

Harestock Primary School prospectus for 2016 - 2017



The staff and I look forward to welcoming you and your child into our school. We are looking forward to working together in partnership with you to ensure this is a happy, enjoyable and successful experience.

We are passionate that every child does matter. Together we can empower the children to believe in their abilities and strive to do their best. Being happy, confident and motivated are values that we believe are core to the school environment and will enable the boundaries to their learning to be stretched. Every child deserves to enjoy school life and we endeavour to create a safe, inclusive and caring environment in which all learners can thrive.

We are very proud of our OFSTED grading of Good in the areas of Attainment & Achievement; Teaching & Learning; Behaviour & Safety and Leadership & Management in March 2013. We continue to do the very best we can on our journey to be an Outstanding school.

At Harestock Primary school we have a dedicated staff who work hard to give every child an enjoyable and fulfilling time at school so that your child will remember their years at primary school with pride and fondness.

Mission Statement

Our mission, here at Harestock, is that everyone is valued, inspired and nurtured on their individual journey of success.

Vision Statement

Our vision is for all pupils to become confident and motivated: enabling all to reach their full potential as responsible citizens skilled for the 21st century.

Aims

Our aim is to provide a stimulating environment in which each child can develop fully as an individual.

We will help all pupils develop their personal and social skills and achieve their full academic potential.

We will encourage them to be independent and resourceful whilst also valuing and considering the needs and feelings of others.

Our Learning Values are:

I am motivated	I am independent
I am organised	I am a team worker
I am a risk taker	I am a problem solver
I am able to question	I am able to persevere
I am resilient	I am reflective
I am able to collaborate	I am able to relate to others
I am able to empathise	I am respectful
I am able to show excellence	I am resourceful

It is our aim to provide a stimulating environment in which each child can develop fully as an individual. We will help all pupils develop their personal and social skills and achieve their full academic potential. We encourage them to be independent and resourceful whilst also valuing and considering the needs and feelings of others.

What is special about our school?

We are proud of our inclusive approach to learning throughout the school, catering for every child's needs. The whole family is important and we take time to help and support each child in all their learning needs. Our teachers and learning support assistants work together in a supportive team, ensuring that English and Maths skills are taught effectively whilst providing an exciting, creative approach to the whole curriculum. We encourage first hand learning experiences and aim for every child to be engaged and motivated in their learning. We have a dedicated Service Family Support worker to liaise effectively with families of incoming service children.

We use our outdoor environment for science, maths, speaking and listening, art and much more.

There are many enrichment opportunities provided through visitors to the school such as local people in the community and The Creative History team and visits to places such as Army Flying Museum, Southampton Art Gallery, Marwell Zoo, , Winchester, Sea City Museum and our



Year 6 children have a residential trip in their last year at Harestock as well as a visit to the Houses of Parliament. Our local secondary school, Henry Beaufort, and Sixth Form College, Peter Symonds, enriches the PE curriculum with many various sporting opportunities through the year delivered by teachers or sports companies. Music plays a large part in the life of the school, with Hampshire Music service providing music lessons and Listen to Me music for the Junior children as well as our own school run children's choir.

We have been accredited with the Healthy Schools' Enhanced Status award which commends our focus on Healthy Eating, Physical Activity and the provision for Emotional aspects to learning. We operate a Breakfast club from 8am - 8.45am and an After School child care club from 3.15pm to 6pm Monday to Thursday and to 5.05 pm on a Friday. These sessions are pre-bookable.

Harestock Primary is located in north-west Winchester and is an open, friendly school which provides education for children aged four to eleven years of age with approximately 270 children currently on roll.

The school is a one-storey building surrounded by playgrounds, landscaped areas, a large grassed playing field, trim trail, stage area with class seating, pond, woodland and wildlife areas, allotments, raised beds and a mini orchard. We currently have ten classrooms, a large school hall, ICT area with a bank of netbooks, tablets, i-pads and a well-stocked library, resource areas, a sensory room, a music practice room and administration offices



We hope that this prospectus gives you an insight of our school. We welcome you to come and see us in action first hand and speak to our staff and children in person. Please visit our school website also www.harestock.co.uk

Yours sincerely,

Mrs J. Sankey
Head teacher

Harestock Primary School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful staff and volunteers will be subject to appropriate safeguarding checks including interviews, references, enhanced DBS and other relevant screening.

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The catchment area for the school includes the following areas:

Abbotts Ann Road

Amport Close

Andover Road North (1-31 odd and even nos., Hillsborough House)

Appleshaw Close

Ashley Close

Ashurst Close

Beaulieu Close

Bereweke Avenue (97-105 odd numbers)

Bradley Road

Bramshaw Close

Buriton Road

Burley Road

Chawton Close

East Woodhay Road

Eling Close

Fleming Road (1-13 odd nos., 14 upwards, odd and even numbers)

Fromond Road (41-67 odd numbers, 170-196 even numbers)

Froxfield Close

Grayshott Close

Hambleton Close

Harestock Close

Harestock Road

Hickory Drive

Larg Drive

Litchfield Road

Lovett Walk

Lyndhurst Close

Minstead Close

Orient Drive

Priors Dean Road

Rewlands Drive

Rockbourne Road

Rowlings Road

Southwick Close

Swanmore Close

Taplings Close

Taplings Road (odd numbers only)

Upton Grey Close

Winslade Road

Woodgreen Road

At Harestock our vision is for all pupils to become confident and motivated: to reach their full potential as responsible citizens skilled for the future.

Our **ethos values** are trust, care, respect, responsibility and perseverance.

Through our stimulating, engaging, relevant curriculum, **we aim** for our children to be:

Successful learners who...

- are numerate, literate and ICT literate to enable life-long learning
- can think independently
- are curious, inquisitive and willing to take risks and try new things
- are motivated and engaged
- are creative in their approach to learning
- can communicate thoughts and ideas effectively and ask appropriate questions
- are able to apply and transfer skills in a variety of contexts
- understand how they learn best, and take responsibility for their own learning
- are resilient and accepting of change
- are organised

Confident individuals who...

- are independent and self motivated
- are happy and feel safe
- can understand the consequence of their own and others actions and can negotiate and compromise
- form good working relationships with others
- look after their own health and well being

Responsible citizens who...

- are spiritually and morally aware
- have appropriate manners and good behaviour
- contribute positively and are respectful to others in their community
- understand the world around them
- are culturally aware
- are environmentally aware

SCHOOL ORGANISATION

Children are admitted to this school during the Autumn term of the school year in which they are five. This can be on a part-time basis to begin with for the younger children. Parents seeking a place for their child are asked to contact the admissions team at Hampshire County Council. Prospective parents are most welcome to visit the school and are asked to telephone for an appointment.

THE SCHOOL DAY

The school day is 8.45 a.m. - 3.15 p.m.

There is an infant and junior 15 minute break in the morning. Infants start their lunch at 11.45am - 1pm and Juniors start their lunch 12pm - 1pm.

Please do not bring your child to school too early, five minutes in the playground before school, especially when it is cold and wet is quite enough. There is adult supervision from 8.35am.



The school day starts promptly at 8.45 a.m. and we do ask parents to ensure that children arrive at school on time. Lateness at either end of the day can be very distressing for a child and we do ask you to ensure that your child is at school on time and collected promptly at the end of the afternoon. If your child is unwell and therefore unable to attend, please ring the school office early in the morning on the first day of absence. If you are unable to collect your child at the end of the school day, please contact the office by sending in a note or phoning before 3 p.m. to advise who will collect your child with a description of that person if they are not known to us.

RECEPTION YEAR

Children begin school during the Autumn term of the school year in which they are going to be five. The younger children, those who have birthdays in the spring and summer, may start on a part-time basis to begin with but children tend to be full time by the October half term holiday. Please see the admissions policy regarding starting school for Summer born birthdates. We allow a flexible full time or part time start to your child's school year.



Each Reception child and his/her parents are asked to school in July for three pre-school visits called SPLAT (Stay, Play, Learn altogether). There will be an opportunity for your child to have a school lunch, play in the classroom and playground and join in story telling time as well as other activities. These all take place with parents present and are opportunities for your child to make friends and to generally begin to feel secure and comfortable about joining us.



YEAR 1 AND 2 (INFANTS or Key Stage One)

It is expected that each child will stay with the class teacher for the year and have Learning Support Assistants working in each classroom during the week. We welcome the support and help of parents in classroom activities, with Reading Partnership and on our visits to places of interest. In Year R/1 classrooms the Learning Support Assistants are full time.



YEARS 3 TO 6 (JUNIORS or Key Stage Two)

Classes are vertically grouped (each class comprised of 2 different year groups i.e. Yr 3/4 and Yr 5/6 with Learning Support Assistants supporting the class through the week.

Like many primary schools, we have a class in the Juniors in which the responsibility for teaching is provided by two part-time teachers sharing the full time teaching post, close teamwork, planning and assessment is assured - this has worked successfully for many years.



TRANSFER TO SECONDARY SCHOOL

Information about secondary transfer is given by Hampshire County Council to Year 6 children during the Autumn term and parents are asked to contact this school if they have any queries about the process.

Year 6 children have the opportunity to visit their secondary school during their last year in primary school and strong links are maintained with our local secondary school, The Henry Beaufort School. Due to our close links with our catchment secondary school, Henry Beaufort, children in Year 5 are invited to attend a taster day in the summer term of Year 5.

CLUBS AND ACTIVITIES - Before & after school

We run a Breakfast club from 8am - 8.45am every day during term time. It is £3 per day per child.

We also run an after school childcare club from 3.15pm - 6m (Mon - Thurs) and 5.30pm (Fri). The daily charge is £7 per child per session. Three members of staff supervise the children and organise activities for the children such as crafts, IT based activities, outdoor activities and there is time for the completion of any homework.

We usually offer a range of clubs and other activities that take place during lunchtime and after school. Parents are informed of these at the beginning of the school year or each term. We have offered such activities as choir and other musical groups, art, drama, multi-sport, chess, tennis, football or netball for instance



SCHOOL MEALS

School meals are cooked on the premises by our school cook and her staff and they offer a full range of choices that the children order in the morning. We ask for the full weekly amount of dinner money (currently £10.75) to be paid on a Monday, with any cheques payable to 'Hampshire County Council'.

All children in Year R, Year 1 and Year 2 are entitled to have a complimentary school meal.

Children may bring a packed lunch (no fizzy drinks or sweets please) in a container which is clearly marked with the child's name. Fresh fruit and vegetables are provided for infants as a mid morning snack. Juniors are asked to bring a healthy snack or can purchase an item from our tuck shop which runs each day. If your child wishes to change from school dinners to packed lunch or vice versa please give us advance notice so we can let the school kitchen know.

If you are receiving Income Support or Income-Based Jobseeker's Allowance you may be entitled to free school meals. Please ask at the school office - all enquiries are dealt with sympathetically and in confidence.



CLOTHING

We do have a school uniform and children are encouraged to wear it. It consists of white shirt/polo top, grey/black skirt, grey/black trousers and royal blue sweatshirts with the Harestock logo. Black shoes are needed to be worn. We ask that all clothing has your child's name on and enquiries about lost property should be directed to the school office. The royal blue sweatshirts, white PE t-shirts and hats for the summer - all with the logo - can be bought at the school office. In addition we sell book bags and P.E bags - both with the Harestock logo.

P.E.

We expect that all children will have a named P.E. bag in which they keep dark coloured shorts, a plain, light coloured t-shirt and trainers or plimsolls for games activities. We ask that children with long hair please have it tied back and no jewellery be worn.

JEWELLERY

Children are allowed to wear stud earrings or sleepers. No other jewellery is permitted. Our policy is that all jewellery must be removed for physical education and related activities. If earrings can not be removed for PE they will need to be covered with tape.

ABSENCES

If your child is absent from school it is important that we should know the reason as soon as possible. Please telephone the school office on the first day of absence. Should your child be ill with a sickness/diarrhoea bug it is our policy that they must not return to school until 48 hours clear of the last incident of this.

MEDICINES

It may be possible to administer prescribed medicines if to be taken four times a day. These should be clearly labelled and left at the school office at the beginning of the day with clear instructions on a standard proforma which we ask you to fill in. All inhalers are kept in the medical room for the children to use.

SCHOOL HEALTH SERVICE

Children in their first year at school are seen by the School Nurse for screening of health and development. She keeps records of children's health and can be contacted through the school if support and advice is required.

CONTACT DETAILS

We need up-to-date addresses and telephone numbers, both of parents and also of a friend, whom the child knows, should you not be immediately available in an emergency. This is renewed at the beginning of each year and we ask parents to keep this information up to date and let us know of any changes. We send most correspondence out, including the weekly newsletter, via Tucasi (SCO), an electronic information system. We encourage all families to make use of this facility. Paper copies of correspondence will be available for all those who do not wish to use Tucasi. We communicate with parents in many forms but especially using electronic ways such as Tucasi, through the school website, using online booking for parents evenings, making on line payments. A computer is available using our school library if necessary.

PARENTS AND THE SCHOOL

Harestock School welcomes the support and involvement of parents. We hold a series of events during the year such as coffee mornings, open afternoons, Year group assemblies and parent/teacher interviews when we invite parents to school to meet their child's class teacher or find out more about what your child learns about in school. There are also several other occasions; concerts, productions at Christmas time, infant class take home task sharing sessions and social events during the year.

We welcome the support many parents give by coming into school to work in the classroom, and when appropriate to accompany classes on visits to places of interest.

FRIENDS OF THE SCHOOL (F.o.S.)

The FoS give invaluable help to the school by fund raising and buying important equipment and materials but also by arranging a range of social events throughout the year such as the Summer fete, bingo, quiz nights and discos and film nights for the children. Every parent is automatically a member of the FoS and new parents are most welcome to attend meetings. They have recently funded school trips, end of term pantomime, ipads, part funded the Infant trim trail and the Year 6 Houses of Parliament trip and their leaving gift to the children each year.



GOVERNORS

Governors are responsible for the school and so meet on a regular basis. Minutes of their meetings are available at school for parents to see. More information about the Governing Body, including the different committees and their membership, is available on the school's website in the "About "section under "Governors".

A number of the Governors are Parent Governors elected by the parents of the school. Governors visit the school regularly and are involved in all major policy issues and changes.

THE GOVERNING BODY 2016-17

Ms Linda Gregory (Chair of Governors)
Mrs Michelle Nye (Parent Governor)
Mrs Miranda Woolfenden (Co-opted Governor)
Mrs Vicky Coopamootoo (Parent Governor)
Miss Sue Bignell (LEA Governor)
Mr Ross Mardle (Co-opted Governor)
Ms Kelsie Learney (Co-opted Governor)
Mr Alastair Scott (Co-opted governor)
Mr Derek Rutherford (Co-opted governor)
Vacancy (Co-opted governor)

Headteacher Governor

Mrs J Sankey

Staff Governor

Miss L Saunders

SCHOOL PERFORMANCE INFORMATION

Number of children on roll as at September 2016 = 270

OFSTED grading March 2013 - Achievement - good
Teaching & leaching - good
Behaviour & Safety - good
Leadership & Management - good

KEY STAGE 1 SAT RESULTS meeting expected standard (END OF Y2) %

	<u>2016</u>
READING	93.3
WRITING	76.7
MATHS	86.7
SCIENCE	100

Year 1 phonics screen = 94.3% pass

KEY STAGE 2 SAT RESULTS meeting expected standard (END OF Y6)

Reading	Writing	Maths	Reading, Writing & Maths combined
61%	75%	43%	34%
18% achieving a high score	5% at greater depth	16% achieving a high standard	2% achieving a high score
Progress significantly above national average	Progress in line with national average	Progress significantly below national average	

STAFF

Headteacher:	Mrs Jacqueline Sankey
Deputy Headteacher:	Mrs Alex Jacques (Year R/1 teacher)
Teachers:	Miss Lauren Saunders- Year R (Year leader) Mrs Hannah Osmond (0.5) / Mrs Jo Clements (0.5) Mrs Nicki Butler - Year 1/2 (Year leader)
	Mr Matthew Boyd-Wallis - Year 3/4 Miss Lucy Burnett- Year 3/4 Mrs Mary Bannister 0.5 (Year leader) / Mrs Becky Somerset 0.5 Miss Gabby Carter- Year 5/6 Mrs Rebecca Taft - Year 5/6 (Year leader) Ms Nicky Clayton - Year 5/6 (0.8)
Part-time Teachers: (0.5)	Mrs Jo Clements - Special Needs Co-ordinator + TLR Mrs Teresa Hull - French teacher + management release time (0.3) Miss Suzie Renno - Management release time + Yr5/6 (0.4) Mrs Natasha Harvey - Junior Maths teacher (0.5) Mrs Hannah Edgington - Management release 0.3
Learning Support Assistants:	Mrs Catherine Kent Mrs Katrina Sheehan Mrs Vickie Pearce Mrs Karen Barker Mrs Wendy Collins Mrs Heather Smith Mrs Sarah Garabette Mrs Alex Green Mrs Margery Kite
Early Years Assistants:	Mrs Anne Marklew + Mrs Louise Gale
Special Needs Assistants:	Miss Abigail Nixon Mrs Wendy Francis Mr James Burner Mrs Rose Allen
Service Families Pupil Support Worker:	Mrs Celia Bailey
Welfare Assistant:	Mrs Sue Batsford

Emotional Learning Support Assistant (ELSA):	Mrs Catherine Kent
Counsellor:	Mr James Burner
IT Technician:	Mrs Heather Smith
Senior Admin Officer:	Mrs Debbie Forrester
Finance officer:	Mrs Elizabeth Burville
Senior Admin Assistant:	Mrs Jo Peters
After School Club:	Mrs Heather Smith + Mrs Wendy Francis / Mr James Burner / Mrs Vicky Pearce
Breakfast Club Assistants	Mrs Wendy Collins / Mrs Vickie Pearce / Mrs Sarah Banfield
School Caretaker:	Mr John Hitchings
Cleaners	Contracted to Two Counties Cleaning company
School Cook	Mrs Sarah Banfield
Kitchen Assistant	Miss Bonnie Young
Senior Lunchtime Supervisory Assistant: Mrs Vickie Pearce	
Lunchtime Supervisory Assistants:	
Mrs Karen Barker, Miss Abigail Nixon	Mrs Georgina Hayes, Mrs Sarah Garabette,
Mr James Burner, Mrs Claire Prior	Miss Gaelle Hamels, Mrs Val Coleman,

TEACHING ORGANISATION AND THE CURRICULUM

Harestock is a non-denominational primary school that caters for boys and girls aged 4-11 years. The organisation of the classes each year will depend on a number of factors including the number of children on roll, the size of each year group and the annual budget for teaching staff. We currently have ten classes.



TEACHING ORGANISATION

Our curriculum is delivered through a two year planning cycle. The teaching staff work as teams, where possible, and plan their work half-termly, weekly and daily within the framework provided by the two year Plan. The children will be taught either as whole classes, groups or individuals according to the subject and the nature of the task they are undertaking.

During any school day there will be opportunities for a variety of ways of teaching and learning. An external educational visit may be planned as part of a theme or topic or alternatively visitors may be asked into school to speak to the children.

NATIONAL CURRICULUM

In common with all maintained schools in England and Wales we teach English, Maths, Science, I.C.T., Geography, History, P.E., Art, Music, Design Technology and Religious Education. These subjects form the National Curriculum and will be taught in an integrated manner or as separate subjects. English, Maths, Science, R.E. and I.C.T. are the five core subjects and therefore take up a considerable part of the school week. Teacher assessment is conducted regularly and recorded and children's progress is carefully monitored in the school. In addition there are National Curriculum Assessments, tasks or tests, at the end of each Key Stage (i.e. at 7 years and 11 years).



English

The teaching of English encompasses reading, writing, spelling, handwriting, drama, speaking and listening. We use the Letters and Sounds to teach phonics and early reading skills. In Reception and KS1 phonics is taught for 20 minutes each day. There are guided

reading sessions in each class which are carefully planned to help the children develop their comprehension and understanding of fiction and non-fiction texts. We have a range of reading material in addition to a well-stocked library that all children are encouraged to borrow from on a regular basis. We teach cursive handwriting from Year R and aim for all children to be joining their handwriting by Yr 3.

Theatre groups can visit the school so that the children will have the opportunity to enjoy live performances. Through concerts, musical productions and Year group assemblies all children are involved in performing to audiences.

Mathematics

The teaching of Maths involves number, shape, space and measures and problem solving. Maths is taught as a discrete subject although opportunities are taken to link across relevant subjects such as Science, ICT and Geography. Mental Maths is practised regularly and is an essential element to the children's mathematical development. The children are also given rich mathematical tasks, which challenge them to apply what has been learnt to unfamiliar situations through practical and investigative work. As part of the home-school learning we value all efforts in parental support in the learning of times tables and number bonds.

Science

The Science curriculum provides children with a progression of skills in observation, prediction, hypothesising, fair testing, collecting and recording evidence, interpreting results and drawing conclusions. The wide range of practical scientific investigations that the children experience are designed to help them develop a wide knowledge of scientific principles that helps them make sense of everything around them.

Religious Education

Through the requirements of the Hampshire Agreed Syllabus for Religious Education, Christianity is taught at each Key Stage to reflect the fact that we live in a mainly Christian Society. In addition to this, children at each key stage must be introduced to other religions. At Key stage one, children investigate at least one other religion and at Key Stage two at least 2 other religions are taught.

Computer Science

Computer Science is a cross curricular subject that is taught and used in all areas of the curriculum. The school has an ICT suite containing PC's which are linked to the Internet, allowing us to both teach ICT skills and to use ICT to support other areas of the curriculum. The school has a set of netbooks which are school networked and internet linked as well as a set of hybrid computers which have 'tablet' functionality and a set of ipads. The school has a wide range of Educational and PC software as well as a range of other equipment; roamers, digital cameras and portable data loggers etc. to support the use of ICT in the curriculum. Each class has an Interactive Whiteboard and an ipad which is used by the teacher and pupils during lessons.

History

Learning about the past helps pupils make sense of the world in which they live. They are introduced to what is involved in understanding and interpreting the past. This helps them to establish their own ideas, beliefs and values and to form an understanding of their world. As well as developing knowledge of the past, children learn historical skills which help them understand and interpret historical information. The History curriculum is taught following a programme which includes first hand experiences provided by school visits and speakers which enrich the learning. Where appropriate, cross-curricular links such as ICT and drama help to consolidate the pupils' understanding.



Geography

Geography is taught through topics that focus on:

- environmental issues,
- study of places and the people who live in them,
- physical processes,
- human processes
- maps at a variety of scales.

Skills and knowledge are taught through first - hand experience wherever possible, enabling children to develop appropriate fieldwork skills.

Design and Technology

Throughout Key Stages 1 and 2 children complete design and technology projects in materials, textiles, food and control mechanisms. These projects provide opportunities for the children to design and make products, learn and develop practical skills and investigate and evaluate simple products.

Art and Design

We aim to develop each child's creativity and imagination through a range of visual, tactile and sensory experiences. These opportunities help them to understand and respond to the world, and express their ideas and feelings.

In Key Stage 1 the children begin to develop an understanding of colour, form, texture and pattern through a variety of media including paint, clay, textiles, and sculpture. During Key Stage 2 children build on their knowledge, skills and understanding of materials and processes through a wide range of experiences including visits. By exploring the ideas and meaning of the work of other artists, craftspeople and designers children learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures. Children in Year 5 visit Southampton Art gallery and Year 6 children have the opportunity to visit the National Gallery in London .

Music

Children across Key Stage 1 have class music lessons each term. The school participates in the Hampshire Music Services Listen2Me Project, with children in Yr 3&4 experiencing a 'topic led' class music sessions and Yr 5&6 receiving instrumental lessons as a class.



Each term focuses on a different instrument e.g.

violin, clarinet and ukulele. At the end of each term the children present a group performance for parents so they not only experience performing to and audience but to celebrate their musical achievements. All children have the opportunity to listen to and learn to sing a wide variety of songs from around the world. Appreciating the efforts of others and performing in front of an audience is actively encouraged.

In addition to class music lessons there are opportunities for children to learn to play brass, string, wind instruments or the drums. Tuition is provided by peripatetic teachers who visit the school each week. Children are offered the opportunity to learn an instrument in Year 2 but most instruments are offered in Year 3. There is a charge for these lessons.

French

In Key Stage 2 the children are introduced to the French language through a weekly lesson taught by Mrs Hull, a part-time teacher at Harestock. The children in Year 1/2 and Year 2 classes are given opportunities to learn key vocabulary periodically through the year.

Personal, Social and Health Education (PSHE)

Careful attention is given to Personal, Social and Health Education. Aspects of children's safety, health and personal development are studied through schemes and involves liaison with outside bodies such as the Police, Health Authority and various Charities. Children are taught about aspects of personal care and to have an awareness of the dangers of today's society. Citizenship and having respect for one another, different cultures and diversity, is an important part of this education and is explored through a variety of activities including the School Council. The School Council is made up of representative children from Yr 1 to Yr 6, elected by their peers. They meet regularly with members of staff to discuss school issues.

Most able Provision

We recognise the need to provide differentiated levels of work for all children according to their abilities and attainment. In every class teachers plan their lessons to cater for the needs of all the children. Where necessary this includes supplementing work with extension activities to meet the needs of the more able. Children also regularly attend sessions run by Henry Beaufort our linked secondary school.

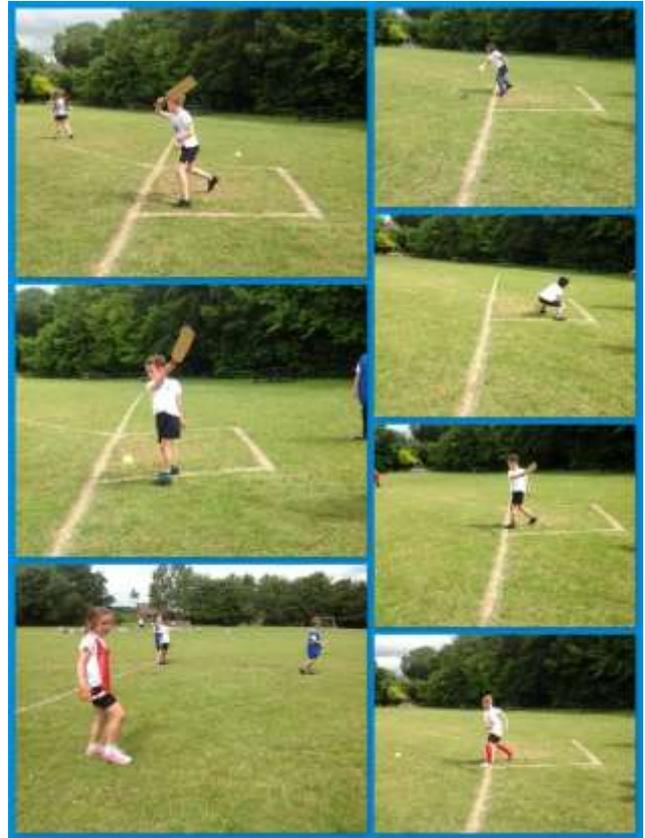
Each year selected Year 6 children have benefitted from sessions in Science and Maths at Henry Beaufort school.

The Most able Coordinator at Harestock School is Mrs Natasha Harvey.

PE and Games

Physical Education and Games are an important part of the school curriculum. All children are expected to take part in an indoor gym or dance session and an outdoor games session each week, unless there are special circumstances. All children are encouraged to participate in a wide range of physical activities to the best of their ability. They are taught why exercise is important and how they should maintain a healthy lifestyle.

Key Stage 1 children begin to work with others in pairs and small groups. By listening, watching and experimenting with movement and ideas they develop their skills co-ordination and ball and racket skills. In Key Stage 2, children learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. Children are encouraged to enjoy both collaborating and competing with each other, learning how to evaluate and recognise their own and others' success.



Children in Yr 5 participate in swimming lessons at Winchester's River Park Leisure Centre. The aim is for them to be able to swim 25m before leaving Primary School. These lessons usually take place in the Spring term. Using Sports Premium funding, the children in Year 4 during 2015 - 2016 and this year will also participate in swimming. Top up booster swimming sessions are given to specific Year 6 children who have not yet achieved their 25m in the Summer term, depending on funding availability.

Competitive sports are encouraged with children participating against each other, against other local schools and in area tournaments in School teams.

We offer a range of extra-curricular activities that are usually held after school. In the past year there has been a netball club, a football club, multi skills, rounders and a Street dance club. Some clubs are run by outside providers and there is a charge.

RELATIONSHIP AND SEX EDUCATION

During their time in school, children will engage in programmes which help to prepare them for the physical and emotional challenges of 'growing up'. We deliver these programmes in a sensitive and factual manner. They teach children to understand the importance of family life, stable and loving relationships, respect, love and care. It is also about sexuality, gender, role and responsibility in our lives.

Parents are invited to view the materials before the programme is delivered in the summer term. They also have the right to withdraw their children from all, or part of, the Sex education curriculum and may do so by informing the school in writing at any time.

RELIGIOUS EDUCATION

Through the requirements of the Hampshire Agreed Syllabus for Religious Education, Christianity must be taught at each Key Stage to reflect the fact that the religious traditions in Great Britain are in the main, Christian. In addition to this, children at each key stage must be introduced to other religions. At Key stage one, children investigate at least one other religion and at Key Stage two at least two other religions are taught.

Withdrawal from Religious Education and Collective Worship

The education Act of 1996 states that parents have the right to withdraw their children from Religious Education and Collective worship. Alternative arrangements will be made for children not attending Collective worship or experiencing the R.E curriculum.

MEETING THE NEEDS OF MOST ABLE CHILDREN

We recognise that some children may have particular talents or may be performing academically at consistently high levels across the curriculum or in one area. We swiftly identify children and monitor their progress. We offer enrichment or extension opportunities throughout the year to ensure they feel challenged.

SPECIAL EDUCATIONAL NEEDS (SEN)

Some children may have a special educational need (SEN) at some time during their school career. This may be a physical or sensory problem or it may be a specific difficulty in learning to read or spell.

We aim to meet the special needs of each individual to minimise their difficulties and to help them to develop their full potential.

It is our policy to integrate pupils into the life of the school, regardless of their special educational needs.

At all times the school recognises and values the important role that parents have through working in partnership with us. Parents are always involved as soon as any special need has been identified and are welcome to come and talk to the Special Needs teacher about their concerns. The governing body welcomes all pupils who have right of access regardless of their disability and/or special educational needs. The school has been adapted for physical disability. There is access for wheelchairs, a disabled toilet, and changing facilities.

The school's SEN co-ordinator and SEN teacher is Mrs Jo Clements who is responsible for deploying and managing a team of Learning Support Assistants (LSAs). The SENCO and LSAs work closely with class teachers to provide support for those pupils who need it.

The SENCO takes responsibility for the day-to-day running of the school's SEN policy. This includes liaising with, and advising, fellow teachers, co-ordinating provision for children with special needs, maintaining the school's SEN register, liaising with parents of children with special educational needs and liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies when appropriate.

The school has a well resourced special needs teaching area where the SENCO and LSAs can withdraw children to work on individual programmes when appropriate. Resources are allocated on evidence of demonstrated need. Complex and profound educational needs will be supported by the highest level of resourcing. Children who have a 'Statement of Educational Need' issued by County will have allocated SNA support hours provided. These are reviewed on an annual basis. All new Statements are called Education, Care and Health Plans.

Hampshire County Council Pupil Achievement Audit identifies the level of need of individual pupils in four categories - Learning, Physical, Sensory and Emotional/Behavioural. Diagnostic tests are available to assist in analysing strengths and weaknesses in language skill, maths, spelling and Specific Learning Difficulty. All pupils are screened annually, each child in Years 1-6 has standardised reading and spelling tests.

After assessment an individual education plan (IEP) is drawn up for each pupil with special educational needs detailing a programme of support. This is reviewed regularly by the SENCO with the class teacher and LSA who works with that pupil.

In service training is seen as a priority. Opportunities are made for staff to attend relevant courses. The schools LSAs all receive training in working with children with special educational needs.

It is our policy to contact the health and/or educational support services for advice as needed in line with the Code of Practice on the Identification and Assessment of Special Educational Needs, Education Act 1993. Copies of the school's special educational needs policy are held centrally in the school office and also by the SENCO in the special needs teaching areas and are available on request.

EXTERNAL VISITS AND VISITORS

It is the policy of the school to involve both visits to places of interest and visitors to school to enhance and broaden the curriculum.

The Year 6 children are also offered a School Journey (a residential five day journey) during their final year to Dorset. The purpose of the journey is two fold - to enhance the

opportunities for learning, and also develop the social skills, independence and resourcefulness needed to live away from home in a larger community.

WORRIES, COMPLAINTS OR CONCERNS

If you are worried or concerned about something please do come and see us. All staff are always happy to see parents to discuss issues, anxieties or problems. There is a formal complaints procedure details of which are available from the school office. Harestock is a very friendly, welcoming school with staff who wish to work in partnership with parents -please do come and see us.