

HYNDBURN PARK PRIMARY SCHOOL ACCRINGTON

School Brochure 2019 – 2020

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The information in this prospectus is to help you know more about the school. It was correct at the time of publication, though some of the arrangements may have subsequently changed.

Contents

Contents	2
Introduction	4
Useful Addresses	5
Members of Staff	6
Governors of the School	8
School Vision	9
School Values	9
School Improvement Priorities	9
The School Day	10
Coming to school	10
School times	10
The end of the day	10
Accidents and Illness	11
Medicines in School	11
Attendance and Absences	12
Attendance	12
Absences	12
Lunchtime	12
Milk, Fruit and Snack	13
Money and Security	13
The School Curriculum	13
Early Years Foundation Stage	14
National Curriculum Core Subjects	14
National Curriculum Foundation Subjects	14
Religious Education	14
Relationships and Sex Education	15
Personal, Social and Health Education/Citizenship	15
A Thematic Curriculum	15
Extra-Curricular Activities	15
School Visits and Residential Holidays	16
Charging Policy	16
Insurance	16
Effective Learning	16
Assessment and Testing	17
Reporting to Parents / Carers	18
Homework	18
Special Educational Needs & Disabilities	18
Able, Gifted and Talented Pupils	19
Equal Opportunities	19
Children	20
Behaviour and Discipline	20
Bullying	20
Racism	20
School Uniform	20
PE Kit	21

Swimming	21
Jewellery	21
Mobile Telephones	22
Safeguarding & Child Protection	22
School Health Service	23
Admission Policy	23
Pre-School Programme	24
Transfer to High School	24
Parents / Carers in School	24
Communication	24
Privacy Notice	25
Emergency School Closure	28
No Smoking Policy	28
Complaints	28
Holiday Dates	29
Key Stage 1 Teacher Assessment & Test Results 2019	30
Key Stage 2 Teacher Assessment & Test Results 2018	31
Key Stage 2 Teacher Assessment & Test Results 2019	32

Introduction

Hyndburn Park Primary School was built in 1906, and has served the local community well for over 100 years. Originally three schools (nursery and infant, junior, and high school), we now have nineteen classes for children aged 3 – 11 years of age. We have a nursery class which has a maximum of 26 children each morning and afternoon, two reception classes (nursery and reception classes make up our Early Years Foundation Stage [EYFS]), five Year 1 and Year 2 classes (Y1 and Y2 make up our Key Stage 1), five Year 3 and Year 4 classes, and five Year 5 and Year 6 classes (our Y3 – Y6 classes make up our KS2). No class has more than thirty children in it, and all classes have support staff as well as a teacher. We currently have three mixed age classes, one in Y1/2, one in Y3/4 and one in Y5/6. All children are taught according to their age, their needs, and their abilities.

We are a community school, and part of Lancashire Local Authority.

There are many aspects of our school covered in this brochure, but please contact us if you require any clarification, further detail, or wish to look at any of the policies, plans or documents referred to. You can also take a look at our school website (www.hyndburnpark.lancs.sch.uk) to find out more about our school.



"Pupils really enjoy coming to school. They are enthusiastic about their learning and they value the help and support that they receive from their teachers and other adults. All the pupils who spoke to the inspector or responded to the online questionnaire would recommend their school to another pupil."

OfSTED Inspection Report
March 2017

Useful Addresses

Julie Parsonson,
Chair of Governors,
c/o Hyndburn Park Primary School,
Park Road,
ACCRINGTON,
Lancashire.
BB5 1ST
Tel 01254 233171

Joanne Carr,
Clerk to the Governors,
c/o Hyndburn Park Primary School,
Park Road,
ACCRINGTON,
Lancashire.
BB5 1ST
Tel 01254 233171

Edwina Jones
Executive Director of Education and Children's Services
PO Box 61,
County Hall,
PRESTON,
Lancashire.
PR1 8RJ
Tel 01772 531646

Sarah Callaghan
Director of Education and Skills
PO Box 61,
County Hall,
PRESTON,
Lancashire.
PR1 8RJ
Tel 01772 531646

Lyndsey Kardaz
School Nurse,
Email vl.019.hyndburncentralCFHS@nhs.net
Tel 0300 247 0040

Members of Staff

Headteacher	Ms Tracey
Deputy Headteacher	Ms Tabsim (Head of Juniors)
Assistant Headteacher	Mrs Hardwick (Head of Infants)

Infant Department

Teaching Staff

Class 1 morning	Miss Sidat	Nursery
Class 2 afternoon	Miss Pickup	Nursery
Class 3	Mrs Ingram	Reception
Class 4	Miss Birtwistle	Reception (Early Years Team Leader)
Class 5	Miss Slater	Year 1
Class 6	Miss Spooner	Year 1
Class 7	Mrs Hansen	Year 1/2
Class 8	Mr Wood	Year 2 (Y1/2 Team Leader)
Class 9	Mrs Berry	Year 2

Junior Department

Class 10	Mrs Walmsley / Ms Tabsim Fri	Year 3
Class 11	Mrs Carlisle	Year 3
Class 12	Mrs Ormerod	Year 3/4 (Y3/4 Team Leader)
Class 13	Mrs Lightbown / Mrs Hardwick (Wed & Thurs pms)	Year 4
Class 14	Miss Feldwicke	Year 4
Class 15	Miss Kauser	Year 5
Class 16	Miss Boyle	Year 5
Class 17	Mr Zarac	Year 5/6
Class 18	Mrs Thompson	Year 6
Class 19	Ms Southworth	Year 6 (Y5/6 Team Leader)

Higher Level Teaching Assistants (HLTAs)

Mrs Ahmed	Miss Doncaster	Mrs Hack	Mrs Hall
Mrs Wilson-Coupe			

Infant Classroom Support Staff

Miss Bashir	Mrs Butterworth	Mrs Entwistle	Mrs Hague
Mrs Khan	Mrs McDonald	Mrs Rennox	Miss Pickles
Mrs Slack	Mrs Vickery	Miss Walker	

Junior Classroom Support Staff

Mrs Allan	Mrs Atkinson	Mrs Bridge	Mrs Burton
Miss Cobb	Mrs Mazur	Mrs Patel	Miss Sadiq
Mrs Smith	Mrs Treasure	Miss Wilkinson	Mrs Woods

Intervention Support Staff

Mrs Ahmed	Mrs Butt	Mrs Butterworth	Mrs Duxbury
Mrs McDonald	Mrs Patel	Mrs Rennox	Miss Sadiq
Mrs Summers	Miss Walker	Miss Wilkinson	Mrs Wilson-Coupe

Cover Supervisor Mrs Hall

Learning Mentors Mr Haslam Mrs Vickery

Welfare Staff	Mrs Afzal	Mrs Akhtar	Mrs Allan
	Mrs Atkinson	Mrs Bashir	Mrs Bibi
	Mrs Corbett	Mrs Hussain	Mrs Jamil
	Mrs Kanwal	Mrs Kesser	Mrs Mazur
	Mrs McDonald	Mrs Patel	Miss Pickles
	Mrs Rzaca	Mrs Shaheen	Mrs Smith
	Miss Wilkinson		

Senior Midday Supervisors Mrs Rennox Mrs Khan

Office Staff	Mrs Atkinson Ms Yeomans	Mrs Thompson	Mrs Wright
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Technician Mr Allen

Site Supervisors Mr Pickering Mrs Holland

Cleaning Staff	Mrs Chaouche Bouhila	Mrs Hull	Mrs Smith
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The following are not employed by us, but work in school

School Cook	Mrs S Bradley		
Kitchen Staff	Miss J Sharrock	Miss L Roe	Miss C Clarke
	Miss D Bartholomew		

Governors of the School

The school governors have the overall responsibility for the effective management of the school. The governing body is currently made up of ten members who each serve for a period of four years.

Type of governor

Ms S Bedwell	Co-opted
Mrs F Ghalib	Parent
Mr R Hooper	Co-opted
Mrs A Kerry	Co-opted (Vice-chair of Governors)
Mr K Khan	Co-opted
Prof D Kitchener	Local Authority
Mrs J Mohammed	Parent
Mrs J Parsonson	Co-opted (Chair of Governors)
Mrs J Ormerod	Staff
Ms W Tracey	Headteacher

Observer

Ms S Tabsim	Deputy Headteacher
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The full governing body meets at least once a term. Additionally, each of the main committees of the governing body (Resources Committee, and the Standards and Effectiveness Committee) meets at least once a term, reporting back to the full governing body. Minutes of the full governing body are on display outside the school office.

School Vision

At Hyndburn Park, children are at the heart of all that we do. We hope to inspire, nurture and encourage everyone to aim high, work hard, and fulfil their potential. We promote a love of learning, and encourage everyone in school to become, and remain, independent, confident, thoughtful and considerate members of society, able to make well-informed decisions. We aim to make learning fun, and to celebrate every success along the way. We hope to instil in each person, the desire to become the very best they can.

School Values

In our school:

- We are all differently EQUAL.
- We TRUST each other.
- We behave with HONESTY and INTEGRITY.
- We treat each other FAIRLY and with RESPECT.
- We BELIEVE in ourselves and in each other.

Hyndburn Park
Dream, Believe, Achieve!

School Improvement Priorities

Like all schools, we are continually working hard to improve in all that we do. We have many subject improvement plans for example science or music, and many aspect improvement plans, for example inclusion or able, gifted and talented. These are written, implemented, evaluated and monitored by subject / aspect leaders.

Our main plan is our school improvement plan. This helps us to keep a sharp focus on our main priorities for improvement in school. In 2019 – 2020 our focus is on further improving attendance and punctuality, and some precise elements of teaching, learning and curriculum development across school for all children. Many of our staff training sessions and staff meetings are linked to this, as will most of our monitoring over the year. The expectation is that through these focused areas for improvement, we will improve outcomes for children; they will go on to achieve more in English and mathematics in summer 2020 than they did in summer 2019. Members of the Leadership and Senior Management Teams write, implement and evaluate this plan, and governors monitor progress towards the success criteria termly in the Standards and Effectiveness Committee. We will determine our priorities for the next school year by looking at the outcomes (tests, assessments, attendance, exclusions, etc.) in July 2020.

The School Day

Coming to School

Children should arrive at school for 08:45. The school bell is rung at 08:45, after which the children enter the building from each of the three playgrounds and school begins promptly at 08:55. The doors are closed at 09:00. Children should not arrive at school before 08:45 (unless they are attending a club), as there may not be enough supervisory staff on the premises to deal with emergencies.

Parents / carers of children in nursery are welcome to come into school with their children and help them to hang up their coats and bags at either 08:45 or 12:15. When children start in reception, we ask that parents / carers leave their children at the appropriate entrance to school and that they do not come into the school building with children at the beginning or the end of the school day. This is primarily for health and safety reasons, in order to reduce congestion in doorways and cloakrooms at the busiest times of the day.

We do have some difficulties with parking outside school. If you are driving your children to school, please do not park on the yellow zigzag lines or in front of the drive to the school car park. We would also ask you **not to use the little back street behind school** (from Park Road to Tremellen Street), as this makes it more dangerous for children using the back gate to school. This applies to the school day and extra-curricular activities alike. These measures are for the safety of all of our children, and therefore we would like your support in implementing them.

School Times

Nursery

08:45 – 11:45 or 12:15 – 15:15 – each session is 3 hours = 15 hours per week

Infant Department

Morning Session	08:55 – 12:00
Afternoon Session	13:00 – 15:15

Junior Department

Morning Session	08:55 – 12:00
Afternoon Session	12:50 – 15:15

The total number of teaching hours per week, including Religious Education but excluding breaks, registration and the daily act of collective worship, is 23 hours and 20 minutes for infants, and 24 hours and 10 minutes for juniors.

The End of the Day

Children leave school shortly after 15:15, and parents / carers should meet their children outside on the school playgrounds. A responsible adult must meet all infant (nursery to Year 2) children. Children are taught to

report either to their class teacher or the office in the event of the appropriate person not being there to meet them.

Accidents and Illness

Minor illnesses and accidents will be dealt with at school by school staff. Many staff hold a current First Aid Certificate, including some with a Paediatric First Aid Qualification. In the event of any bump to the head, a letter is sent home to parents /carers to inform them.

If a child is really quite poorly, or has had a nasty accident, a parent or carer will be contacted at home or work. This is the reason that school must keep an up to date emergency contact number for all children. Emergency contact forms are sent out annually to parents in September in order that they may be updated. If circumstances change, parents / carers are asked to notify school as soon as possible.

Unfortunately, head lice are a continuing problem in all schools and we ask parents /carers to check their child's hair on a regular basis. Combing hair every day can help to prevent the lice becoming established and weekly combing of wet hair over the sink or a pale towel is a good method of detection. If you find any signs of head-lice, please apply a suitable treatment, which can be bought from the chemist, and inform school.

All parents / carers should notify school if their child has any infectious disease, especially rubella (German Measles). Below is a summary of the more common childhood illnesses, and of how long children should stay away from school.

Disease	Normal Incubation Period (in days)	Minimum Period of Exclusion from School
Chickenpox	11 – 21	5 days from the onset of the rash
German Measles (rubella)	14 – 21	6 days from the onset of the rash
Measles	10 – 15 (commonly 10 to the onset of illness and 14 to the appearance of the rash)	4 days from the onset of rash
Mumps	12 – 26 (commonly 18)	5 days after the onset of swelling
Whooping Cough	7 – 10	21 days from the onset of paroxysmal cough, or 5 days after treatment with antibiotics
Scabies	Child can return after the first treatment.	Until adequate treatment instituted
Impetigo	Until lesions are crusted and healed, or 48 hours after the commencement of antibiotics.	2 days after treatment with antibiotics

Medicines in School

In circumstances when children need to bring medicine to school, they should bring it in a clearly labelled container. Parents / carers will need to complete a school medical consent form. The medicine should be taken

straight to the office, and it will be stored in the medicine cupboard or fridge. Along with the medicine should be a note from parents / carers giving the correct dosage and timing of the medication, and authorising school to administer the medicine. The parents / carers of children requiring the administration of Ritalin etc should discuss this with the headteacher, assistant headteacher or the deputy headteacher. Children with inhalers for asthma will keep their inhalers in the classroom where they have ready access to them.

Attendance and Absences

Attendance

At Hyndburn Park, improving attendance is one of our biggest school priorities, and we really need your help to achieve this! We need all of our children to be in school as much of the time as possible – 100% would be brilliant, but we need everyone to aim for at least 96% attendance. We have a detailed attendance policy and a leaflet which both explain what our procedures are. We are committed to raising attendance, so we will work hard to reward children and classes with the best attendance, but we will place sanctions on those parents / carers whose children's attendance fall below expectation. Please call into school if you would like a copy of our policy or leaflet, or have a look at them on our school website.

Absences

If a child is away from school it is important that parents / carers inform school *as early as possible on the first day of absence*, or in advance when this is possible. If we have had no notification by 09:30 on the first day of absence, a member of staff will try to ring to establish the reason for the absence. This is to safeguard children as far as we are able.

In the school year 2018 - 19, our overall attendance was only 94.52%, and our level of persistent absence was 24.1%. Both of these figures are much worse than the national average, which is why we need to continue to work closely together to further improve school attendance and reduce these levels of absences.

We will allow children to take one day's holiday, if they celebrate Eid, when Eid falls on a school day. Please see the school policy for full details. Children who are often late or frequently absent without good reason will be offered support from either of our Learning Mentors. Where families persistently keep children off school with no good reason, the Local Authority may issue a Fixed Penalty Notice (a fine).

Lunchtime

At lunchtime, children may have a school meal, bring a packed lunch or go home. Children who pay for a school meal should bring their payment (currently £11 per week / £2.20 per day) on Monday mornings in a sealed, labelled envelope – please pop it in the red 'post box' in the main entrance of school. Parents / carers should see Mrs Wright (in the school office) if they believe that their child is entitled to free school meals, and she will also advise how to claim for them. **All children in the infant department (reception, Y1 and Y2) are able to have a school lunch free of charge.**

Children who bring a packed lunch should have a suitable lunch box and a container for a drink – no glass please. It would also be helpful if children could bring with them a straw or a cup for their drink, so that we avoid children drinking directly from bottles / cartons. Parents / carers need to be aware that lunch boxes are stored outside classrooms or in the dining room and are not in refrigerated conditions, so should bear this in

mind when choosing what to put in their child's lunch box. If children are having a packed lunch, they should bring it to school with them in the morning.

Children who go home for lunch are the responsibility of their parents / carers. Parents / carers should make arrangements for the safety of their children during this period, including the transportation to and from school. If children do go home for lunch, they need to be back on site at either 12:45 (junior children) or 12:55 (infant children), so that they are ready to start lessons on time in the afternoon.

If you intend to change your child's dinnertime arrangements please let us know by letter or telephone, or pop into school to see Mrs Wright, at least a week prior to the changeover. This notice is needed for administration purposes and for the benefit of the kitchen staff.

Milk, Fruit and Snack

A carton of milk (1/3 of a pint) is available to all nursery and reception children free of charge.

All children in the infants receive a piece of fruit every day. This is free of charge to all children, as we are part of the National School Fruit Scheme.

No other snacks are allowed in school. All children have access to drinking water throughout the school day.

Money and Security

Children are discouraged from having loose money whilst in school. We ask that all money sent in to school be placed in a sealed, labelled envelope.

Children are also discouraged from bringing in toys, games or wearing jewellery, as we cannot be held responsible for such items.

Children enter and leave school at the start and end of the day through their allocated doors and gates. All visitors should use the main entrance at all times. During school times, all doors are kept locked to keep our children safe. Most of the gates are locked during the school day too, but they are opened for the start and end of the day. Entrances have CCTV fitted, to ensure that our children and staff are kept as safe as possible.

The School Curriculum

The curriculum comprises all opportunities for learning provided by the school. It includes all lessons, extra-curricular activities and out of school activities. It also embraces the ethos of the school, the attitudes, behaviours and relationships, and the general quality of life of the whole school community.

The school aims to offer pupils – regardless of age, ability, gender, ethnicity or religion – a broad and balanced curriculum that encompasses both the legal requirements of Curriculum 2014 and a range of other activities within an inclusive environment. The curriculum at Hyndburn Park Primary School is separated into a curriculum for the nursery and reception classes and a curriculum for children in Years 1 to 6

Early Years Foundation Stage

The curriculum for nursery and reception is called the Early Years Foundation Stage (EYFS). It is organised into seven areas of learning, plus school visits. There are three *prime* areas of learning and development (the most important ones):

- Communication and language
- Physical development
- Personal, social and emotional development

There are a further four *specific* areas of learning and development:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The curriculum for children in Years 1 to 6 includes:

National Curriculum Core Subjects

- English
- Mathematics
- Science

National Curriculum Foundation Subjects

- Art & Design
- Computing
- Design & Technology (DT)
- Foreign Language (just KS2) – we teach French
- Geography
- History
- Music
- Physical Education (PE)

Religious Education

The Education Reform Act (ERA), 1988, requires all state schools to have a curriculum that promotes the spiritual, moral, cultural and social development of pupils. Each school must include Religious Education (RE) for all pupils; however, parents / carers have a legal right to request that their children be withdrawn from RE lessons or acts of collective worship if they wish. This is always done in consultation with the headteacher, who then ensures that alternative arrangements are made for those children who do not participate in RE lessons or in acts of collective worship. At Hyndburn Park Primary School, we follow the Lancashire Agreed Syllabus for RE. This syllabus explores Christianity, Islam and Judaism in some detail. We will also look at Buddhism and Hinduism.

The Education Reform Act also requires schools to hold a daily act of collective worship, either as a whole school or in groups. At Hyndburn Park, we hold whole school, Key Stage and class worship. This is led by staff, children or visitors. School has been granted a "determination" which allows us to have assemblies which reflect the varied cultural background of our children. On Fridays, we hold a celebration assembly, where children receive rewards, certificates, etc, and share good work. We also make sure that attendance is high profile during at least one assembly per week. Periodically, we have special assemblies that celebrate religious festivals e.g. Eid Ul Fitr, Christmas, etc. Others may celebrate special days such as Remembrance Day. At the end of the school year, we have a leavers' assembly where we celebrate the achievements of our children. Each class from reception to Y5 leads an assembly once a year. Parents / carers are invited to all our special assemblies.

Relationships and Sex Education

We define 'Relationships and Sex Education' (RSE) as the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives. We consider that it includes learning about emotional, social and physical aspects of growing up and developing healthy relationships. RSE will be taught as part of the planned PSHCE curriculum supported by extended activities, cross curricular projects and with reference to our science curriculum. We acknowledge that the most powerful relationships and sex education is in collaboration between school and home. Parents / carers do have the right to withdraw their children from sex education should they wish to, and we notify them when sex education will be taught (in Y5) through letters being sent home.

Personal, Social and Health Education / Citizenship

We recognise the importance of this subject for our children, and understand that much hard work in this area is essential if we are to provide our children with the skills to succeed and flourish in later life. Our school has been awarded National Healthy Schools Status.

We have an active school council, which the children enjoy very much. Elections take place annually, and one child from each class (Y1 – Y5) is elected to the school council. The Y6 classes each have three representatives on the school council, and they act as mentors to the younger school councillors. Staff interview for our Head Boy and Head Girl, and Deputy Head Boy and Girl from our Y6 councillors. These children have particularly important roles in school, and it is an honour to become a Hyndburn Park Head Boy or Girl, or Deputy Head Boy or Girl.

A Thematic Curriculum

We have developed a really exciting and relevant curriculum in school for our children. From September 2011, all year groups have planned their curriculum around themes which cover a number of subject areas, rather than studying every subject on its own. This has led to children (and staff!) enjoying school work far more than previously. We will continue to develop our curriculum, taking note of national changes in policy on curriculum. Children bring home letters at the end of each half term to explain what they will be learning about in the half term to follow.

Extra-Curricular Activities

Our school places great value in the involvement of our children and their parents / carers in activities outside the normal school day. Over recent years, extra-curricular activities have included football, dance, cricket, kick-

boxing, netball, sewing, recorders and Glee club. The range of activities varies from term to term and year to year, according to the season and availability of staff / parent / carer / governor / volunteer expertise and time. Ms Tabsim is always looking at ways of increasing the number of extra-curricular opportunities for children, in response to requests from children, and their parents / carers.

School Visits and Residential Holidays

All classes (except nursery) have at least one day visit each school year. These are arranged to support or enrich one of the class themes or areas of study. The visits are carefully planned in advance to maximise learning experiences and opportunities. Pupil safety and supervision levels are carefully considered at the planning stages. Parents / carers are asked to contribute to the costs of such trips, in line with the school's charging policy (see below).

Most years, school offers the opportunity of a residential trip to children in Years 5 and 6. Recently, trips have been arranged to Robinwood (in Todmorden). Again, these visits are designed to enhance the learning opportunities and experiences of our pupils. These visits are organised in line with the school's charging policy, and are subject to the agreement of the school's governors. Safety and adult pupil ratios are central to the planning of trips.

Charging Policy

School complies with the regulations for charging for school visits, and a copy of the school's Charging Policy is available on request. It is also on the school's website (www.hyndburnpark.lancs.sch.uk) – click on the policies tab.

Costs for day visits are kept to a minimum, and many are heavily subsidised by school. Whilst no child is ever refused a place on a visit because a contribution has not been forthcoming, if insufficient funds are raised to cover minimum costs then a visit may be cancelled. Money raised through fund-raising activities, held in School Funds, can be used to subsidise visits when appropriate.

Residential visits are charged at cost to parents / carers. When such visits are planned, payment is arranged over several weeks or months. The governors have stated that concessions may be available to those families receiving Income Support. Parents / carers, who wish to apply for such a concession, should discuss the matter with the class teacher or the headteacher in the first instance.

Insurance

A copy of the Local Authority's insurance arrangements may be viewed at school.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning, we consider a range of learning styles, to ensure that we offer opportunities for children to learn in different ways. These include:

- Embedding learning in a purposeful context whenever possible, by ensuring that there is a motivational, stimulating start to a unit of work or theme (a visit, visitor, event, challenge, problem, etc), or an intended outcome (debate, product, decision, etc), or an audience to receive the work (an assembly, production, etc);

- Investigation and problem solving;
- Research and finding out;
- Whole class work;
- Group work (in groups selected for different reasons);
- Paired work;
- Individual work;
- Independent work, which is child directed;
- Selecting and using relevant resources to support learning;
- Asking and answering questions;
- A range of strategies that promote visual, auditory and kinaesthetic learning;
- Use of IT resources;
- Fieldwork and visits to places of educational interest;
- Guest visitors and performances;
- Creative activities;
- Watching video clips and responding to musical or pre-recorded material;
- Debates, discussions, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity; and
- Setting challenges for themselves.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and how to overcome challenges in their learning. We aim to ensure that pupils' Spiritual, Moral, Social and Cultural Development are promoted in school, and also ensure that British Values are threaded through our work, both explicitly and implicitly.

Assessment and Testing

Whilst at school, children are continually being assessed by their class teacher and support staff. Assessment is a vital element in the planning of the curriculum and contributes to all stages of a child's learning.

Under the requirements of the National Curriculum, all pupils are tested (using Standard Assessment Tests – SATs) at the end of Key Stage 1 (Year 2) and again at the end of Key Stage 2 (Year 6). Teacher Assessments are reported to parents / carers for both Y2 and Y6, and test results for Y6. The results are also published in the school brochure (see pages 29 and 30). Additionally, the results at Key Stage 2 are published nationally and locally. At Hyndburn Park, we use the tests to confirm the teachers' own assessments of pupils and to inform the planning of the next stages of work.

We also use a number of other standardised tests in school. Children in nursery and reception have an 'Early Years Foundation Stage Profile' completed during their first years in school. This acts as an early assessment of their abilities, as measured against the Early Years Foundation Stage curriculum. Children also have a 'baseline assessment' at the start of their reception year.

All of these tests and assessments are used to plan the most appropriate work for individuals, groups and classes of children. They are used to measure the progress of individuals and classes, as well as the school.

Reporting to Parents and Carers

At Hyndburn Park Primary School, we operate an 'open door' policy, where parents / carers are welcome to make appointments to come into school to discuss their children's progress with the class teacher or the Head of Department at any time of the school year.

Parents' Evenings are usually held twice yearly, once in the autumn term and once in the spring term. Written reports are issued during July for children from reception to Y6, and parents / carers may contact school to make an appointment with their child's class teacher if they wish to discuss the report. Parents / carers of nursery children are invited to come into school to share their Learning Journey and discuss their child's progress with their key worker during the course of the year. End of Key Stage SATs results are reported to parents / carers following national and local guidance.

Additionally, those children who are on the school's Special Educational Needs and Disabilities (SEND) Record may have SEND support plans which are sent home and / or discussed with parents / carers, or SEND statutory reviews with appropriate reports.

Homework

School has a comprehensive homework policy. All children are expected to do homework each week, but the type and amount of homework varies from year group to year group, as you would expect. We look to parents / carers to support and encourage their children in this work, and to show a positive interest by allocating some regular 'quality time' to their children, and to help them by providing a suitable place and time for them work away from distraction.

Infants

Children and parents are encouraged to support the home reading programme and some children enjoy working on projects and topics at home. In Years 1 and 2 we welcome parents' support in giving additional help in helping children to learn their tables and spellings, which are sent home weekly. Help with reading and spelling the high frequency words is invaluable. There is a home reading scheme in operation throughout the school, and children can take home books to share. These are changed once or twice per week.

Juniors

In Years 3, 4, 5 and 6, children receive regular English and mathematics homework – reading, learning spellings, tables, problems to solve, etc. They sometimes have research to complete for other subjects or their theme work. In Year 6 more formal homework is sent home in English and mathematics in preparation for the SATs in May, and to help children prepare for the demands of high school.

Special Educational Needs & Disabilities

Many children (about 18% nationally) need some kind of extra help or support at some time in their school life. For some, the help will always be needed, whilst for others the help may be needed for just a short period of time. The reasons for children needing extra help are also varied, with children experiencing a range of academic, emotional, social, behavioural or physical difficulties. Mrs Hardwick (Assistant Headteacher and

Inclusion Manager) leads our work in school for those pupils with Special Educational Needs and Disabilities (SEND), following the Department for Education (DfE) SEND Code of Practice. We currently have no children in receipt of an Education, Health and Care Plan (EHCP). The inclusion manager, class teachers, a range of support staff and staff from outside the school work with the children on the SEND Record to meet their needs. Please pop into school if you wish to have a look at the Code of Practice, our SEND policy, or if you would like to discuss issues relating to Special Educational Needs and Disabilities. We also have about 8% of children in school who are on our SEND Record. These children have a range of different types of SEND. We endeavour to ensure that we identify all children with SEND as early as possible, so that we can offer the best type of support that we can. We pride ourselves on our SEND work, and we are also particularly pleased with the relationships we have built up with the parents / carers of our children with SEND. If a teacher identifies a child as having SEND, then s/he will consult with parents / carers immediately. Similarly, if parents / carers think that their child may have SEND, they should share their concerns with the class teacher. The inclusion manager maintains an SEND Record, and teachers complete SEN support plans for children on the Record. Parents / carers are always involved in any decisions about their child, and are always given copies of any SEND paperwork for their child.

In addition to our own staff, we sometimes need to seek advice from other agencies, for example, The Schools' Educational Psychology Services or Speech and Language Therapy Service, etc. Should this be necessary for your child, you will always be fully involved in the decision making process. Our school is completely committed to equality of opportunity, and no child is treated less favourably because they have Special Educational Needs and / or Disabilities. Our governors expect us to ensure that all pupils are taught in a way that helps them to achieve the most they possibly can, and they expect us to welcome any pupil from our catchment area, regardless of their abilities or needs.

Should you ever have any concerns about the SEND provision made for your child, you should discuss them with your child's class teacher or your child's team leader. If there continues to be a problem, you should bring this to the attention of the inclusion manager, who has overall responsibility for inclusion in school. In very rare circumstances, you may feel that we have not properly dealt with your concerns in school. If this is ever the case, you should put your complaint in writing to our Chair of Governors, Mrs J Parsonson, care of the school.

Able, Gifted and Talented Children

We have a record of those children who are considered to be able, gifted or talented (AGT) in our school. Mrs Hansen is our AGT leader, and she works hard to make sure that children have their abilities, gifts or talents recognised, and that they are offered suitable challenges both in and out of school. If you think that your child has a particular ability, gift or talent in any area, please come into school to talk to us about it.

Equal Opportunities

We aim to provide all children with equality of opportunity, regardless of age, ability, gender, ethnicity or religion. We endeavour to promote positive role models for children through our choice of resources, teaching and learning activities. We have a Single Equalities Policy in school which covers all areas related to equalities; Mrs Hardwick takes a lead in this work.

Children

Behaviour and Discipline

There are very few school rules for the children at Hyndburn Park Primary School except those relating to safety. Class teachers explain school routines and the behaviour policy regularly, particularly at the beginning of a new school year. At lunchtime, members of the leadership team monitor behaviour, with the help of our many lunchtime staff and play leaders.

Discipline, particularly self-discipline, is encouraged. Children are taught to have respect for others, their beliefs and their belongings, and to care for the school buildings, grounds and resources. Where a child has a problem with the standards of behaviour, attitudes and discipline demanded in school, parents / carers are informed and are involved in seeking solutions to the problem. The school policy on behaviour and discipline is available to parents / carers upon request, and is based on a clear set of rewards and sanctions.

The responsibility for the behaviour of a child at school remains with the parent / carer.

Bullying

We recognise that bullying happens in all schools and institutions, but we try our very best at Hyndburn Park to 'stamp it out'. We have developed a comprehensive Anti-Bullying Policy, which is available from the school upon request, and is also on our website. Often bullying is hidden from adults and difficult to detect. Children should inform teachers or adults in the school if they feel that either they are the victim of bullying or see other children being bullied. We have two 'Worry Boxes' in school which children can use to alert our Learning Mentors to any concerns that they have at all, including bullying. Children use these well. If parents / carers feel that their child is the victim of bullying they should inform a member of staff immediately so that the problem can be addressed.

Racism

We have adopted Lancashire's Anti-Racism Policy. We do not tolerate any form of racism from, or against, any member of our school community. If any of our children are involved in a racist incident, either as a victim or perpetrator, then parents / carers will be contacted immediately.

School Uniform

School uniform is compulsory at Hyndburn Park. To this end, the uniform is simple and inexpensive. Sweatshirts (£10), fleeces (£15) and polo shirts (£6) with the school emblem are on sale from the school office throughout the school year.

Our uniform consists of the following:

- White polo shirt
- Royal blue sweatshirt, fleece, jumper or cardigan – no hoods, please
- Grey trousers, school shorts, skirt, culottes or pinafore
- Blue and white gingham dress – in summer
- White, grey, black or blue socks or tights

Suitable black shoes without heels

All clothes should have the child's name in, and children should wear a suitable coat when it is cold or wet.

PE Kit

It is important that children have a change of clothes for PE. All children are expected to have the PE kit in school each day they do PE. Children need:

Black or dark blue shorts, gym skirt, leggings or tracksuit bottoms

White or blue tee shirt

Pumps for indoors

Trainers for outdoors

PE kit should all be clearly labelled with the child's name. Kit should be brought to school in a small, named bag, preferably a traditional drawstring PE bag.

If your child ever needs any other equipment, e.g., swimming kit, football boots etc, we will let you know.

We insist the children remove all jewellery to do games and PE, in the interest of safety.

Swimming

In 2019 - 2020, our Y4 children (and Y3 children in class 12) will go to the swimming baths weekly. For this, children should have:

A one-piece swimming costume or trunks (swimming shorts are permitted, but not ordinary shorts)

A swimming cap for children with long hair

A towel

A comb or brush

Children should not bring talc or other toiletries. All swimming kit should be clearly labelled.

Jewellery

We discourage the wearing of jewellery in school for two reasons, firstly on safety grounds, and secondly, for security reasons. The only items of jewellery that are permitted are a watch and small stud earrings. These must be removed for swimming and PE. Stud earrings are allowed for the first six weeks following the piercing of ears at the baths and in PE lessons, following this, studs must be removed. Items with deep religious significance will be allowed at the discretion of the headteacher. Please note that teachers are not able to remove or replace earrings for children, neither can they be responsible for the safe keeping of watches or earrings during PE or swimming lessons.

Mobile Telephones

Children are not allowed to bring mobile telephones into school; they are unnecessary and can cause chaos! Any child needing to contact home during the school day is able to make use of the telephone in the office in the event of an emergency.

Safeguarding & Child Protection

All children, whatever their age, background, religion or family circumstance, have a fundamental right to be offered care and protection by those responsible for their safety and well-being. Most of the time, this means parents / carers, but when children attend school, or when they need the help of other professionals in education, the responsibility to safeguard and protect children becomes the job of other adults, even if only for a short time.

Our school is required by law to safeguard and protect the interests of children placed in our care. We do this by making sure that we have staff that are trained to help any children who may be unhappy or are having difficulties at home or at school. We encourage children and parents / carers to talk to us or to seek help if they are worried, just as we will usually talk to parents / carers if we are concerned about anything to do with their child. As part of our school curriculum, we teach children the importance of taking care of themselves and others, and we try to make sure that children know where and to whom they can turn for help and advice.

Sometimes staff may have serious worries about a child. In these circumstances, any staff working in the school must follow the procedures laid down by a multi-agency committee (Lancashire Safeguarding Children Board - LSCB) whose job it is to make sure that all agencies working with children know how to handle concerns or worries. These procedures state that whenever there are serious concerns about a child or about children, the situation must be referred to, or discussed with the specialised child care team in the local social services office. There are also policies and procedures within school to ensure that our staff behave properly and professionally towards the children with whom they work.

The school takes seriously its responsibility to look after the interests of the children in our care, not just because we are required to by law, but also because we recognise that in order to learn, children need to feel safe and secure and valued. To this end, we recognise the importance of acting as an advocate and protector for all children who come to our school and we appreciate the support offered to us by parents / carers who help us to do our job well.

For further information, a copy of the school's Child Protection & Safeguarding Policy is available from the school office or available to download from the school's website. Mrs Hardwick is the Designated Senior Lead (DSL) for Child Protection, with Ms Tabsim as the Second DSL, and Ms Tracey as the Third DSL. Our Safeguarding & Child Protection governor is Ms Bedwell.

Our school is part of Operation Encompass. Under Operation Encompass the DSLs will:

- Ensure that all members of the school community are made aware of Operation Encompass. This information will be on our school website, a letter will be sent out to parents, a poster will be displayed in the main entrance of the school, it will be included in the school brochure, and all members of staff will be informed with regards to Operation Encompass. This will ensure that the school's commitment to Operation Encompass is known.

- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass.

School Health Service

We have a range of medical services that visit us regularly. These include the school nurse, the school dentist, school audiologist, and the school medical officer. Parents / carers are always contacted, and their permission sought, before children are seen by any medical staff in school. If you have any medical concerns about your child, which you think we ought to know about, you are always welcome to discuss them with either your child's class teacher, or a member of the school's leadership team.

Admission Policy

Children are admitted to Hyndburn Park Primary School in accordance with the Admissions Policy of Lancashire Authority.

Admission to the nursery class is usually by placing your child's name on the waiting list. Children can start nursery in the September following their 3rd birthday. Due to the large numbers of children wanting places for nursery the governors adhere strictly to the County Admission Policy. The policy is, where a school is oversubscribed with applications, places are allocated according to the following criteria:-

- a) Children whose Education, Health and Care Plan (ECHP) names the nursery. Children for whom a statutory assessment has been agreed for whom a place has been sought by the SEN Assessment and Educational Psychology Services.
- b) Children who are in social, medical or developmental need according to the County Council's children in need categories.
- c) Children who live nearest to the school using home to school distance following a walking route recognised by the County Council.

The school admits children in the reception classes at the beginning of the school year in which they are five. Parents / carers should inform school of their wish for their child to be admitted to either the nursery or the reception classes as soon as possible, and should complete the Lancashire admission form as soon as it becomes available in the autumn term preceding the expected year of admission to school.

If the school is over-subscribed, the priority for allocating places will be:

- a) Siblings already attending Hyndburn Park Primary School.
- b) Social, medical or welfare needs of the child.
- c) Proximity of the child's home to school.

Parents / carers will be notified of the allocation of a place around Easter time, or of arrangements for how to appeal or seek a place at another school should there not be a place for their child at Hyndburn Park.

For 2019 / 2020 our admission number is 52 to nursery (26 full time equivalent), and 75 to reception.

Pre-School Programme

Children are admitted to our school nursery class in the September after their third birthday. Parents / carers will be invited to a pre-admission meeting to explain our induction procedure.

For children already attending our nursery class, there is obviously no need to visit prior to moving into reception, but a meeting will be arranged during the summer term for parents / carers. Children who are moving to reception from other nurseries will be invited to visit reception with their parents / carers during the summer term. All children start reception full time at the beginning of the school year. If any children struggle with this, the class teacher will plan an individual programme for each child, in liaison with their parents / carers. A very few of our children begin school without having attended a nursery. In these cases, one of our staff will contact parents / carers directly, to arrange the most suitable pre-school programme for their child.

Transfer to High School

We maintain good links with all Accrington high schools and children in Years 5 & 6 are given many opportunities to visit some of them from school. Information packs are sent home during the autumn term and all applications are now done online. All schools are different, each with their own particular strengths. Parents / carers are encouraged to attend high school open evenings in order to be able to make informed preferences. We too can discuss this with you, if you like.

Parents / Carers in School

Communication

We will do our very best to keep you informed of what is going on in school. Each Friday, the headteacher sends a letter home to every family in school (it is also available on the school's website). This contains news from the week and for the week ahead. This has become a most important method of communication from school to home.

Class teachers send letters home six times during the year. Each teacher will send a letter home at the end of each half term to tell you what your child will be learning next, as well as informing you about routines, special events, and how you might help your child at home.

We sometimes send questionnaires and draft policies home as part of a consultation process in school. We always value your opinions, and try to incorporate your views and wishes into our school development and improvement.

We have a school website, which contains a lot of the information you might want to know about our school. The website address is www.hyndburnpark.lancs.sch.uk. There are links to the weekly Friday letter, this school brochure, plus lots of photographs of events and visits in school. If you have any ideas of other things we could include on our website, please let us know!

If you have any queries, concerns or information you think you should share with us, please contact us as soon as possible so that we can try to sort things out.

Privacy Notice (How we use pupil information)

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address).
- Characteristics (such as ethnicity, language and free school meal eligibility).
- Attendance information (such as sessions attended, number of absences and absence reasons).
- Assessment information.
- Medical conditions.
- Special Educational Needs and Disability.
- Behaviour and exclusions.

Why we collect and use this information

We use the pupil data:

- To support pupil learning.
- To monitor and report on pupil progress.
- To provide appropriate pastoral care.
- To assess the quality of our services.
- To comply with the law regarding data sharing.
- To safeguard pupils.

The lawful basis on which we use this information

On the 25th May 2018 the Data Protection Act 1998 was replaced by the General Data Protection Regulation (GDPR). The condition for processing under the GDPR will be:

Article 6

1. Processing shall be lawful only if and to the extent that at least one of the following applies:
(c) Processing is necessary for compliance with a legal obligation to which the controller is subject;

Article 9

1. Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.
2. Paragraph 1 shall not apply if one of the following applies:
(j) Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The Education (Information about Individual Pupils) (England) Regulations 2013 - Regulation 5 'Provision of information by non-maintained special schools and Academies to the Secretary of State' states 'Within fourteen days of receiving a request from the Secretary of State, the proprietor of a non-maintained special school or an Academy (shall provide to the Secretary of State such of the information referred to in Schedule 1 and (where the request stipulates) in respect of such categories of pupils, or former pupils, as is so requested.'

The Education Act 1996 - Section 537A – states that we provide individual pupil information as the relevant body such as the Department for Education.

Children’s Act 1989 – Section 83 – places a duty on the Secretary of State or others to conduct research.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data until they leave the school, with the exception of assessment data, which is kept for up to nine years.

Who we share pupil information with

We routinely share pupil information with:

- Schools that the pupils’ attend after leaving us.
- Our Local Authority (LA).
- The Department for Education (DfE).
- NHS / school nurse.

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils’ data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

For more information about services for young people, please visit our local authority website.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years’ census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis.
- Producing statistics.
- Providing information, advice or guidance.

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data.
- The purpose for which it is required.
- The level and sensitivity of data requested.
- The arrangements in place to store and handle the data.

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Karen Yeomans in the school office who is our data administrator.

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress.
- Prevent processing for the purpose of direct marketing.
- Object to decisions being taken by automated means.
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed.
- Claim compensation for damages caused by a breach of the Data Protection regulations.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact either Karen Yeomans (data administrator) or Saiqa Tabsim (data protection officer), by appointment at the school office, by telephone (01254 233171), or by email (bursar@hyndburnpark.lancs.sch.uk).

Emergency School Closure

Very occasionally, it may be necessary to close the school at extremely short notice. The most common causes of this are either boiler failure or heavy snow. This happens very, very rarely, but in the event of an emergency school closure, we will broadcast the closure on BBC Radio Lancashire (95.5 FM, 103.9 FM, 104.5 FM and 855 MW, or radio.lancashire@bbc.co.uk) between 7am and 10am. We will also post the closure on our school's website - go to www.hyndburnpark.lancs.sch.uk - on the home page, and contact all families by text.

No Smoking Policy

The whole of our school grounds are now non-smoking areas, including e-cigarettes / vaping. This applies to staff, visitors and all users of the premises both within and outside school hours. Your support with this is much appreciated.

Complaints

In our experience, most complaints are minor, often arising from misunderstandings. Usually, talking the matter through with the class teacher solves the problem. Sometimes, parents / carers may prefer to talk to the Head of Department. If the problem is more serious, or you feel that you need to take the matter further, you should make an appointment to see the headteacher, who will deal with the complaint as swiftly as possible.

Occasionally, parents / carers may have a serious complaint, or one which they feel has not been dealt with appropriately by the staff of the school, which they would prefer to take to someone who is not directly involved in the day to day running of the school. This rarely happens, but if you do need to make such a complaint about school, then you should put it in writing to the Chair of Governors, Mrs J Parsonson, care of the school. The complaints policy is on the school website should you need it.

Holiday Dates

AUTUMN TERM 2019

School Re-opens	Tuesday 03.09.19	
School Closes at 3:15pm	Friday 18.10.19	Half Term
School Re-opens	Monday 28.10.19	
School Closes at 3:15pm	Thursday 19.12.19	Christmas Holidays

SPRING TERM 2020

School Re-opens	Tuesday 07.01.20	
School Closes at 3:15pm	Friday 14.02.20	Half Term
School Re-opens	Monday 24.02.20	
School closes	Friday 03.04.20	Easter Holidays

SUMMER TERM 2020

School Re-opens	Monday 20.04.20	
School Closes at 3:15pm	Thursday 07.05.20	Bank Holiday
School Re-opens	Monday 11.05.20	
School Closes at 3:15pm	Friday 22.05.20	Half Term
School Re-opens	Monday 01.06.20	
School Closes at 3:15pm	Thursday 16.07.20	Summer Holidays

Teachers and some other staff would also work the following days as part of their training:

Monday 02.09.19
Friday 20.12.19 - to be worked as twilights over the year
Monday 06.01.20
Friday 17.07.20
Monday 20.07.20

YEAR 2 TEACHER ASSESSMENT & TEST RESULTS - 2019

The following are the Y2 results based on Teacher Assessments. There were 63 children in the year group.

TEACHER ASSESSMENT FRAMEWORK YEAR 2 JUNE 2019	EXPECTED+			GREATER DEPTH	
	No.	%	NATIONAL % (2018)	No.	%
READING	40	63	75	3	5
WRITING	36	57	70	2	3
MATHEMATICS	38	60	76	2	3
COMBINED READING, WRITING & MATHEMATICS	35	56		1	2
SCIENCE	53	84	83		

The following are test results showing the number and percent of pupils achieving 100+ scaled score on the tests (expected or greater depth on the writing Teacher Assessment).

Y2 COHORT	100+							
	R		W (EXS)		M		RWM	
	No.	%	No.	%	No.	%	No.	%
BOYS (23)	12	52	9	39	10	43	9	39
GIRLS (40)	25	63	27	68	25	63	20	50
ALL (63)	37	59	36	57	35	56	29	46

YEAR 6 TEACHER ASSESSMENT & TEST RESULTS – 2018

The tables below show the school results following the end of KS2 SATs in July 2018, compared with Local Authority (LA) and national. There were 64 children in the cohort.

READING – JULY 2018	Expected standard+		Higher standard	
Hyndburn Park	61%		9%	
LA	76%		26%	
National	75%		28%	
WRITING TA – JULY 2018	Expected standard+		Greater depth	
Hyndburn Park	86%		14%	
LA	78%		20%	
National	78%		20%	
MATHEMATICS – JULY 2018	Expected standard+		Higher standard	
Hyndburn Park	80%		19%	
LA	76%		22%	
National	76%		24%	
GRAMMAR, PUNCTUATION & SPELLING - JULY 2018	Expected standard+		Higher standard	
Hyndburn Park	83%		52%	
LA	78%		32%	
National	78%		34%	
COMBINED READING, WRITING TA & MATHS - JULY 2018	Expected standard+		Higher standard	
Hyndburn Park	56%		2%	
LA	65%		9%	
National	64%		10%	
AVERAGE SCALED SCORES - JULY 2018	READING	GRAMMAR, PUNCTUATION & SPELLING	MATHEMATICS	
Hyndburn Park	101	108	104	
LA	105	106	104	
National	105	106	104	
PROGRESS MEASURES	READING	WRITING	MATHEMATICS	
Hyndburn Park	-1.9	2.2	1.8	
National	-5.0	-7.0	-5.0	
<p>A school's progress scores for reading, writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.</p> <ul style="list-style-type: none"> • A score of 0 means pupils in this school, on average, do about as well at KS2 as those with similar prior attainment nationally. • A positive score means pupils in this school on average do better at KS2 than those with similar prior attainment nationally. • A negative score means pupils in this school on average do worse at KS2 than those with similar prior attainment nationally. 				
TEACHER ASSESSMENT 2018 (Expected Standard+)	READING	WRITING	MATHEMATICS	READING, WRITING AND MATHEMATICS
Hyndburn Park	75%	87%	87%	69%
LA	80%	78%	78%	Not available
National	80%	78%	79%	Not available

YEAR 6 TEACHER ASSESSMENT & TEST RESULTS – 2019

The tables below show the school results following the end of KS2 SATs in July 2019, compared with Local Authority (LA) and national (provisional 2019 data). There were 56 children in the cohort, with 55 counted in the measures.

READING – JULY 2019	Expected standard+	Higher standard		
Hyndburn Park	60%	22%		
LA (Provisional 2019)	72%	24%		
National (Provisional 2019)	73%	27%		
WRITING TA – JULY 2019	Expected standard+	Greater depth		
Hyndburn Park	73%	16%		
LA (Provisional 2019)	78%	20%		
National (Provisional 2019)	78%	20%		
MATHEMATICS – JULY 2019	Expected standard+	Higher standard		
Hyndburn Park	80%	22%		
LA (Provisional 2019)	78%	24%		
National (Provisional 2019)	79%	27%		
GRAMMAR, PUNCTUATION & SPELLING - JULY 2019	Expected standard+	Higher standard		
Hyndburn Park	85%	58%		
LA (Provisional 2019)	77%	32%		
National (Provisional 2019)	78%	36%		
COMBINED READING, WRITING TA & MATHS - JULY 2019	Expected standard+	Higher standard		
Hyndburn Park	56%	7%		
LA (Provisional 2019)	63%	10%		
National (Provisional 2019)	65%	10%		
AVERAGE SCALED SCORES - JULY 2019	READING	GRAMMAR, PUNCTUATION & SPELLING	MATHEMATICS	
Hyndburn Park	102	110	105	
LA (Provisional 2019)	104	106	105	
National (Provisional 2019)	104	106	105	
PROGRESS MEASURES	READING	WRITING	MATHEMATICS	
Hyndburn Park	-1.4	-0.3	0.1	
National	-5.0	-7.0	-5.0	
<p>A school's progress scores for reading, writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.</p> <ul style="list-style-type: none"> • A score of 0 means pupils in this school, on average, do about as well at KS2 as those with similar prior attainment nationally. • A positive score means pupils in this school on average do better at KS2 than those with similar prior attainment nationally. • A negative score means pupils in this school on average do worse at KS2 than those with similar prior attainment nationally. 				
TEACHER ASSESSMENT 2019 (Expected Standard+)	READING	WRITING	MATHEMATICS	READING, WRITING AND MATHEMATICS
Hyndburn Park		73%		
LA (Provisional 2019)		78%		Not available
National (Provisional 2019)		78%		Not available

Wendy Tracey, 22.07.19