a well used resource which each class visits on a weekly basis. Our large hall is used for assemblies and indoor PE lessons and includes a staged area for school performances.

At Highover, computing runs through all areas of learning and is not treated as a stand alone subject. Because of this, we do not have a traditional separate ICT suite. Instead we use Chromebooks that can be taken into the classrooms for staff and children to use.

We are very fortunate to still have large, mature grounds which offer an ideal natural environment to complement the work of the school as well as extensive games facilities. There are 2 playgrounds plus a multi use games area (MUGA).

Teaching and Learning

'Excellent teaching and broad subject curriculums develop pupils' knowledge well. Pupils particularly enjoy explaining their views on current issues, such as the impact of climate change on coral reefs and its effects on humans and animals.' **Ofsted January 2025**

In planning the curriculum, we consider the needs of each child in that year group, while giving careful consideration to a range of requirements: (a) Statutory Framework for the Early Years Foundation Stage – Reception classes (b) The National Curriculum 2014 – Key Stage 1 and 2, Years 1 - 6 (c) Programmes of study (d) The resources of the school, both human and material Details of the content and teaching of the different areas of the curriculum are shared in detail on our website. The following is a summary of our provision.

'The school immerses pupils in learning about and understanding equality and diversity. Cultural events and learning about other religions are integral to the curriculum. As a result, pupils are impressively well informed. They are also proud of their uniqueness. The school's work to prepare pupils for life in modern British society is exemplary.' **Ofsted January 2025**

Early Years Foundation Stage (EYFS- Reception)



We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential. We know that our children enter the Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly, working with local nurseries and pre-schools to ensure a smooth transition by sharing information on the specific learning preferences and needs of each child. We recognise the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based. It is our intention to provide a broadly enriched, rounded and stimulating learning environment where children can work with adults and peers in a climate of mutual respect to develop:

- Confidence in their ability to learn.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings and to solve problems.
- A unique child.

We aim to provide children with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

Key stages 1 and 2

Details of the content and teaching of the different areas of the curriculum are shared in detail on our website but, in summary, high priority is given to Mathematics, English (writing, reading and speaking and listening) Science and Computing across the curriculum. Programmes of study in the National Curriculum core subjects of English, Mathematics, Science, Computing and Religious Education together with the foundation subjects of Geography, History, Art, Technology, Personal

Social Health and Emotional (PSHE), Religious Education, Music and PE are taught throughout the school within all year groups. In addition, French, as a modern foreign language, is taught throughout KS2. We place a strong emphasis on developing pupils' oracy skills across the curriculum, ensuring pupils have opportunities to engage in meaningful discussions and learn how to converse effectively with each other to enhance their learning.

Teaching methods are varied to suit the age of the class, groups or individuals. All year groups follow the guidelines for the National Curriculum. In the youngest classes the children are introduced to a range of broader activities.

Some activities involve independent learning while others involve learning to share and to co-operate with other children. In Years 3 and 4 basic skills are further developed and practised. Children undertake more difficult tasks within a wide curriculum with encouragement to become increasingly independent. As they move through their last two years at Highover, pupils' responsibilities are broadened as they prepare to transfer to secondary school.

'The school has developed a well-thought-through and carefully considered curriculum. Teachers know what knowledge to teach and when. They have strong subject knowledge. Support for this is ongoing and effective. This means teachers can expertly explain new knowledge to pupils.'

Ofsted January 2025

Physical Education

PE is a vital aspect of the curriculum. Through PE we aim to provide opportunities for the children to develop physical and mental health, gross motor-skills, co-ordination and activity-specific skills, techniques and tactics. PE teaching at Highover covers the 4 strands of the PE National Curriculum, where children acquire new skills, learn how to use these skills in appropriate game situations and then evaluate their performance. Pupils also learn about health and fitness and how exercise is good for their bodies. Each child has equal access to facilities and is encouraged to develop both individual and team awareness and skills. PE offers challenges to the child, promoting good health as well as an enjoyment of, participation in, and appreciation of sport for future life. The physical education at our school is taught through a balanced programme of gymnastics, games and athletics, dance including expressive movement, swimming and outdoor education.

In year 3 and 4 the children go to Hitchin Swimming Centre for swimming lessons. Parents are invited to make voluntary contributions towards these lessons to cover transport costs and to help towards the tuition fees.

Relationships and Sex Education

We deliver Relationships and Sex Education (RSE) through the Jigsaw PSHE curriculum alongside the statutory Science curriculum. This combined approach ensures that children learn about growing up, relationships, and their bodies in a sensitive, age-appropriate way. Jigsaw supports pupils in understanding emotions, respect, and personal safety, while Science lessons cover the biological aspects of human development. Together, these programmes help prepare children with the knowledge and confidence to navigate their personal and social lives positively and safely.

Parents who do not wish their child to be involved in the Year 5/6 sex education programme may discuss this with the Headteacher. Every effort is made to encourage parents to support the school curriculum.

Assessment

Throughout your child's schooling they will be assessed and their progress will be monitored. In the Reception classes, staff assess children against the Early Years Foundation Stage (EYFS) curriculum. This assesses key skills, including social and physical development.

Your child's progress will be shared with you during the Learning Reviews. National assessments take place when your child starts Reception ('Baseline Assessment') and in Year 6 (SATs). At the end of Year 1, children take part in a National Phonics screening check. At the end of Year 4 the children will take a National multiplication check. All results will be reported to you along with your child's annual report. In addition to national assessment there will be continual, regular formative assessment by the teacher.

Special Educational Needs and Disabilities (SEND) and Inclusion

'Pupils with special educational needs and/or disabilities (SEND) have their needs identified accurately. Mostly, pupils with SEND work alongside their classmates. Skilled teachers provide tasks that enable them to access the curriculum successfully. As a result, pupils with SEND achieve highly.' **Ofsted January 2025**

Please read the SEND/Inclusion policy and the SEN information report, on the school website for information about SEN at our school.

The SEND Code of Practice (2014) defines a pupil as having SEND where *'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

Highover is an inclusive school by design. We treat each child as an individual, with their own journey to success. We support each child by providing high quality teaching within the classroom.

Classrooms at Highover are inclusive and we strive to ensure resources closely match children's abilities by careful adaptations, which challenge children to meet and exceed their targets. If we feel your child needs something more, we assess, and liaise closely with other professionals to make sure each child accesses the most appropriate support.

If you think your child might have special educational needs then please talk to us about it. We are a very open and friendly school and do our best to ensure all parents feel well supported. We all want the same thing for your child – the very best - and we aim to work together to give them the best possible chance we can.

Pastoral Care

At our school, all staff work closely together with children and families to ensure that every child feels happy, safe, supported and ready to learn. We recognise that there may be times when a child needs some additional pastoral support. Our dedicated Pastoral Team works alongside children and their families, providing support tailored to individual needs and helping children through any difficulties they may be experiencing.

If you have any concerns about your child's well-being, or feel they may benefit from some additional support, please speak to your child's class teacher. We are always happy to listen and work together to support your child.

Mental Health and Wellbeing

We believe that mental health and well-being are just as important as physical health. We encourage children to talk openly about their feelings, explore their emotions and develop strategies to help them manage challenges and build resilience.

Positive mental health and well-being are promoted throughout school through lessons, assemblies, class discussions and everyday conversations. Our staff work together to create a supportive environment where children feel listened to, understood and able to talk about how they are feeling. Where further help is needed, we work closely with families and appropriate outside agencies.

Extra-Curricular Activities

Children have the opportunity to take part in several voluntary school activities which take place during lunchtimes and after school. Some of these are run by Highover staff and others by external providers. There may be a charge for some activities and parents are responsible for collecting their children if activities are held after school hours.

We take pride in our sporting achievements and we offer opportunities for the children to take part in inter-school competitions, where our teams compete in various events, matches and tournaments. Please visit the school website to see the full range of clubs on offer.

Trips and visitors

Educational visits are often arranged by class teachers to enhance and support work being carried out in school.

We organise two residential trips for children during the year, one in Year 4 which is a camping trip using tents owned by the school and one for Year 6 to JCA, Condover Hall. These trips give children a chance to learn about different environments and contribute greatly to the social and personal development of the children. In order to help prepare pupils for staying away from home, we hold a sleepover in school for the Year 3 pupils.

Uniform

Uniform and book bags may be purchased from our supplier; Beat School Uniform <https://beatschooluniforms.co.uk/>. Most of our uniform items can be purchased in highstreet shops and supermarkets.

Please note, branded items with school logos are not required, as long as clothing follows these colours.

Tops	A white or yellow t-shirt/polo shirt A green or yellow sweatshirt, or green fleece
Bottoms	Plain black jogging bottoms (cuffed or open hem), black leggings or plain black shorts/skorts
School Shoes	Dark trainers
Outdoor wear	Wellington boots, waterproof coat, waterproof trousers

Children do not need a separate PE kit as they are wearing an 'active uniform'. They should bring a spare set of uniform in their bag in case they need to change during the day.

Please ensure that every item of clothing is clearly marked to aid identification of any lost property.

Hair

For health and safety reasons and to support pupils' learning, hair should be kept out of children's eyes and tied back using plain-coloured headbands, clips and slides.

We encourage pupils to express their cultural identities. Hairstyles worn because of cultural, family and social customs can be part of a pupil's ethnic origin and therefore fall under the protected characteristic of race.

During term-time, pupils' hair colour should be their 'natural' colour and styles should not be extreme or 'attention grabbing' (for example shaved, dyed, streaked, patterns, mohawks, lines and tramlines). This is to ensure that children can fully focus on their learning, without feeling distracted by each others' appearance or pressured to look a certain way.

Please note children should not wear nail varnish, gels etc. If they do, they will be asked to remove it.

Jewellery and watches

For safety, only simple ear studs may be worn and children must be able to remove these for PE lessons. Jewellery worn for religious or medical reasons should be kept to a minimum and children may be asked to remove them for PE activities if appropriate. Pupils may wear an ordinary watch or a simple Fitbit which tells the time and counts steps. Smart devices are not permitted.

Medical information

To help us support your child, we require parents/carers to let us know any relevant medical history including asthma, medically diagnosed allergies etc. and we have specific paperwork to complete.

During the Reception year, nurses from Herts Community NHS Trust carry out medical reviews including hearing and eyesight tests. If any problems are indicated, the nurses will inform you to enable you to take your child for a more detailed examination.

Minor illnesses or accidents during school hours are treated in school and parents are informed via an email and/or a phone call.

If a child requires additional medical attention, staff who are trained as paediatric first aiders, will assess and treat the child as necessary. If needed, paramedics will be called and you will be contacted immediately. If required, a member of staff will accompany the child until the parent is able to get to the hospital.

As always, please ensure that the office is advised of any changes to your contact details and emergency contacts so we can get in touch with you quickly.

Medicine

Most medications can be taken before and after school, so medicine should only be taken in school when absolutely essential. For short term medical needs, school is usually only able to administer prescribed medication, in the original, labelled packaging, where the dose is clearly detailed. On some occasions, with consent, school can administer e.g paracetamol for a short period of time. School will only administer medication if it has been prescribed 4 times per day or more unless we have a specific letter from the doctor stating otherwise and a consent form has been submitted.

Click here to access the consent form (<https://forms.gle/BRMWay9osT8yXj8w7>). Parents may visit the school to administer medication during the day.

For long term medical needs including asthma and medically diagnosed allergies, children will have immediate access to prescribed medication. The first aiders will issue specific medical forms to enable us to store and administer the medication.

Sunscreen Application and Parental Responsibility

School staff are not permitted to apply standard, non-prescription sunscreens to pupils. The school strongly recommends applying a high-factor (SPF 30+), long-lasting, once only or '24-hour' sun cream at home every morning during the summer term. This ensures children remain protected during morning break and lunchtime outdoor activities without disrupting teaching time. Staff will only reapply sun cream if required as part of managing a specific medical condition (such as severe eczema or extreme photosensitivity). This exception requires formal written confirmation from your child's medical professional, and a signed School Medical Care Plan must be in place before staff can administer any cream. In extreme weather, appropriate precautions are taken to ensure children's safety in the sun.

School Meals/Snacks

Herts Catering Ltd (HCL) provides a pupil choice school meals service. Meals are pre-ordered by parents through SchoolGrid (<https://app.schoolgrid.co.uk/>). The school will arrange log in details to be issued to you. Meals must be ordered by 8:55 am. Copies of the menu are available on the school and HCL websites. If a child has a medically diagnosed allergy, you will need to apply for a special menu.

Please visit the HCL website at <https://specialmenu.hcl.co.uk/> for more information including details of the medical evidence required.

All meals are cooked to order and the daily menu includes hot and cold meals with a vegetarian option.

Please note that if your child does not attend school the meal ordered for them that day must be cancelled before 8:55 am.

Children in the Reception and KS1 classes are currently entitled to a daily free school meal under the Universal Infant Free School Meals (UIFSM) scheme. However, if you register for Free School Meals (FSM), the school can get extra money which we use to support the teaching and learning at Highover.

You can check whether you are eligible for FSM by following this link: <https://www.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>

The current price of a daily meal is £3.45 and payment for meals must be made in advance and online via SchoolGrid.

If you prefer, you may provide your own packed lunch in a suitable container marked with your child's name. Please support our healthy eating policy by providing a healthy, balanced packed lunch.

Children eat in the dining hall with the rest of the school and a drink of water can be provided. If you bring a drink as part of the packed lunch please help us by not providing fizzy drinks, glass bottles or hot drinks.

We also operate a strict policy of no nuts of any kind (including peanut butter,) no pesto and no chocolate spread (as we cannot guarantee these are nut-free).

Children who stay in school for lunch are supervised at all times. If you make an arrangement for your child to go home for lunch, they should not return until 12.55pm for KS1 pupils or 1.25pm for KS2 pupils.

Milk

Milk is available to children in EYFS and KS1. There is no charge for children in Reception classes who are four years old. Once a child turns five, milk is chargeable. Milk is also free to pupils who are registered for Free School Meals (not Universal Infant Free School Meals).

Parents create an account with Dairy Link (<https://www.dairylink-uk.com/>) to order and pay for milk.

Water Bottles

So that the children can stay hydrated during the school day, they need to bring in their own reusable water bottle. This should be clearly marked with their name and class and can be refilled during the day if required. Please note: juice, squash or anything other than water should not be brought in.

Snacks

Under the School Fruit and Vegetable Scheme, fruit is provided free of charge to EYFS and KS1 children.

KS2 children are encouraged to bring in a healthy snack of fresh fruit or vegetables for break time. Please be aware that sweets or chocolate are not allowed in the school.

Money

Children should not bring money to school. Payments for school dinners or activities or trips are made online.

Mobile phones

In Year 5&6, children who travel to/from school independently may bring a mobile phone to school. These must be turned off before arriving on the school site and handed in to the class teacher on arrival. We support children not having access to smartphones and encourage a 'dumb' phone with parent/carers contacts only and no internet access.

Attendance

At Highover, we want every child to feel happy, settled and able to make the most of every school day. Regular attendance and arriving on time help children to feel part of their class, build strong friendships and make good progress with their learning.

We understand that children will sometimes be too unwell to attend school. However, minor illnesses such as a cough or cold do not always mean that a child needs to stay at home. If your child becomes too unwell during the school day, we will always contact you.

Good attendance makes a real difference. Children who attend school regularly are more likely to keep up with their learning, develop positive relationships and feel confident and connected to school.

We regularly monitor the attendance and punctuality of all children and will contact families if we notice any concerns. We want to work with families to understand any difficulties and offer support where we can.

Sometimes, we may invite parents and carers to an attendance support meeting to discuss any barriers to attendance and agree ways forward together. Where concerns continue, we may also work with the Local Authority, in line with statutory attendance guidance. Further information can be found in our Attendance Policy on the school website.

Our school will:

- Care for your child and contact you if they become too unwell to remain at school.
- Listen to families and offer support where difficulties are affecting attendance or punctuality.
- Keep families informed if we have concerns about attendance or punctuality.
- Work with families to help children attend school regularly and on time.

We ask parents and carers to:

- Ensure children arrive at school on time and ready for the day.
- Contact the school before 9.15am on each day of absence.
- Send children to school when they are well enough to attend, including when they have minor illnesses such as a cough or cold.
- Arrange routine medical and dental appointments outside school hours wherever possible.
- Let us know if there are difficulties affecting attendance or punctuality so that we can offer support.
- Arrange family holidays outside term time.

Holidays and Leave of Absence During Term Time

We ask families to arrange holidays and other planned time away during the school holidays wherever possible. Any request for leave of absence during term time must be made by completing the Leave of Absence Google Form, available on our school website, and where possible, at least two weeks before the requested leave.

Leave of absence during term time can only be authorised in exceptional circumstances and at the Headteacher's discretion. Family holidays would not normally be considered exceptional circumstances.

Highover follows Department for Education and Hertfordshire County Council guidance regarding unauthorised absence. Unauthorised absence may result in further action being taken, including a penalty notice issued by the Local Authority.

Please see our Attendance Policy and Procedure on the school website for full details.

Child Protection

Highover staff and governors understand that they have a duty to safeguard and promote the welfare of children attending our school. In accordance with our Child Protection policy, the school will keep appropriate records, share and pass on information and work in partnership where there are concerns about a child's welfare.

Debbie Nisbet is the Designated Safeguarding Lead (DSL) and she will be happy to discuss any questions or concerns parents/carers may have about Child Protection Policies and Practice. Contact can be made via the school office or by emailing worried@highover.herts.sch.uk. Deputy DSLs are Marie Michaelides, Sophie Driver and Monika Donoghue.

The school's child protection policy and whistle blowing policy are updated annually and can be found on the school website..

Behaviour

'Pupils' behaviour is excellent. Staff help pupils to learn to be independent. This includes learning how to manage their feelings and behaviour. Pupils develop highly positive attitudes to learning. This means behaviour around the school is calm and orderly.'

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Staff encourage all pupils to achieve in a learning environment where self-discipline and positive behaviour are promoted. We believe pupils will achieve their full potential in a happy, stimulating and supportive environment.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school's positive behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. We congratulate, praise and reward children in a variety of ways and sanctions are used sparingly and only when necessary.

At Highover, we have implemented the Zones of Regulation across the school as a strategy to assist our students in developing skills to maintain and improve their mental and social well-being. This is a whole school approach to help children manage their emotional literacy which has a direct effect on behaviour and ability to learn.

Our Personal, Social, Health Education scheme of work, Jigsaw, has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw supports our whole-school approach to positive behaviour management. Jigsaw lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Positive behaviour is promoted through a variety of strategies. The children are expected to be courteous and thoughtful towards others.

Many reward systems recognise pupils' achievements:

- **Dojos** - We distribute Dojos via an app to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; Children receive a certificate for every ten Dojos achieved and their parents receive a notification to tell them what the Dojo was received for e.g. hard work/presentation/kindness/team work etc.

- **Star Challenge Award** – one child is selected from each class each week. This is a celebration of their ability to challenge themselves over the week and show perseverance. They receive a certificate and wear a “star of the week” medal which is presented in whole-school celebration assembly
- **Child of the Month** – at the end of every month each teacher nominates a ‘child of the month’. This can be for academic or personal and social achievements. They receive a certificate which is presented in whole-school celebration assembly
- The Headteacher has a **‘Wow Wall’** in her office where ‘wow’ pieces of work and achievements are displayed. This wall is renewed termly and all work that comes down off the wall is placed in a ‘Wow Wall’ book for all to enjoy. Children will also receive a **Headteacher’s sticker** if they are sent to the headteacher to celebrate their achievements.

Parental Engagement

*‘Parents are highly positive about the school and the support the children receive.’
Ofsted January 2025*

At Highover we believe that parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Where parents are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. Your contribution enriches the life of the school and helps to foster the vital partnership between home and school.

All parents are given a copy of our Home-School Agreement when their children join the school and teachers will discuss it regularly in parent information meetings.

Our [Home-School Agreement](#) sets out the role of parents, pupils and teachers in ensuring the best learning experiences and outcomes for our pupils. Please click the link to view the Home School Agreement.

There is the opportunity once a term to come and share your child's work with them in our termly ‘Book Showcases’. The children are rightly proud of what they have achieved and enjoy sharing and discussing what they have learnt. This is very important as it allows your child to revisit their learning and is a great way of helping to embed it. It is also a very good way of raising your child's self esteem. This time also allows you to discuss what your child thinks they need to work on next.

During the year class teachers hold a number of curriculum meetings for each year group to help keep you informed about the curriculum and what and how your child will be learning.

In addition to these, we run other workshops/curriculum meetings for phonics, reading and maths to help parents support their child in their learning.

We also hold evenings for parents to come in for meetings if their child is going on a residential trip.

Thorough transition systems are in place for each year group where all teachers have timetabled meetings to meet with next year's teacher to pass on information, data, overall teaching and learning issues as well as individuals. Pupils use ‘pupil passports’ to pass on to the next teacher which incorporate each child's interests, what helps them learn and things they need help with in class.

Additional support is given for transition through 1:1 meetings for pupils who need extra support when moving from one class to the next.

We gather feedback from parents regularly to ensure our parent partnership is truly a partnership and to adapt our practice accordingly when appropriate. We respond to any queries from parents promptly and thoroughly.

Highover School Association (HSA)

We are very fortunate to have an active parents' association who work hard to raise funds to support the school. Previous events have included school discos, movie nights, cake sales, Easter egg hunt, Christmas fair and the musical festival 'Overfest'.

All parents automatically become members of the HSA and your support for their events and activities is very much appreciated.

School Governors

Our Governing Body plays an important role in supporting and guiding our school. Governors work closely with the Headteacher and staff to ensure that our school provides a safe, inclusive and high-quality education for every child.

Governors bring a range of skills, knowledge and experience to their role. They provide strategic oversight, ask challenging questions, monitor the school's progress and help ensure that resources are used effectively.

Our Governing Body is committed to working in partnership with school leaders, staff, parents and the wider school community. Above all, governors share our ambition for every child to feel happy, valued and supported, and to have the opportunity to achieve their full potential.

We are grateful to our governors for the time, commitment and expertise they give to our school community.

Full Governing Body meetings are held at least once a term. The Governors welcome your interest in the school and are available for discussion with parents.

Parking and Security

For reasons of safety parents cannot park their vehicles within the school grounds at the start and end of the school day. The parking spaces in school are limited and are reserved for staff cars and visitors to the school. Those with a disability should contact the school office to make specific arrangements to aid access. **Parents' cars are not allowed on site.** The school car park is in constant use therefore please only use the paths and designated walkways which are signposted.

We ask parents to take extra care in the vicinity of the school and at the 3 entrances. Please observe the parking restrictions, show consideration to pedestrians, other drivers and local residents.

Security

The school has a door entry security system and all visitors and helpers must enter through the main entrance to the building and sign in through our electronic system by the school office. Children attending appointments with their parents during school time or arriving after the start of the school day must report to the school office to sign in or out, and use the main entrance to the school building.

Parents with messages or deliveries must also use this entrance to the school. Gates are closed during the school day and visitors entering by foot may enter through the pedestrian gate (Cambridge Road) then make their way to the school office. All visitors are made aware of the Health and Safety/ Child Protection regulations on their arrival as they sign in.