



Vision and Values

'Flourishing Through Love and Nurture'

Respect

Kindness and Compassion

Trust

Endurance

Forgiveness

Friendship



OFSTED- 21st February 2024

- *The school has high expectations for what pupils can achieve. Most pupils learn the curriculum very well. This includes pupils with special educational needs and/or disabilities (SEND).*
- *Behaviour across the whole school is exemplary. Staff have high expectations of pupils' behaviour. Pupils rise to these expectations and always show courteous behaviour. Pupils are attentive in lessons and are eager to learn. Children in the early years know their routines exceptionally well.*
- *The school ensures that learning to read is a top priority. Children in Reception are taught to read from the very start. Adults make careful checks on how well pupils are learning. They quickly spot any pupils who are not keeping up with the school's reading programme and give them timely support... Consequently, all pupils learn to read fluently and accurately over time.*
- *In lessons, staff demonstrate secure subject knowledge. Information is presented clearly. Staff regularly check pupils' understanding. Lessons are then carefully adapted to make sure that pupils are learning the curriculum well. This includes children in the early years.*
- *Pupils are attentive in lessons and are eager to learn.*
- *Pupils have a secure knowledge of different communities, faiths and religions. They are highly welcoming and caring of others.*
- *Some curriculum areas have only recently been implemented. This means that leaders do not yet know the impact of the new curriculum areas on pupils' learning. Leaders should continue their plans to embed the new curriculum and ensure that it has the desired impact on pupils' knowledge.*

Key Staff

Staffing Team

Mrs Mills - Class Teacher

Mrs Mol - Class Teaching Assistant

Further contacts

Mr McDonagh - Head Teacher

Miss Bishop - Deputy Head/ SENCO

Mrs Parmley - Office Manager

Mr Bowers - Chair of Governors



Informing parents

- We aim to be as paperless as possible (apart from your starter pack!)
- Weekly whole school newsletters- via email
- Text messages- some reminders/short notice etc
- Reception class letters- via email
- Parents evenings Autumn and Spring
- Reports end of the school year
- Parent rep meetings
- SeeSaw- learning updates



Ways to get involved

- Class reps (please share with us any expressions of interest)
- Parent Governors (when vacancies arise)
- Friends of Hanbury School (PTA)
- Volunteering to read (training will be provided)
- Forest School
- A DBS will be required



The first few days

- Some children may get upset when being dropped off but they settle quickly once you have left - we promise!
- Please leave all toys and comforters at home. We have teddies to cuddle if they need it. Please drop and leave children if they are upset, we know this can be difficult but they will be supported.
- Have a big breakfast as fruit is often not filling enough to start with.
- The school day is very long and there are different demands on the children at school compared to nursery. Be prepared for tired children.
- The mornings are very busy settling the children so please leave any messages with the office.
- Please note we will be performing the Government Reception Baseline Assessment in the first 6 weeks of school.

Structure of the Day

- Children to come into school at 8:40am. Please vacate the car park as soon as possible.
- Lunch is 12:00pm until 1:00pm
- Collection is at 3:10pm. Children with siblings in KS2 are to be collected at 3:20pm.
- Please be prompt for drop off and collection to ensure the car park moves smoothly.
- Children are released one at a time so please watch out for them and wave!

A Day in Class

- Daily Phonics with same day intervention to address any misconceptions
- Literacy or mathematics focus daily
- Number fluency session each day
- Free choice within the learning environment
- Focus groups with Teacher or Teaching Assistant
- Daily collective worship
- PE once per weekday (TBC) children to wear PE kit to school
- Forest school will take weekly (children to change into PE kits)



SeeSaw

Please note with the new 2021 EYFS framework this form of communication has been significantly reduced so that teachers spend more time with the children opposed to documenting 'observations'. It will only be used to capture 'wow' moments and for a weekly insight of whole class learning.

Please be aware this is to communicate learning only, all other messages need to go via the school office as per the usual channels.

SeeSaw will only be checked during the school working day.

Housekeeping

- Name ALL uniform and PE kits we cannot be responsible for finding unnamed uniform
- Name water bottles and water only please
- Jumpers/Cardigans and a coat should be sent in every day, irrespective of the weather
- You must notify the office should anyone different be collecting your child. Adults not named as collecting will need a password.
- Peaked green Hanbury hats to be worn in sunny weather. Please name these!
- Suncream - please apply before school we cannot apply sun cream in school
- No water bottles in bags

Preparing your child for school

- **Independence** - toileting, dressing and undressing, using a knife and fork
- Listen to stories and talk about the story making predictions and asking questions
- Putting coats on and coat zips
- Tidying away their toys
- Opportunities for mark making
- Following simple instructions
- Recognising their name
- Building up their resilience
- Self-regulation



- [Parent Information on School Screener Health Needs Parent Portal \(youtube.com\)](https://www.youtube.com/watch?v=...)

Early Years Foundation Stage

There are seven areas of learning

Prime areas are - These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Communication and language

Personal, Social and Emotional Development

Physical Development

The specific areas are -

Literacy

Numeracy

Understanding of the World

Expressive Art and Design



At the end of the academic year, we assess against the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year and show their readiness for Year 1.

Reading and Phonics

A parent information evening about Phonics will be held on Wednesday 11th September at 6pm to inform you about our approach to the teaching of early reading. Please note that this is for adults only.

Our scheme for phonics is Essential Letters and Sounds. We have to teach this scheme with fidelity, which means we have to teach it an exact way with an exact approach.

For those with older siblings this will be very different to previous years. All children will have a fully phonetically decodable book along with a read with me book that isn't phonetically decodable.



Any
questions?

