# Harbury Church of England Primary School

***To love, learn and grow together.***

## School Prospectus 2025 - 2026

**"Let us not love with words and speech but with actions and in truth" 1John 3:18**

Inspiring Educational Excellence for Everyone
ARDEN forest
C of E Multi Academy Trust

# Contents


| Page | About |
|---|---|
| 3 | Welcome |
| 4 | School Values |
| 5 | Contact Information |
| 6 | School Governors |
| 7 | Foundation Year |
| 8 | Curriculum (since 2023) |
| 9 | The National Curriculum |
| 10 | Assessment |
| 11 | Ofsted |
| 12 | Church Links, Pastoral Care & Assemblies |
| 13 | The School Day |
| 14 | Absence, Medicine, First Aid, School Access Statement |
| 15 | Uniform |
| 16 | Special Educational Needs, Security, Health & Safety |
| 17 | Safeguarding |
| 18 | School Policies, Documents, Before & After School Club, Liaison between home & school |
| 19 | Trips schedule for academic year |
| 20 | Term Dates |

# Welcome

Welcome to Harbury Church of England Primary School , part of The Arden Forest MAT, where we love, learn and grow together.

Our Christian values of love, thankfulness, perseverance, trust, collaboration and inclusion underpin all that we do.

As Jesus taught us in the Parable of the Sower, which is our school bible story, if a seed falls on nutritious soil and is given light and water it can thrive and reach its full potential. At Harbury we are committed to a rich and diverse education where every child can flourish and blossom. We are the soil nurturing each seedling while providing deep roots into Jesus' love and teachings.

We work hard to achieve success and are fully committed to the development of every child in partnership with parents, carers and the community.

Our school is a learning school - everybody involved in the life of the school is an active learner. We encourage everyone to have a growth mindset – believing that we all can develop and achieve.

Our village is a thriving place and the school has strong links to the community especially to All Saints Church. We have an incredibly active PTA who organise such wonderful events throughout the school year. This fundraising goes directly back into school to improve learning opportunities for all.

Our talented team have high expectations for all of our pupils and we strive to provide the very best education for all. We work closely together with our dedicated Governing Board, who provide a clarity of vision and strategic direction.

The best way to find out about our school is to book a visit– we'd be delighted to show you around.

Lucy Bosley
Headteacher

# School Values

**"To love, learn and grow together"**

**We choose to value:**

**Love**
**Collaboration**
**Inclusion**
**Perseverance**
**Thankfulness**
**Trust**
**Forgiveness**

- Love is choosing to be caring, respectful and kind, regardless of difference.
- Collaboration is choosing to work together respectfully, having the courage to share our creative ideas, knowing we can achieve more together.
- Inclusion is choosing to make our school mindful of people's differing needs and welcoming to all.
- Perseverance is choosing to face challenges, believing that struggles are a part of life and learning and can make us stronger.
- Thankfulness is choosing to appreciate opportunities, to celebrate our unique qualities and to value the place we have in God's wonderful world.
- Trust is choosing to have faith in yourself and others, through kindness and honesty, in order to build a safe and successful community.

# Contact Information

Harbury Church of England Primary School
Mill Street
Harbury
Leamington Spa
Warwickshire
CV33 9HR

Telephone: 01926 612656
Email: admin3032@welearn365.com
Website: www.harburyschool.com
Head Teacher: Mrs Lucy Bosley
admin3032@welearn365.com
Assistant Head: Mrs Yvette Horton
SENDCO: Mrs Naomi Neale (Maternity Leave)
Mrs Justine Clarke
Clarke.j18@welearn365.com
Chair of Governors: Mr Mark Kemp
Kemp.m1@welearn365.com

Admissions are organised centrally by Warwickshire Local Authority.
We admit 30 children per year in Foundation Stage and Key Stage One.

# School Governors

School Governors are a group of people from the community and school who take an active interest in the education of our children. The purpose of a governor is to contribute to the work of the Governing Body in providing a high quality education and improving outcomes for all children at the school. This involves providing a strategic view for the school, acting as a critical friend and challenging accountability. Governors are there to represent the best interests of the school and all its children.

In addition to the Governing Body that meets every half term, there are also sub-committees. These groups monitor the school budget, buildings and grounds, performance and standards, and health and safety.

Our governors are:

| Role | Name |
|---|---|
| Chair | Mr Mark Kemp |
| Vice Chair | Mrs Claire O'Keeffe |
| Foundation Governor | Reverend Andy Batchelor<br>Mrs Mary Thompson |
| Staff Governor | Mrs Yvette Horton |
| Parent Governors | Vacancy |
| Co-opted Governors | Mrs Claire O'Keeffe<br>Mrs Ruth Humphreys |
| Clerk to the Governors | Arden Forest MAT |
| Headteacher | Mrs Lucy Bosley |

# Foundation Year

In the foundation year, we encourage all children to play and explore, to investigate and experience things and 'have a go'. We would like all pupils to be active learners - to concentrate and keep on trying if they encounter difficulties, and enjoy achievements. We celebrate creativity and thinking critically - pupils to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

There are seven areas of learning and development. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development .

Additionally there are four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

During this year, the children increase their phonics knowledge and develop reading and writing skills. The Foundation Year is especially important in equipping children with the social skills to enable them to blossom throughout their school career. We use Read Write Inc phonics in EYFS and KS1.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| | Marvellous Me | Once upon a Starry night | Let the journey begin | Superheroes | All things bright and beautiful | Prehistoric Pets |
| Love in action | Identity and diversity | Diversity | | Human rights | Sustainable development | |

# Curriculum

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **Year 1** | **Seasides and seas** | **Our Island, Your Island** | **Why did elephants live in Leamington Spa?** (Local study) |
| **Year 2** | **How has London changed?** | **Who thought of that?** | **Where do we get our food from?** |
| **Year 3** | **Prehistoric People** (Stone Age, Bronze Age and Iron Age) | **Who can be an eco warrior?** | **Tomb Raiders** (Egyptians) |
| **Year 4** | **Who invaded and settled in the UK? Invaders** (Europe- Romans, Anglo-Saxons and Vikings) | **Rushing Rivers** | **Why is Stratford upon Avon famous?** (Tudors) |
| **Year 5** | **Marvellous Mayans** (North and South America) | **Extreme Survivors** | **Eureka Greeka** |
| **Year 6** | **Inside out** | **Why was Britain at war?** (Europe) | **Beyond Harbury** |

# Love in action

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **Year 1** | Sustainability<br>Protecting the seas | Diversity | Diversity in our community |
| **Year 2** | Human rights<br>equality votes for women | Power and governance | Zero hunger |
| **Year 3** | Life on land | Climate Action | Peace, justice and strong institutions |
| **Year 4** | Diversity and inclusion | Water equality | Peace, justice and strong institutions |
| **Year 5** | Sustainability- rainforests/ orangutans | Diversity-explorers | Diversity |
| **Year 6** | Human rights | Peace and conflict | Diversity- surgeons |

# The National Curriculum

| Subject | How we teach it |
|---|---|
| English | English is a core subject with three main elements: Grammar, Punctuation and Spelling (GPS); Reading; and Writing. Our curriculum in English is underpinned by high quality texts will bring together all the strands of the subject to create enthusiastic and successful readers who can then apply their skills to be competent fluent writers able to address different audiences and write for different purposes. They work with a variety of fiction, non-fiction and poetry texts.<br>All elements of English are embedded across all areas of the curriculum. The children are given many opportunities to learn, practice and extend their English skills through both daily English lessons and afternoon learning theme sessions. In Key Stage 1, the children are taught phonics through the scheme, 'Read Write Inc.' and we use a range of texts for independent and guided reading including those that are decodable. In Key Stage Two we look to provide a wide range of interesting and up to date texts that promote reading for life and for pleasure as well as purpose. |
| Maths | Our intent for maths is to provide children with a rich and challenging maths curriculum. Our children develop resilience through stimulating problem solving and we aim to foster a positive attitude towards learning new mathematical concepts. To implement our intent we believe that through quality first teaching and intelligent practice, children learning together and early intervention, that all children have the potential to 'go deeper' and broaden their understanding of mathematical concepts. Models and manipulatives form an integral part of our teaching throughout all year groups and teachers use a range of methods to explore concepts such as concrete, pictorial and abstract representations. As part of our continued drive for a balanced and thematic curriculum, we endeavour to create impact in broadening children's knowledge and understanding of how maths is used in the wider world by making rich and varied real life connections. |
| Science | Our Science curriculum at Harbury aims to inspire and encourage pupils to be inquisitive about their world and how it functions. The content that is covered often has cross-curricular links to the whole-class theme of each year group which nurtures their curiosity further while facilitating the development of a variety of skills useful to their learning.<br>Science teaching involves a combination of implementing the fundamental knowledge children require of that age group, while providing a range of opportunities for them to explore, create hypotheses and investigate. We challenge pupils to expand their knowledge in different topic areas and apply their practical skills in several contexts, in and out of the classroom environment. |
| ICT | Computing as a subject is embedded throughout the curriculum. We aim to implement a creative, varied and fun computing curriculum as well as develop the children's digital literacy and information technology skills throughout other areas of the curriculum.<br>Our school has a state-of-the-art Computing Hub with a suite of new desktop computers. We use IPads regularly during lessons or in small groups to support our learning across the curriculum.<br>Throughout their primary school years, we ensure that all pupils are competent, confident and creative users of information and communication technology. We have a strong focus on the safe and responsible use of the internet. |
| Music | As a school, we aim to develop a child's passion and enthusiasm for the subject of music throughout their years at Harbury. The subject is embedded in every aspect of school life and our aspiration is that every child adopts a lifelong love of music.<br>It is our vision that music lessons across the school give children the tools and opportunity to become real musicians. The children participate in singing, tuned and untuned percussion, composition and listening to live and recorded music.<br>The children are also given opportunities to learn a musical instrument through a range of peripatetic teachers and there is a specialist music teacher in Key Stage 2. The children can learn the flute, clarinet, recorder or violin. Every year, all year groups take part in a school production which gives them the opportunity to apply their singing skills through performance. |

| | |
|---|---|
| History | The History curriculum at Harbury enables pupils to become creative, independent and confident learners. At its core, our aim is to promote curiosity and engagement, which will enable pupils to explore understanding of the past through learning about human achievements and experiences. We will investigate sources such as pictures, stories, writing and artifacts to ask and answer questions about the past and how these impact the world we live in today. We will examine the children's own personal history and develop their sense of chronology throughout the study of topics through Key stages 1 and 2, which they can apply to other subjects and in a variety of situations. |
| Geography | Our aim at Harbury is to inspire a curiosity and fascination about the world and its people. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. Through our teaching, children build on their own understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. These four key areas are covered by each Key stage, enabling pupils to gain a sense of awareness as people within the wider world and the impact they have. Pupils are therefore able to form balanced opinions and develop an understanding about current issues in society and the environment. |
| Design Technology | Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem solvers, both as individuals and as part of a team. Design Technology (DT) has three main components: designing, making and evaluating. We teach DT through our learning themes and includes cookery. Children are taught how to handle tools safely and given technical teaching on how to fix and join. The children are encouraged to see themselves as product designers, who are able to reflect on their work. During DT sessions, children are encouraged to be inquisitive about the way products work. We encourage both asking and answering questions in order to deepen children's understanding of product and product design. |
| Art | Our Art curriculum at Harbury is seen as a process which focuses on *how* the art is created. The planning process takes into account the four key aspects as stated in the National Curriculum. These include; Generating idea, Making, Evaluating and Knowledge. Children are given opportunities to work with a variety of media and are introduced to the work of artists both male and female and from the past and the present. Our aim is to inspire and harness the children's creativity, giving them a lifelong love of art. |
| P.E | Our PE curriculum aims for all pupils to leave Harbury physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle. The children are taught a range of skills which progress through the school. These include; gymnastics, dance, indoor and outdoor games such as football, basketball, bench ball and netball, as well as an opportunity to learn how to swim and the importance of water safety. Our aim is to inspire the children to have lifelong participation in physical activity and sport. |
| R.E | At our school, we follow the new Coventry and Warwickshire Agreed Syllabus for RE (2024–2029), which takes a Religion and Worldviews approach. This means pupils learn to explore their own personal worldview while also engaging with communal and organised worldviews, such as Christianity and other principal religions represented in Britain. Using enquiry-led learning and disciplinary skills as theologians, philosophers, human and social scientists, and historians, children encounter the seven key concepts—Belonging and Believing, Wisdom and Guidance, Personal Responsibility, Living Well, Authority and Power, Changes, and Grand Narratives. Through this approach, pupils become curious and respectful worldview explorers, developing empathy, critical thinking, and a deeper understanding of how faith and belief shape lives in diverse and meaningful ways. |
| Personal, Social, Emotional and Economic Development (PHSE) | Our PSHE Curriculum at Harbury helps to promote pupils spiritual, moral, social and cultural development. Teachers deliver lessons that are responsive to the needs of the individuals in their classes and also to current national and local affairs. Each year group delivers age-appropriate lessons which cover the following areas: preparing to play an active role as citizens; developing good relationships and respecting the differences between people's health and well-being. In addition to this, in the second half of Autumn Term, every year group participates in the 'Taking Care Project' which aims to improve the safety and wellbeing of children by teaching them to keep themselves safer in a variety of situations. Relationship and Sex education is an essential and integrated part of a balanced and broadly-based curriculum. It is an on going process with parents in partnership and is taught within the context of a stable loving family relationship. Our programme will be in line with DFe published "Statutory Guidance for Relationships Education, Relationship and Sex Education (RSE) and Health Education." |

# Assessment

Assessment is a vital part of everyday practice. Teachers use formative (on-going) and summative (at the end of a teaching block or half term) assessments to ensure lessons are planned to meet the needs of the children, to set targets and to ensure that expected progress is being made.

**Foundation Stage:**
The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.
In the final term of the year in which the child reaches age five the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development must be assessed against the early learning goals:

**Year 1 phonics screening check**
Children undertake a brief forty word check of their phonics progress.

| | | | | | |
|---|---|---|---|---|---|
| Comprehension | Numerical Patterns | The Natural World | Listening | Attention | Building Relationships |
| Word Reading | Past and Present | Creating with Materials | Understanding | Self-Regulation | Gross Motor Skills |
| Writing Number | People Culture and Communities | Being imaginative | Speaking | Managing Self | Fine motor skills |

**Year 4**
In Year 4 pupils undertake the Multiplication Tables Check (MTC). The MTC is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions. The official check consists of 25 questions. Pupils will have 6 seconds to answer each question, with a 3-second pause between questions. Pupils will answer 3 practice questions before the check begins.

**End of Key Stage statutory Assessments**
Children in Years 2 and Year 6 are formally assessed using national tests (often referred to as SATS) in May. These test results are reported to parents. Children are prepared for these tests in the weeks leading up to them. Parents will be informed whether their child is 'working towards', 'meeting' or 'working at greater depth' compared to their year group expectations in GPS, Reading, Writing and Mathematics.
There are tests in GPS, Reading, Mathematics. Writing is teacher assessed and formally moderated against the national standards.

**Years 1-6**
All children (from Year 1 to 6) will have four assessments across the year in Reading, Mathematics, Grammar, Punctuation and Spelling. At the end of the academic year, children are assessed against their year group expectations in Grammar, punctuation and spelling, Reading, Writing and Mathematics as to whether they are 'working towards the expected level', 'at the expected level' or 'working at greater depth'.
Parents are updated on their child's progress and likely attainment in the course of the year. We welcome parents coming to discuss their child's progress and attainment at anytime.

# Ofsted 2025

## Ofsted Report

We were very pleased with our Ofsted report in 2025. The inspector made some lovely comments. This reflects all the hard work staff contribute to our wonderful school.

**Harbury C of E Primary School is an inclusive school where staff and pupils celebrate equality and diversity each day.**

**The school sets high expectations for pupils' achievement.**

**The school sets high expectations for pupils' behaviour. Classrooms are calm, orderly places where pupils listen attentively and settle quickly to the tasks teachers set.**

**Teachers make sure pupils recall and build on prior learning.**

**Early reading is a high priority in school. Highly-skilled staff teach daily phonics lessons well.**

**Recent highly effective action to improve provision for pupils with special educational needs and/or disabilities (SEND) has successfully strengthened this aspect of the school's work.**

**Read more on our school website:**
**https://www.harburyschool.com/school-information/ofsted/**

# Church Links & Pastoral Care

Harbury Primary School is a Church of England Voluntary Controlled Primary School. This means we have strong links with our local church, All Saints.

Harbury C of E Primary School has a welcoming, family feel and all children are encouraged to be responsible role models. The adults in school work hard to maintain consistency in their approach to children and their behaviour. A positive approach of praise and encouragement is used whenever possible, and is supported by a merit system where points are regularly given as a reward for good effort, work or attitude.

We have a range of ways to support children, including accessing a range of external agencies and family support work.

We also have a school council. This means two representatives from each class meet regularly with a member of staff to discuss issues of concern to the children and ways of enhancing the school and its environment. The representatives change annually.

# Collective Worship

| | |
|---|---|
| Monday | Whole school collective worship |
| Tuesday | Singing worship |
| Wednesday | Church led worship - Open the Book |
| Thursday | Class worship |
| Friday | Celebration worship |

# The School Day

| | |
|---|---|
| 8:30am | School gates are opened |
| 8:40am | Doors open - registration opens |
| 8:50am | Registration closes |
| 9:05am - 10:40am | Learning time |
| 10:45am - 11:00am | Break time |
| 11:00am - 12:10pm | Learning time |
| 12:15pm - 1:15pm | Lunchtime - Infant lunch starts at 12:00 |
| 1:15pm - 3:20pm | Learning time - All finish at 3:20pm |

During lunchtime the children have the option of a delicious hot dinner cooked in our on-site kitchen or they can bring a packed lunch from home. Children choose their meal at registration with colour coded menus (red, green, brown and purple), which means that they will always get their selection. Key Stage One children are eligible for universal free school meals in line with the government regulations. In Key Stage Two school meals cost £2.40 per day and are payable in advance by ParentPay. Parents who may be eligible for free school meals should enquire at the school office for details.

Children in Foundation Stage and Key Stage One are provided with fruit before playtime. Children in Key Stage Two may bring a healthy snack. We ask all children to bring in a freshly filled water bottle.

# Absences

If your child is absent from school, please let the school office know by the

Studybugs app:

**https://studybugs.com/about/parents**

If we do not hear from you, the office staff will call before 9:30am to determine the nature of the absence. All absence is carefully monitored and children falling below a certain percentage become subject to the school's attendance procedures. Attendance registered lower than 90% is classed as persistent absence.

As is the case with all Warwickshire schools, we do not authorise holidays during term time. There are,

# Medicine

The office staff are happy to administer medication in exceptional circumstances, ie. If a parent is unable to come and administer it themselves or it is required at certain times. A medical consent form must be completed and handed in with the medication. All long term medicines such as epipens and inhalers must be clearly labelled with the child's name and replaced on a regular basis. These will be made available to the children.

# First Aid

The majority of our staff have been first aid trained and are on hand to administer basic first aid for the usual knock, bumps and grazes. Injuries to the head will always warrant a text, note or phonecall home. We will always consult you if anything needs further attention.

# School Access Statement

The disabled/wheelchair access to the school is via the main entrance, Infant gate and entrance or via the car park and the main Junior entrance. For daytime and evening visits the main entrance may be used.

Once inside the school there is total access to all rooms and the disabled toilet/hygiene room.

# Uniform

All of our children must attend school smart and ready to learn in our school uniform.

Please note:

- Extreme hairstyles, designs and bold colours are not acceptable
- No nail varnish, make up or accessories
- Jewellery should be kept to a minimum - plain stud earrings only and a watch

| | PE |
|---|---|
| Black or grey trousers, skirt, culottes or pinafore<br>Red sweatshirt, jumper or cardigan<br>White or red polo shirt or plain white shirt<br>Black socks, white socks or black or grey tights<br>Plain black sensible shoes<br>Summer: Red gingham summer dress, black or grey shorts and white or red polo shirt | Red t-shirt<br>Black shorts<br>Black pumps<br>For outside PE: plain trainers, change of socks and plain jogging bottoms, **red or black hoodie/warm top (plain no logos)**<br>Swimming: one piece costume or trunks and a towel. |

Please ensure that all articles of clothing are named.

We do not allow children to bring high value items into school, no phones, iPads etc. If phones are brought to school, they should be handed in to the school office at the beginning of the day and collected at 3:20pm

All of the above clothing is practical, economical and purposeful. The majority is available from most supermarkets. School uniform can also be purchased via the internet. There is a link on the school website – www.harburyschool.com – using the link allows you to choose items with the school logo.

http://www.schoolshopsales.com/harburyprimary

# Special Educational Needs

All children have individual needs. We accept responsibility for identifying those children whose needs may be greater than the majority in our school; some children have learning difficulties and others are very able. We make every effort to provide appropriate guidance, support and resources for those with SEN once they have been identified. We also ensure that parents are kept up to date and involved with this provision and progress. We follow the DfE Code of Practice in this matter and we monitor identified pupils very closely as they progress through the school. If learning profiles are needed, parents will be involved in this on an on-going basis.

The school has a designated SEND Co-ordinator. Part of this responsibility entails reviewing, monitoring, assessing and working with identified children alongside the class teacher. This enables the SEND-Co to evaluate the pupils' development year by year as they progress through the school.

Where necessary we work very closely with Local Authority support services such as the Educational Psychology Service, Educational Welfare Services, Children's Services and Language Support Services.

Please visit our school website to view our full SEN information report at: http://www.harburyschool.com/wp-content/uploads/2019/11/SEN-information-report-OCT-2019-1.pdf

# Security, Health & Safety

If it is necessary for your child to leave school during the day for medical treatment etc. they should be collected by a responsible, known adult. It is also very helpful for us to receive an explanatory note in advance. Children who go home for lunch or do not attend the morning session should not return before 1:05pm.

While we want Harbury to be a friendly and welcoming school we have to ensure safety and security for all. We are very fortunate to have an amiable community and as such the majority are known to many of us. We do, however, make the following arrangements, which we ask everyone to appreciate.

The gates by Park Lane and Wagstaffe Close will be opened at 8:30am and locked at 9.00am, they will be opened again at 3:00 pm for parents to pick up their children after school and locked again at 3:45pm. Throughout the day, visitors should use the main entrance, report to the school office, sign in on arrival and sign out when leaving. There are security devices on all doors.

The school caretaker locks the remaining gates at 6:00pm when he leaves the premises. People attending for evening functions need to use the main entrance.

Parents dropping off or collecting children at the start/end of the school day are not allowed to drive on to the premises - we have arranged for the school to use the car park at the Shakespeare during the day to avoid causing a danger and an obstruction to the school entrances - unfortunately, this car park is unavailable during the evenings and we would ask all parents to avoid its use during parents' evenings or any other school evening functions.

Children in Key Stage 2 will be allowed to walk home after school with written permission from parents.

# Safeguarding

Harbury Primary School ensures that the safeguarding of all our children is of paramount importance.

`***Under the Education Act 2002*** *(Section 175 for maintained schools),* ***schools must make arrangements to safeguard and promote the welfare of children.*** *Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical , emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and , where possible, seek their consent to make a referral to Children's Social Care if that is considered necessary.* ***This will only be done where such discussion will not place the child at increased risk of significant harm.*** *The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.'*

**The designated people for safeguarding and child protection are Mrs Bosley, Mrs Neale and Mrs Tarry. We refresh our leadership training on this at least every two years.**

**We have four main elements to our policy:**

**Prevention:** Achieved through teaching and pastoral support. We have clear safeguarding, PSHE and behaviour policies.

**Procedures:** Robust procedures are in place for identifying and reporting causes for concern.

**Support to children and families:** Available through a multi-agency approach and selecting the appropriate professionals to help and support

**Preventing unsuitable people working with children:** We would like all adults in our community to have a DBS check. The head and vice-chair of governors have attended the Safer Recruitment course organised by the Local Authority .

# School Policies & Documents

School policies and documents are available on the school website. Please ask at the school office if you would like a paper copy.

# Before & After School Club

Our Before and After School Club, The Pod, is open from 7:30am until the start of school and will open again at 3:20pm until 6:00pm. For fees and further information about The Pod, please contact Mrs Kitchener by emailing harburypod@welearn365.com or telephoning 01926 613384.

**https://www.harburyschool.com/parents/wrap-around-care-the-pod**

# Liaison between home & school

A major aim of the school is to establish close contacts with all its parents, and this is achieved in a number of ways:

The teachers are available for ten minutes before and after school on a daily basis to talk to individual parents about minor concerns or queries that they may have. If parents wish to see the teacher on a more serious matter, please contact Mrs Wilson, the school's office manager, who will make an appointment for you. Parents should try to resolve any issues with the class teacher, however, this may not always be possible. In these cases please make an appointment with either the Phase Leader or the Headteacher.

The main day-to-day means by which close contact is kept between home and school is through Class Dojo. Please use this also to inform the staff if your child has a medical appointment to attend during school hours or is going home with someone different e.g. to a friend's house.

The school holds parents' evenings on a termly basis, the first of which is usually held towards the middle of the Autumn Term. This will give you the opportunity to discuss how your child has settled in to school life and will give both yourselves and the teachers the opportunity to discuss your child's progress and any queries that you may have.

To keep all parents informed about events happening around the school, regular newsletters are sent home by email and the website is constantly updated. The school website is www.harburyschool.com

We welcome helpers and volunteers in school and on school trips. We do ask that all volunteers are DBS checked, we can do this through school if required.

# Trip Schedule

We have drafted out our school trip schedule for each year group. This will allow you to budget accordingly. Please not this may be subject to change.

| | Autumn Term | Autumn sub total | Spring Term | Spring sub total | Summer Term | Summer sub total | TOTAL |
|---|---|---|---|---|---|---|---|
| **Reception** | Christmas Theatre £20<br>Walk around Harbury<br>All Saints visit | **£20.00** | WOW Day £10<br>People who help us (visitors)<br>Library visit | **£10.00** | Ryton Pools £20<br>Dino experience £10<br>Heritage Centre | **£30.00** | **£60.00** |
| **Year 1** | Christmas Theatre £20<br>Visitors in to talk about holidays in the past<br>Reduce, reuse, recycle talk (WCC) | **£20.00** | Walk around Harbury<br>Library visit<br>Heritage Centre | - | Gurdwara £18<br>Swimming £40<br>Leamington Trip £20 | **£78.00** | **£98.00** |
| **Year 2** | WOW Day - Firefighters<br>Christmas Theatre £20<br>Great Fire of Warwick Walk £20 | **£40.00** | British Motor Museum £20 | **£20.00** | Swimming £40<br>WOW Day £10<br>Allotment visit<br>All Saints visit | **£50.00** | **£110.00** |
| **Year 3** | Stone Age workshop £10<br>Swimming £40<br>Christmas Theatre £25 | **£75.00** | WOW Day free (run by Harbury Energy Initiative)<br>Visit place of worship (cost TBC) | - | Ashmolean £30<br>All Saints visit | **£30.00** | **£105.00** |
| **Year 4** | Christmas Theatres £25<br>Invaders WOW workshop £10 | **£35.00** | Swimming £40<br>Coombe Abbey River Study £25<br>WOW Day visit from Severn Trent | **£65.00** | Stratford upon Avon visit, including church where Shakespeare is buried £30<br>WOW Day £10 | **£40.00** | **£140.00** |
| **Year 5** | WOW Maya Workshop £10<br>Christmas Theatres £25<br>Fire Safety talk<br>PC Parry visit | **£35.00** | WOW Survivors Workshop £10<br>Visit place of worship (cost TBC)<br>Swimming £40 | **£50.00** | Space Centre £30<br>PGL payments for Y6 £300 (approx over 6 months) | **£330.00** | **£415.00** |
| **Year 6** | Swimming £40<br>Christmas Trip £25<br>PGL Trip (paid in Y5 summer) | **£65.00** | British Museum WW2 £30 | **£30.00** | Orienteering Trip £25<br>Leavers hoodies £25<br>Leavers trip £30 | **£80.00** | **£175.00** |

# Term Dates

## ACADEMIC YEAR 2025-26

### Autumn Term 2025

- Staff Training Day: Monday 1st September
- All return: Tuesday 2nd September
- Break up for Autumn Half term: Thursday 23rd October
- **Staff** Training Day: Friday 24th October
- All return: Monday 3rd November

Break up for Christmas Holiday: Friday 19th December

### Spring Term 2026

- **Staff** Training Day: Monday 5th January
- All return: Tuesday 6th January
- Break up for Spring Half Term: Friday 13th February
- All return: Monday 23rd February

Break up for Easter Holidays: Friday 27th March

### Summer Term 2026

- All return: Monday 13th April
- May Bank Holiday: Monday 4th May
- Break up for Summer Half Term: Friday 22nd May
- **Staff** Training Day: Monday 1st June
- All Return: Tuesday 2nd June
- Break up for Summer Holidays: Friday 17th July

**Staff Training Day: Monday 20th July**