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**Horfield Church of England Voluntary Controlled Primary School**  
**'Deeply rooted, flourishing together, reaching great heights'**

September 2019

Dear Parents and Carers,

On behalf of our whole school community I would like to warmly welcome you to the school. We very much look forward to getting to know you and your child, secure in the knowledge that your child will flourish here. It certainly is a privilege to work here with wonderful children and our very hardworking and talented team of Staff and Governors who are committed to inspiring each other and to the sharing of best practice.

In 2017 we were the proud recipients of the UKLA Literacy School of the Year award. We are all so proud of this achievement which is a recognised national kitemark for schools who show excellence in Literacy. The assessors were most impressed by the way that Literacy is placed at the heart of the curriculum and by the use of key texts as a means of enriching all of the school's development work.

***'The standards reached in speaking, reading and writing underpinned by a rigorous approach to the acquisition of basic skills are exceptionally high because the children are challenged to produce their very best work across the curriculum.'*** UKLA, 2017

Christian values are strongly promoted and we have very well-established links with Horfield Parish Church which are greatly valued by us all. Love, care and respect permeate through our teaching and all that we do. We want children to grow into resilient successful people who develop academically, personally and spiritually.

Children benefit hugely from a wealth of vibrant and challenging curriculum experiences they find here and they are justifiably proud of their school. Visitors frequently comment on the friendliness and respectful behaviour of the children and this is because pupils live up to the very high expectations placed on them by the staff.

All opportunities to work in partnership with you are very important to us as they help your child to get the most out of school. We look forward to seeing your child tackle new challenges with confidence and to seeing them develop into a successful lifelong learner ready and prepared to enter the next stage of their life.

We hope that this prospectus gives you a 'feel' for the life of the school and for the warm and friendly atmosphere you will find here. You are of course, welcome to come and look around for yourself; just ring the school office to arrange a mutually convenient time.

Yours faithfully

Jenny Taylor

Headteacher



# Horfield Church of England Voluntary Controlled Primary School

## 'Deeply rooted, flourishing together, reaching great heights'

Our school is a Church of England (Voluntary Controlled) Primary School educating children between the ages of four and eleven. The admission level is set at 60 for the 2019-2020 school year.

The school has fourteen classrooms, a large school hall and kitchen, a lovely new library, small workrooms, music rooms, a community room, a staff room together with administration offices and a Learning Zone for IT and computing. In October 2015 we opened our new school extension which provided us with a well-resourced library and storage for PE, Drama and for the School Association.

The extensive school grounds are greatly valued by the staff and children. They include a huge playing field and a conservation area with a pond. We have a small vegetable garden which is cared for by the school's Green Club. There is a cycle track and cycle shelter as well as a low-level adventure playground. We extended our play area with artificial turf in order to maximize the amount of play space available during wet days.

### **Our School Vision: 'Deeply rooted, flourishing together, reaching great heights.'**

Governors, parents, members of staff and children drew up the School Vision following extensive discussion.

The school's vision is underpinned by Psalm 1:

**'Like a tree firmly planted by streams of living water'.**

### **Our school's values**

These values from from our vision and will be the habits and practices we seek to embody in all adults and children at this school:

generosity

compassion

forgiveness

respect

perseverance

courage

As a Church school, these are Christian values rooted in stories from the Bible. These values are also available for all, regardless of faith.



### **Aims of the school**

- To inspire and develop pupils to meet the challenges of an ever-changing world; to develop future citizens who are able to cope with change and take a useful, satisfying and personally successful place in society.
- To work as a whole school community to maintain high standards of behaviour and respect within and outside school.
- To care for and develop the whole child to lead a healthy lifestyle, emotionally, physically and spiritually.
- To continue to create a welcoming, caring and safe school community in which all pupils and staff are valued as individuals of equal value.
- To develop an appreciation of Christian beliefs, practices and values. To respect and be sensitive to other people's beliefs, faiths and cultures. Our values are summarised as generosity, compassion, forgiveness, respect, perseverance and courage.
- To provide a rich and stimulating curriculum, creating curiosity with a range of opportunities to empower pupils to achieve excellent standards and become life long learners.
- To work in partnership between school, parents, governors, church and community to create genuine pride in ourselves and school.
- To maximize the potential for indoor and outdoor learning environments, and use them creatively in our curriculum.
- To care for our environment through our curriculum and practices, to teach respect for our world and care for its future and to appreciate the basic independence of all peoples.
- To encourage an awareness of aesthetic values.

### **Achievement**

***'Children display a passion for their learning in reading, writing and maths and relish opportunities which challenge them to do better.'*** Ofsted, March 2017

Pupil progress within and across year groups is carefully monitored so that it is the best it can be. Teacher assessment takes place at two points in the school year. Individual targets are set based on children's current National Curriculum levels of attainment; children and parents will be involved with and informed about progress towards these targets. Teaching Assistants are deployed according to identified need and work with individuals and small groups using a variety of intervention strategies.

### **Appraisal**

Effective appraisal procedures are in place for all staff. All members of staff have performance objectives related to the School Improvement Plan, with all staff having at least one target focused on improving standards in the core subjects.

### **Pupil Wellbeing**

***'The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident and self-assured learners. Their excellent attitudes to learning have a strong impact on the progress they make. Pupils take pride in themselves, their work and their school.'*** Ofsted, March 2017

Lunchtimes provide a choice of fresh foods, extended structured play opportunities and a positive dining hall ambience. The children are aware of healthy lifestyle choices, the importance of regular exercise, and participate enthusiastically in lunchtime sports. We help children to be aware of environmental issues. Children feel safe, are risk aware and are given opportunities to develop further tolerance and respect for others in their playtimes.

Our school facilitates collaborative planning by class teachers from the same year group, who meet regularly to consider curriculum content and year group activities. All teachers have weekly PPA time in proportion to the number of hours worked. The curriculum is bold, courageous and innovative in order to inspire and challenge pupils.

Teachers adopt a variety of organisational strategies depending on the purpose and nature of classroom activities taking place.

## **Admission and Transfer Arrangements**

The City of Bristol admission arrangements apply equally to Voluntary Controlled Schools and this means that all children may start school in the September following their fourth birthday, although this may be delayed until the beginning of Term 3 or Term 5 if parents wish. Children must, however, be in full time education by the beginning of Terms 3 or 5 following their fifth birthday.

Our Admissions Policy aims to ensure that each child's introduction to school is a very positive and happy experience. To achieve this, all children are admitted on a part-time basis for the first three weeks of Term 1. This allows time for children to build relationships with their class teacher and with other children, and to adjust to their new surroundings and routines. It also gives the class teacher the opportunity to get to know the child well right from the start.

*'The positive behaviour of children and their strong relationships with the adults around them show the confidence and safety they already feel at school.'* Ofsted, March 2017

## **Secondary Transfer Arrangements**

Transfer to secondary education takes place in the September following a child's eleventh birthday and details will be sent to you early in your child's final year at this school. Under present open enrolment policies parents may opt for any secondary school within Bristol and surrounding areas, although admission is governed by the capacity of the chosen school.

## **The School Curriculum**

*'The curriculum is vibrant and enriching. English, Maths, the expressive arts and music are particular strengths.'* Ofsted, March 2017

Children in Classes 1 and 2 are in the Early Years Foundation Stage, and this phase of education is designed to enable pupils to develop key learning skills. These include listening, speaking, concentration, persistence and co-operation with others.

*"Children in the early years show positive attitudes to learning and are making good progress because teachers' careful planning has created interesting starting points for them to explore in their learning.'* Ofsted, March 2017

The National Curriculum (NC) is compulsory for all children from Year 1 onwards. Schools teach the five core subjects of English, Mathematics, Science, IT and Computing and Religious Education. In addition, the foundation subjects of History, Geography, Design & Technology, Music, Art, and Physical Education are taught to all children. Year 3 pupils are taught Latin and in years 4, 5 and 6 the children are taught Spanish on a weekly basis by in-house specialist teachers. The Government has specified programmes of study and attainment targets for various age groups for the core subjects while schools have more discretion about the breadth and depth of teaching in the other subjects.

## **School Council**

*'The school prepares the pupils very well to become active citizens in modern Britain. Pupils are keen to get involved with the opportunities they have to influence the life of their school.'* Ofsted, March 2017

We have an active School Council with representation from each class. This council meets on a regular basis and supports school decision-making processes.



### **Religious Education (RE)**

*'Outstanding relationships promoted by the school's Christian values of forgiveness and friendship have a strong impact on children's personal development and well-being.'* SIAMS, May 2017

RE is taught throughout the school, following our locally agreed syllabus. We are teaching the new 'Understanding Christianity' programme created by the Church of England which enables children to learn about the 'big story' of Christianity. We also learn about the major religions of Judaism, Islam, Hinduism and Sikhism, as well non-religious world views such as Humanism. Our 'Imagination Station approach' where children engage with text and art together can be a powerful way of thinking about religion.

### **Physical Education (PE)**

We offer a range of activities starting with structured play and sports skills in Reception to team sports with the older children. Netball, rounders, cricket, rugby, hockey, tennis, football and athletics are available to the children across the school. There are a variety of after-school sports activities open to children from Reception upwards.

All children in the school enjoy a Sports Morning in the Summer Term. The emphasis is on PE skills and working together as a team and we also provide opportunities for those children who excel at running to race against each other.

We have a large field for team games and play activities. We participate in inter-school matches. Our Government PE grant funds a PE Specialist Teacher to teach children from Reception to Year 3. These sessions are greatly valued by the children. Staff regularly give up their time to enable children to gain from representing the school at various sports.

### **Swimming**

The school actively promotes swimming. Children in Years 1 to 6 have swimming lessons at Horfield Leisure Centre. The school organises the pool hire and instruction and parents are invited to make an appropriate donation towards the costs. All children have the opportunity to participate in our annual Swimming Gala during the summer term.

### **Sex and Relationships Education**

The Governors have agreed that sex education will be taught throughout the school using age appropriate content and resources and this forms part of a general personal, health and social education programme. Children in Years 5 and 6 in particular follow a programme in their PHSE lessons, which includes discussion of human development and reproduction. It is recognised that this is a sensitive issue and parents have the opportunity to view and discuss the teaching approaches and resources to be used before the teaching programme commences. Parents have the right to withdraw children from sex and relationships education which is additional to that specified in the Science curriculum.

### **Extra-curricular activities**

Residential visits are organised for Years 5 and 6. Year 5 children take part in a 5 day visit to the YMCA national centre at Fairthorne Manor. This multi-activity visit comprises of canoeing, archery, abseiling, orienteering and a variety of other activities in the superb grounds of the Manor. Year 6 will be spending 2 days at St Briavel's YHA Castle, exploring the locality, trying out bread making, candle making and enjoying a medieval banquet. They will also be spending 3 days in Ironbridge, exploring the many hands-on museums within walking distance of the youth hostel, spend their shillings at the Victorian Village and enjoy a rafting trip along the River Severn.



## **Information for Parents**

### **Family Link Worker**

*'The school works effectively with outside agencies, and with parents, to support pupils and their families.'*  
Ofsted, March 2017

Kate Harfoush is our Family Link Worker. Kate's role is to listen to and help any of our children to resolve issues that are creating barriers to learning. She is also available to advise and to offer support to parents.

### **Homework**

We expect children to do a certain amount of work at home. Key Stage 1 children take home books for sharing, reading books, spelling rocket words etc. As children progress into Key Stage 2 they are expected to maintain a regular habit of reading as well as ensure that they learn spellings and multiplication tables for periodic tests. In addition to this, a range of specific tasks and research assignments will be given.

### **Parents' Consultation Evenings**

*'Parents are overwhelmingly of the view that their children are making good progress and are well taught at the school.'* Ofsted, March 2017

Parents' evenings are held twice a year, when parents are able to come and see their child's work and discuss progress and targets with the teacher. If you are concerned about anything, however, please do not wait until parents' evenings to contact the school; problems are best dealt with immediately. A written report is issued towards the end of each school year to which you are encouraged to respond either verbally or in written form.

All parents also have the opportunity to attend the Annual General Meetings of the Governors and that of the School Association. There are also regular curriculum meetings, for example in-class Reading demonstrations for Reception parents and information events which we strongly encourage parents to attend.

### **School Association**

All parents automatically belong to the School Association and parents are welcome to serve on the committee. The Committee arranges social and fund-raising events and the money raised is used to buy 'extras' which might not otherwise be afforded. A list of the current committee members is available in school and all offers of help at the various events are greatly appreciated.

### **Collective Worship**

*'Collective Worship is inspiring and transformational. This is reflected in choral music of the highest quality and heartfelt singing by the whole school community which enhances the strong sense of belonging.'* SIAMS, May 2017

Our school complies with current legislation, which requires daily acts of collective worship for all children. As a Church of England Voluntary Controlled school we ensure that all assemblies are compatible with the practices of the Church of England and that assemblies provide opportunities for children's spiritual and moral development.

The weekly pattern of assemblies for 2019-20 will be:

Monday	Whole School Collective Worship led by Mrs Taylor, our Headteacher
Tuesday	Whole School Singing Assembly led by Mrs Cunningham, Assistant Headteacher
Wednesday	Alternate Key Stage Collective Worship with a member of Clergy from Horfield Parish Church
Thursday	Alternate Key Stage Collective Worship with a class teacher
Friday	Whole School Achievement Assembly, with invited parents in attendance

Parents have the right to request that their child be withdrawn from Collective Worship. Should you wish to exercise this right please discuss this with the Headteacher. Similar arrangements apply if parents wish to exercise their right to withdraw children from RE lessons.

### **Children with Special Educational Needs & Disabilities**

*'Pupils who have SEN and/or disabilities are making strong progress and attaining well as a consequence of the support they are receiving.'* Ofsted, March 2017

It is not unusual for children to experience difficulties of one sort or another at some time during their education. What is important is that these difficulties are kept in perspective. Often they do not last long and, with help and support, are frequently soon overcome. If your child has difficulties that we are concerned about we will let you know, and we hope that you will bring to our attention any concerns that you may have, so that we can work together.

*'Parents speak very highly of the support their children are given.'* Ofsted, March 2017

Our Special Educational Needs policy aims to maximise the inclusion of SEND children in school activities in an atmosphere of encouragement, respecting pupils' achievements and being sensitive to individual needs. The identification process for a child with Special Educational Needs usually starts when a teacher or parent expresses concern about an aspect of a child's development. Initially the teacher will record observations and concerns so that an evidence base is established. The teacher will then attempt to meet the identified needs by in-class strategies and differentiation. If it appears that a child does have special needs, then the class teacher will identify the area of concern and monitor progress. If difficulties persist the school Special Educational Needs Team will be involved and an action plan will be devised; the School Policy for Special Educational Needs and the SEND Information Report gives full details of our provision and they are both available on the school website.

### **Gifted and Talented Provision**

*'Teachers challenge the most able pupils including those who are also disadvantaged.'* Ofsted, March 2017

At Horfield, all children are given opportunities to achieve their best and to make the greatest progress possible. There are children with particular strengths and these special abilities are identified as early as possible and developed fully during the child's time at our school.

We provide for more able children through:

- Early identification and monitoring of specific abilities.
- A curriculum which is differentiated appropriately according to the abilities and needs of the child.
- Opportunities to develop specific skills and talents.
- Activities that enrich and extend pupils' general cognitive and study skills through activities at mastery level.
- Activities that enrich and extend pupils' social, cultural, spiritual and emotional development.

Where children display exceptionally advanced abilities which require highly individualised programmes of study, these take place within a framework which encourages normal social and emotional development.

*"I continue to be amazed by just how incredibly committed the staff of the school are to making the learning journey of my children the very best it can be. The teaching and learning standards are excellent and the children enjoy a whole range of creative opportunities which enhance their love of learning and rounded development."* Parent of two children at Horfield.





### **Assessment and Testing**

*'Leaders use the school's assessment programmes to accurately and quickly identify pupils who may be at risk of falling behind. The support they receive means that many of them catch up briskly.'* Ofsted, March 2017

Reception children are part of the Early Years Foundation Stage and usually arrive from their pre-school placement with a Transfer Document which details the Characteristics of Learning and achievements in a number of areas of learning and development. Reception teachers continue, or start, the process of recording using the profile and report to parents on children's progress at the end of Terms 1, 3 and 6. At the end of Key Stage 1 children are assessed against the National Curriculum and results are communicated to parents.

### **Phonics Screening**

The Phonics Screening check shows how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies children who need extra phonics help.

### **KS1**

For pupils at the end of Key Stage 1, typically aged 7, teachers will judge the standards at which they are working. Children also take national tests in Maths and Reading.

### **KS2**

At the end of Key Stage 2 children undertake national tests in English Grammar, Punctuation & Spelling, Reading and Maths. The teacher assessments and the data from SATs are communicated and explained to parents. All children are assessed at regular intervals as they progress through the school. Targets are set with the children so that they understand what they need to do in order to improve. These assessments are moderated between classes and across age ranges and monitored by the Senior Leadership Team.

### **Positive Behaviour Management**

*'The behaviour of pupils is outstanding. Inspectors did not see any behaviour which was less than exemplary.'* Ofsted, March 2017

The school strives to create a harmonious atmosphere where all children recognise and respect the rights of others and are then, through self-discipline, able to gain as much from school as possible.

The following rules were drawn up following discussion with children, staff, parents and governors.

- *I will not hurt anyone in the things I do or say*
- *I will follow instructions first time*
- *I will take care of our school and the things in it*
- *I will walk and talk quietly in school*

Awareness of the code is promoted through regular discussion and publication in classes and around the school.

### **Administration Procedures**

<b>School Hours</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Morning open	8.45	8.45
Morning close	12.05	12.15
Afternoon open	1.15	1.15
Afternoon close	3.15	3.15

The playground gates are opened at 8.30am and children wait in the playground or the hall, if wet, until 8.45am. The teacher collects their class ready for registration by 8.55, at which time the playground gates are locked and remain locked throughout the day until 3.10pm. Parents meeting children are asked to wait in the playground. If games are taking place on the playground when you arrive please ensure you stand well clear, making sure your pre-school children are appropriately supervised for their safety. Please do not bring dogs into the playground.

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The school has an active travel incentive called "WOW Walk to school" where the children can earn badges each month by walking, scooting or cycling to school at least once a week. If you deliver or collect your child by car, we would be very grateful if you would observe the following DOs and DON'Ts:

- Please **DO NOT** park on the yellow hatched markings at the school entrances
- Please **DO NOT** park in a position that makes access for other vehicles difficult
- Please **DO NOT** block the main entrance when collecting/dropping off children
- Please **DO NOT** come into the school car park to collect/drop off children or turn your vehicle
- Please **DO** drive with extreme caution when you are near the school

We appreciate that some of the above will cause a little inconvenience for some parents, but they are there for the SAFETY of the children.

### **Absence from school**

In order to safeguard your children and to comply with the law please observe the following procedures for reporting all absences:

#### **1. Known Absences (e.g. Doctor/Dentist appointments)**

If your child has to attend an appointment of any kind during school hours, a note must be sent in advance giving details, including arrangements for collecting the child, or for older children, the time they should leave school. Please note that verbal requests from children to leave school will not be accepted.

#### **2. Holidays**

Parents are reminded that term time holidays are not permitted by the school in accordance with Government guidelines as they are very disruptive to children's education.

#### **3. Other Absences**

Most other absences will be due to illness. We like to receive a brief telephone call, or an e-mail, explaining the absence before 9.30am on the first day of absence (only), and a written absence note when your child returns to school. If we do not receive a phone call we will contact you to authorise the absence. Unexplained absences will be followed up initially by the school and then, if necessary, by the Education Welfare Officer, part of whose job is to ensure that all absences are genuine. Schools are required by law to report all absences from school on each child's annual report, which you will receive in July. All parents receive a Bristol City Council leaflet, issued by Educational Welfare Services which outlines parents' responsibilities and the consequences of children having unauthorised absence from school.

#### **4. Exceptional Leave of Absence**

Curriculum time lost can severely influence a child's progress. Leave of absence will only ever be granted by the Headteacher in exceptional circumstances following the completion of a Leave of Absence form. Government legislation makes it clear that term time holidays should not be taken and are rarely seen as an exceptional circumstance. Taking unauthorised absence can lead to a fixed penalty notice.

### **School Meals**

Nutritionally balanced meals are cooked on both premises by an external caterer, Chartwells. Menu options include a meat, halal, vegetarian and salad bar option every day; menus are distributed twice yearly and are available on the school website. Children bringing in packed lunches are encouraged to make these healthy and balanced. They should not bring sweets, fizzy drinks or glass bottles and these should be stored in a proper sandwich container, not a plastic bag because some children have allergies and food should not be shared.

The cost of school meals for KS2 pupils is £2.30 per day, or £11.50 per week. School dinners must be paid for in advance **on a Monday morning**, and all payments should be placed in a clearly marked, sealed envelope and put in the class boxes at registration.

# Horfield Church of England Voluntary Controlled Primary School

## 'Deeply rooted, flourishing together, reaching great heights'

### **Safeguarding**

*'Pupils, parents and staff are all in agreement that pupils feel safe and are safe at this school.'* Ofsted, March 2017

### **Safeguarding**

The Governors and staff of Horfield CEVC School take seriously their responsibility to promote the welfare of and safeguard all children entrusted to our care. The Designated Child Safeguarding Lead (DCSL) is the Headteacher.

We are committed to:

- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that children feel confident to approach appropriate adults.
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making.
- Working with parents to ensure the welfare of all children which may involve other agencies.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.

We have established and maintained a safe school environment whilst ensuring that the school is a welcoming place. There is fencing all around the boundary of the grounds and the entrances adjacent to the main car park and on Kendon Drive are kept locked throughout the day, being opened before and after school.

Visitors enter the school through the main doors using a controlled entry system. This is reassuring for everyone; parents, children and staff. All visitors are required to sign in and out using Visitor Passes in the entrance lobby. All staff and voluntary helpers who work with children must be given police clearance by submitting a Disclosure & Barring Service (DBS) form. We also have an intercom system that connects the classrooms with the school office.

### **Charging Policy**

The 1988 Education Act has made it illegal to charge for activities that take place in school time with certain exceptions. These are contained in the Governors' Charging Policy. The school may, however, organise activities, trips etc. for children and ask parents to contribute voluntarily to the cost. No child will be prevented from taking part in such activities on the grounds of a parent's unwillingness or inability to pay but it must be pointed out that such activities may not be viable if insufficient contributions are received.

### **Complaints**

The Headteacher, Staff and Governors want you to feel welcome to discuss any anxieties you may have about the curriculum or any related matter. Please remember that positive feedback can be just as valuable as criticism! Should there be a difficulty that cannot be resolved by the usual discussion channels there is an Official Complaints Procedure. Details of this are available from the school office or website for you to follow.

### **Health & Wellbeing**

We want your child to get the best out of school and he/she will only do this if fit and well. Children who are over tired or under the weather do not learn successfully. Please do not send your child to school if he/she is not well or if there has been diarrhoea or vomiting. In such cases, your child should not return to school until he/she has been clear for at least 24 hours. For common childhood illnesses there are minimum periods for which they should stay away. If you are in doubt please contact your GP or ring the school for advice. If your child is taken ill, or has an accident in school, every effort will be made to contact you, a neighbour/friend, or a relative.

### **Contact Details**

It is essential that the School Office has an up to date list of addresses and telephone numbers (home and work) together with the name, address and telephone number of a friend or relative who is prepared to look after your child if you are not available. In an emergency the school will look after your child and arrange for treatment if necessary and you will be contacted at the earliest opportunity.

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## Prescribed Medicines

The Education Authority does not allow teachers to give medicines or tablets to children except in cases of long-term conditions, or in exceptional circumstances. If you feel that your child must have medicine in school, you will be required to sign an authorisation form available from the school office. The office staff will only give your child medicine which has been prescribed by a doctor, which has your child's name and the dosage clearly marked on the packaging. They will enter details of the medication given in the Medicine Information book held in the First Aid Room.

## Healthy Eating

The school actively encourages healthy eating. Key Stage 1 children are all provided with fruit every day and Key Stage 2 children may bring fruit or a healthy snack from home to eat during morning playtime.

## Milk

Milk is provided free of charge to all 4 year-olds until their 5th birthday or free of charge for those children having free school meals. It is then available on a charged basis to all children throughout the school if desired. Procedures for ordering milk are obtainable from the school office.

## Term dates 2019-2020

Term 1	Monday 2 <sup>nd</sup> September – Friday 25 <sup>th</sup> October
Term 2	Monday 4 <sup>th</sup> November – Friday 20 <sup>th</sup> December
Term 3	Monday 6 <sup>th</sup> January – Friday 14 <sup>th</sup> February
Term 4	Monday 24 <sup>th</sup> February – Friday 3 <sup>rd</sup> April
Term 5	Monday 20 <sup>th</sup> April – Friday 22 <sup>nd</sup> May
Term 6	Monday 1 <sup>st</sup> June – Monday 20 <sup>th</sup> July

<b>Inset Days</b>	Monday 2 <sup>nd</sup> & Tuesday 3 <sup>rd</sup> September 2019
	Monday 6 <sup>th</sup> January 2020
	Friday 22 <sup>nd</sup> May 2020
	Monday 20 <sup>th</sup> July 2020

The school year is based on a calendar of 195 days. Five days are used for staff professional development which means that schools will be open to receive pupils for the legal minimum of 190 days (380 sessions).



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