

Howden Junior School

Prospectus



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Howden
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Executive Head Teacher

Miss J Cawthorn

Chair of Governing Body

Mrs J Palmer

September 2018 – July 2019

Welcome to Howden Junior School



Dear Parents and Pupils

On behalf of the governors, staff and pupils, I am delighted to welcome you and your child to Howden Junior School, a place where people matter. All the staff aim to provide a happy working environment and an exciting and inspiring curriculum.

My vision for Howden Junior School is determined through my values and belief of every child's entitlement to quality education in a caring environment. All children are special and should be made to feel so; they should be valued, respected and nurtured. As citizens of the future, they must be made aware of the vital contribution they can make to society.

We want our children to reach their potential and become 'well rounded' and 'well adjusted' adults. Therefore, I will endeavour to make our school a learning community, a place where children and adults eagerly work and learn together in a secure, happy, exciting and challenging environment. The quality of your child's education and learning is paramount to us.

I can assure you that we are totally committed to the care and development of all our pupils. I hope that your child will be very happy here.

I firmly believe that a trusting partnership between home and school lies at the heart of a successful educational experience for your child. You are warmly invited to join in our many and varied school activities and to share the experiences all pupils will have throughout the important years spent in their junior school.

We welcome you to this partnership.

Yours sincerely

Jane Cawthorn



About the School

Howden Junior School is a community school, which serves a mainly rural community in and around Howden.



The aims and values of Howden Junior School are clearly stated in our mission statement 'caring and sharing' which is clearly displayed throughout the school. The school is very proud of its links with the local Infant and Secondary schools as well as its place within the local community, especially Howden Minster. Furthermore there is a significant partnership for the school with the local cluster of schools.

A strength of the school is its commitment by all our school staff to provide the widest range of opportunities for all our pupils to achieve and succeed within and outside the National Curriculum. We develop our children's confidence and self-esteem by providing them with a secure foundation in the enjoyment of learning. Additional provision is given by all teaching staff and supported by very experienced classroom assistants, governors, parents, carers and friends of the school. This represents strong relationships and teamwork between all pupils and adults. We give pupils a great deal of responsibility for their own learning throughout the school.



In March 2018 Ofsted visited the school and stated the following strengths:

- the new Executive Headteacher, with the support of the Deputy Headteacher and governors, is committed to rapidly improving the school.
- staff are eager to improve their teaching, and raise pupils' outcomes.
- the school promotes pupils' personal development well.
- pupils are well cared for, and feel safe. Safeguarding arrangements meet requirements.
- the vast majority of pupils are proud of their school and are keen to learn.
- parents are highly supportive of the school's work.

The school was judged to be requires improvements but now is on the journey to achieve good or better – to view the report visit: www.ofsted.gov.uk

Staff list

Executive Headteacher – Miss J Cawthorn

Deputy Head – Miss C Amor

SENCo – Mrs CDower

Teaching Staff

Mrs S Bennett

Mr A Denwood

Mr P Drew

Miss H Green

Miss J Greenhalgh

Mrs M Hardgrave

Miss D Smith

Miss N Starkey

Mrs S Warnes

Support Staff

Mrs K Barker HLTA

Mrs F Beadle HLTA

Mrs S Birdsall TA

Mrs A Davidson TA

Mrs D Giles TA

MrsK Outlaw TA

Mrs L Rodger TA

Mrs S Wilson -Waltham HLTA

Mrs D Wetherill HLTA

Administration

Mrs T Collins School Business Manager

Mrs B Howarth Admin Officer

Premises

Mrs H Hunt

Mrs L Hodgson

Mrs K Dunham

Miss D Nicholls

Lunchtime Supervision

Mrs H Hunt

Mrs J Mitchell

Mrs K Keeligan

Mrs K Outlaw

Miss D Collins

Kitchen

Mrs L Bonser

Mrs A Lightowler

Mrs L Hodgson

Mrs T Moss

Miss D Nicholls



Governors

Executive Headteacher

Miss J Cawthorn

Chair of Governors

Mrs J Palmer

Parent Governors

Mr P Woodmancy

One vacancy

Co-opted Governors

Mrs H Ainscough

Mr M Barras

Mrs N Banyard

Mrs D Westerman

Mrs D Wetherill

LA Governors

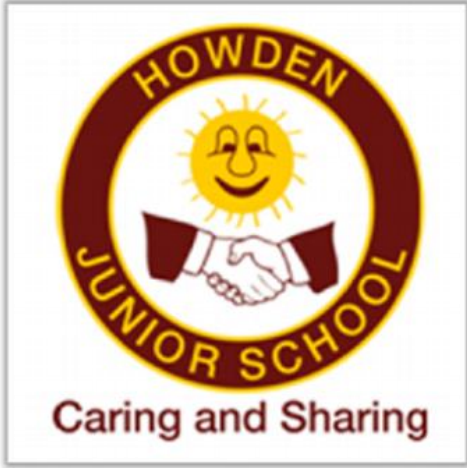
Mrs I Haywood

Staff Governors

Miss C Amor



Our Mission Statement



**We value the diversity of school life,
building confident,
enthusiastic**

An illustration of two yellow, stylized human figures working together to assemble a 3D puzzle. One figure is on the left, pushing a red puzzle piece into place, while the other is on the right, pulling a blue puzzle piece towards them. The puzzle pieces are large and have a 3D effect with shadows. The colors of the pieces are green, red, and blue.[illegible]

The aims of our school

At Howden Junior School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.



Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens

Admission of children to school

East Riding of Yorkshire Education Authority is the Admission Authority for the school. Any parent enquiring about admitting their child to Howden Junior School can do so by contacting the school directly and arranging a visit and an appointment with the Headteacher. Parents are encouraged to visit the school during a normal working day. However, applications for places need to be made directly to the Local Authority at County Hall in Beverley.

Visiting arrangements

Parents considering sending their children to our school are encouraged to visit, to see the facilities, meet the staff and ask any questions they may have. A telephone call beforehand would be helpful in arranging a mutually convenient time.

Help in school

We are always very grateful to those family members who come into school and help. Don't be shy! Due to safeguarding restrictions it is necessary for volunteers to have DBS clearance to assist at school. The admin team will help you with this.

Home-school partnership

We value parental support that enables home and school to work together to ensure the best possible progress for your child. Our home school agreement explains the aims and values of Howden Junior School. It states the responsibilities of the school, parents and pupils. The school also has a small but dedicated group of PTA members who organise a whole range of exciting activities for our children throughout the year. New members are always welcome!

Transfer to secondary education

At the age of eleven, the majority of our children transfer to Howden School. Liaison between primary and secondary school is already established to ensure a smooth, happy transition and educational continuity and progression.

School Year 2018/2019

SCHOOL HOURS:

8.50 a.m. – 3.20 p.m.

LUNCH TIME:

12.15 p.m. - 1.15 pm

School lunches are cooked on site and served to the children – they may choose to have a school lunch or bring a packed lunch.

Dates of school terms and holidays

October

Half term Close: Friday 26th October 2018

Re-open: Monday 5th November 2018

Christmas Close: Friday 21st December 2018

Re-open: Tuesday 8th January 2019

Spring

Half term Close: Friday 15th February 2019

Re-open: Monday 25th February 2019

Easter Close: Friday 5th April 2019

Re-open: Tuesday 23rd April 2019

May Day

Holiday Closed: Monday 6th May 2019

Spring bank

Holiday Close: Friday 24th May 2019

Re-open: Tuesday 4th June 2019

Summer Close: Friday 19th July 2019

Term time holidays

The Law states that parents do not have an automatic right to take their child out of school for holidays during term time. Since September 2013 school can no longer authorise holidays taken during term time except in exceptional circumstances. Holidays taken during term time will be recorded as unauthorised absence.

Unauthorised absence may result in a Penalty Notice being issued by the Local Authority.



Attendance information and absences

The Government regulations make it necessary for the school to keep a record of absences and to monitor children who fall below 97% average attendance.

This is in line with our Attendance policy which monitors the pupils who may be at risk of falling behind due to a poor record. If your child is going to be absent, please telephone the school before 9am and leave a message. We ask that pupils arrive at school on time to ensure a smooth start to the day. It is helpful if you are able to provide an appointment letter if your child has a hospital or dental appointment. There are only a few exceptions when a term time holiday would be authorised due to strict government regulations, which may cause you to incur a fine. Please see our Attendance policy or speak to a member of staff in the office for more information

The attendance information relates to the whole school 2016/2017 academic year.

2.75 % authorised absence

0.83 % unauthorised absence

96.42 % attendance

Punctuality

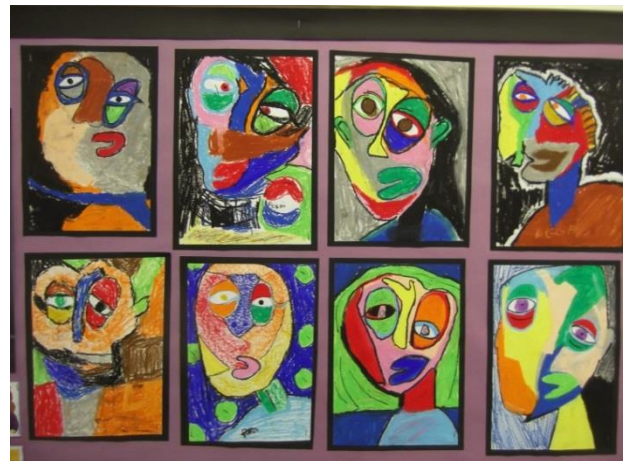
School commences at 8.50 a.m. Late arrival is disturbing for all pupils and does not promote a good routine for your child.

Our approach to learning

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Teaching should be about bringing out, not putting in.

We aim to prepare children to be effective citizens of the future by:

- enabling children to become confident and resourceful
- enquiring and independent life- long learners
- raising attainment through provision of high quality, challenging and engaging learning
- personalising learning to ensure that each child can effectively develop their strengths
- providing a broad and balanced curriculum that is both rewarding and enjoyable
- developing skills, knowledge and understanding progressively, appropriate to individual needs
- encouraging curiosity and risk taking
- creating effective partnership between parents and the wider community to develop children's learning.



In line with our Assessment Policy, children play an active role in the marking of their work which informs staff about individual development, group attainment and future planning. Half termly teacher assessments are made to closely track progress and attainment.

Reporting to parents

There is an opportunity for discussion between parents and teachers at termly held Parents' Evenings.

Parents are encouraged to discuss any specific concerns they may have as they occur throughout the year with the class teacher. Written reports are sent to parents in the summer term. The reports always refer to attitude, effort and academic progress. If required the reports are supported by interviews between class teachers and parents.

The school curriculum

We strive for all our children to experience success and enjoy their learning whilst at Howden Junior School.



We aim to deliver a stimulating topic based curriculum that is exciting and challenging for all children. We believe that the children's prior knowledge can be assessed and built upon, and the curriculum can be driven by their interests; giving them a clear vision of their forthcoming learning journey. School is continually involved in reviewing and updating curriculum policies in order to take account of new developments and initiatives.

Our curriculum is underpinned by the National Curriculum. We enhance and adapt this with well-planned opportunities that make up the wider school curriculum. Learning is always exciting and placed in a meaningful context for children. Where links

exist between subjects and areas of learning, lessons are taught using a cross-curricular approach. Where this is not appropriate subjects are taught discretely. The practice and application of basic skills learned in the core curriculum is a driver for the entire curriculum.

We place a strong emphasis on the development of the basic skills necessary to be confident independent learners and successful adults. Through a variety of teaching methods and strategies, we aim to instil in our children an enthusiasm for learning and prepare them for future school life and beyond. Teaching methods range from whole class lessons to individual personalised programmes. Children learn through a wide range of ways from digital learning to enjoying outdoor experiences, chosen as appropriate to meet the task or skill being focussed upon.



At Howden Junior School, children develop a strong sense of moral purpose in addition to a respect and understanding of people who have different characteristics to themselves, whether that is by age, disability, gender, race or sexuality.

(For further information about our curriculum, please visit our website www.howdenjuniors.co.uk)

English

We aim to develop a love of reading in all our pupils. They have access to a wide variety of literature containing quality stories, language and illustrations. Children learn their language by talking, listening, writing and reading. From the start, children are made aware that these areas are powerful tools of communication.

English is taught using a cross curricular approach, meaning that the skills children learn can be applied in writing right across the units covered, giving them a clear purpose and scope for creativity.

We welcome and actively encourage the support that children receive at home. It is vital that parents give reading a high priority at home and continue to support children even after they have mastered the early stages of reading.



Mathematics

We aim to help our pupils to be numerate and reach their full potential through a structured approach to the teaching of mathematics.

We believe that children should be given the knowledge, skills and strategies that will be useful to them in later life through:

- becoming fluent in the fundamentals of mathematics through varied and frequent practice and with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reasoning mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solving problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

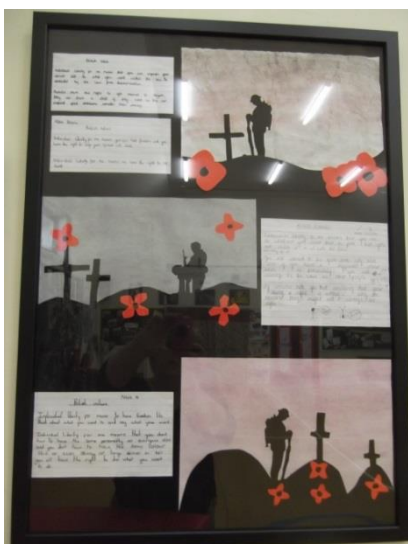
Our policy for science teaching is designed to develop the natural curiosity to be found in all children and to teach them to approach a problem in a scientific way, which will involve them in developing key scientific skills. Hands-on, investigation based science experiments are regularly planned into the curriculum which allows our children to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Physical Education

We inspire a high-quality physical education curriculum for all our children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for our children to become physically confident in a way which supports their health and fitness. There are opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect through:

- developing competence to excel in a broad range of physical activities
 - physically active for sustained periods of time
 - competitive sports and activities
 - healthy, active lives



Personal, Social and Health Education and Citizenship

We believe that education in PSHE and citizenship enables our children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of



self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society through:

- knowing and understanding what is meant by a healthy lifestyle
- being aware of safety issues
- understanding what makes for good relationships with others
- having respect for others
- being thoughtful and responsible members of their community and their school
- becoming active members of our democratic society
- developing self-confidence and self-esteem
- making informed choices regarding personal and social issues
- developing good relationships with other members of the community.

Discreet weekly teaching of Social, Moral, Spiritual and Cultural skills (including e safety) is in place to support attitudes to learning, challenge stereo-types and support British Values, also addressed through circle time and class assemblies.



Computing and Social Media

As well as using our computer suite, the children also have access to a class set of school chrome books. These are used across the curriculum in order to enhance learning in the classroom.

As part of the Computing curriculum in each year group, the children will learn about staying safe online. Whenever children use the computers and iPads in school, they will do so following the school's e-safety policy. A copy of this can be found on the school website.

Through our school Twitter account (accessible through our website), you are able to follow news celebrating school life. You can read the school newsletter as well as find out about school policies and term dates at www.howdenjuniors.co.uk

Assessment

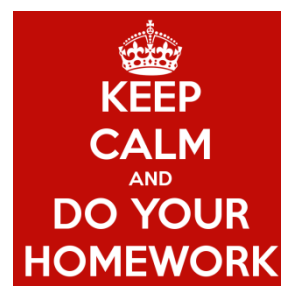
Pupil progress and achievement is measured against National Standards and their Age Related Expectations (ARE) for their specific year group. We assess every child's progress continuously, using both informal and formal assessment methods.

Informal assessment is used routinely to assess children's work in reading, writing, maths and science. This assessment will be used to set the children challenging, yet realistic targets, to help them meet the expected National Standards for their age (ARE).

Formal assessment will be completed every term and at the end of the academic year to monitor children's progress as they move through the school.

Appropriate intervention, as referenced in SEND, is put in place for those children that need support to achieve their full potential. Parents/Carers are able to discuss progress and achievement at regular Parent Consultation Evenings throughout the year.

Homework



Children are introduced to the idea of “work to be done at home” from an early age. Homework provides an opportunity for children to organise their own learning as well as activities that need support from parents/ carers. It is important that children develop regular learning routines in preparation for secondary school. It is expected that they will spend increasing amounts of time on homework as they move through the school. More detailed information is available in the school’s Homework Policy.

Sex and relationships education

Sex Education is taught in accordance with the guidelines issued by the East Riding of Yorkshire Education Authority. The content of the sex education programme is chosen so as to be appropriate to the age and stage of development of the children.

Parents are given the opportunity to view all materials relating to Sex and Relationships education before they are used in school.



Religious education

All pupils have Religious Education lessons. Religious Education is taught in blocks and linked to our half termly topics when appropriate. It is conducted in accordance with the East Riding of Yorkshire Agreed Syllabus. The school actively promotes a Christian philosophy towards life. Assemblies take place each day and may be class based or whole school based. Parents have the right to withdraw their children from Religious Education lessons and acts of worship.

Religious affiliations

The school is not affiliated to any particular religious denomination.

Educational visits and visitors to school

An extensive programme of both educational visits and residential visits are arranged during school time to support and extend the children’s learning. Such visits provide children with valuable first hand experiences. Parents are usually asked to make voluntary contributions to these activities.

Visitors are encouraged. Actors, poets, theatre groups, artists and other experts are invited into school to broaden and enhance the children’s learning.



The Organisation of Education

The school is organised into 8 single age classes which means children are placed in a class with children of their own age group.

The year groups are described as follows:-

Year 3 children who attain their 8th birthday during the school year

Year 4 children who attain their 9th birthday during the school year

Year 5 children who attain their 10th birthday during the school year

Year 6 children who attain their 11th birthday during the school year

Class assemblies and celebration



Once a year each class produces a class assembly, which parents are invited to. Year 6 perform their own production in the summer term. At Christmas we produce a show involving the Year 3 classes. We celebrate Easter which is led by Year 5 pupils and Harvest Festival services at school with music and worship and at Christmas we put on a Carol Service in the Minster. All family members are welcome to join us for these celebrations. A dance show is performed by the Year 4 pupils.

Parents are invited to our Outstanding Work Assemblies, where work and events are celebrated.

The School Council

All children have a voice in school via the School Council. The Code of Conduct created by the council is;

We respect each other's learning as well as our own.

We put our learning first and try our best.

We show good manners.

We think about others and are kind and caring to each other.

We show respect for ourselves, each other and our school.

We work and play together as a team.

We smile and we laugh together.

We are proud to belong.



School House System



When children enter full-time school they will be allocated to one of the school's three houses – Drake, Nelson and Raleigh.

Each house is vertically grouped across the school and siblings will be allocated to the same house. Each house elects annually their House Captain and Vice House Captain. These are prestigious Year 6 positions. Celebration assemblies take place weekly and quality work and representing your school in sport, music and drama is rewarded with house points. Inter-house sporting activities take place throughout the year culminating in our 'Battle of the Houses' Sports Day. The house with the most points at the end of the year wins the coveted House Trophy!

Special Educational Needs

Howden Junior School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- enjoyment and excellence
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

The new Code of Practice for Special Educational Needs

is fully in place and complies with the statutory requirement as laid out in the SEND Code of Practice 0-25 (September 2014) and includes the rights and duties introduced by the Disability Act 2006.



Our aims and objectives

- to ensure that all pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the individual's needs and ability
- to ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- to ensure that SEND pupils take as full a part as possible in all school activities.
- to ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- to ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- to work within the statutory requirements and in line with the guidance stated in the SEND Code of Practice 2014
- to provide support and advice for all staff working with SEND pupils

We recognise that some pupils will have special needs at some time during their school life. Identifying those needs will allow the school to provide the most appropriate action which will then enable the child to progress and develop. Howden Junior School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

- *communication and interaction*
- *cognition and learning*
- *social, mental and emotional health*
- *sensory and/or physical*

Teaching SEND pupils is a whole-school responsibility. Every teacher is regarded as a teacher of every child regardless of their abilities, disabilities and individual needs.

The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. This takes the form of Assess – Plan – Do – Review.

The number of pupils on the Special Needs Register has remained fairly consistent over the past year. Pupils' needs are being identified with appropriate support being given as and when necessary. In addition to the SEND Register we also monitor closely children whose learning is not progressing as expected, as well as children who are very able in some areas of learning. In all cases, parents are consulted prior to any action being taken.

Working with families

The school strives to maintain positive working relationships with the families and carers of each child. Information is kept in the Office regarding additional support and contacts for a wide range of agencies, including the Parent Partnership. The SENCo is available for advice, requests and to discuss any concerns most days of the week but also offers a regular half day each week when parents and carers know they can contact her. A good home/school relationship is vital to ensure the child is supported effectively. Communication can be through face to face meetings and drop-in sessions or written formats such as letters, forms or leaflets, either with the SENCo or class teacher.

Our children benefit from the services of an industrious group of Teaching Assistants who work with individual and small groups of children across the various years. All staff working with pupils in school receives regular and appropriate training to support the children with additional needs.

Mrs Dower, the Special Educational Needs Co-ordinator and Matthew Barras the governor with responsibility for Special Educational Needs, oversee the needs of the pupils in school.

A number of children are supported by a range of visiting outside agencies. Any programmes provided by these additional agencies are incorporated, where appropriate, into the child's programme. Over the past year many pupils have benefited from the small group or individual work sessions delivered by qualified and experienced staff in school.

Admissions for children with SEND

The governing body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.

All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement/EHC Plan educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Further information on SEND provision at Howden Junior School can be found in the School SEND Information Report, as well as information on the Local Offer from the school website.

Provision for disabilities

The governing body is aware of its responsibilities with regard to the Disability Discrimination Act.

The school recognises that, at present, there are no special units in school but all our main entrances would allow children in wheelchairs physical access to the building. School is equipped with disabled toilet facilities.

Equal opportunities

In line with DfE policy the school has produced a Single Equality Policy which meets the requirements of the 2010 Equality Act. A copy of this policy is available on the school website.



The care of pupils

All teaching and ancillary staff shares this responsibility with the Head Teacher. The welfare of each child is important to us all and close contact between home and school is the best way to make sure there is a clear understanding of the needs and progress of your child. It helps if parents inform the Head Teacher of any particular home circumstance which may affect the child's behaviour and attitude in school. It is important to inform school of a change of address, telephone number or place of contact.

After school clubs

We offer various clubs and activities to our children. They will vary depending on the season and the demand. Clubs which have been offered recently include; gardening, football, art and choir.

In addition to these clubs, our children have the opportunity to learn a musical instrument during and after school time (which incurs a cost between you and the music teacher).



School discipline

We expect outstanding behaviour from all our children, enabling them to learn and achieve whilst at school, in a safe and happy environment.

Self-discipline is our ultimate aim and it is expected that children will learn to respect each other and show tolerance to all within our school community and beyond.

Outstanding behaviour is actively encouraged and positive reinforcement is used by all. Each class has the same reward system of Dojos, house points and certificate. We celebrate the children's rewards in class and school assemblies. Please see our Behaviour for Learning Policy for further details on sanctions, which is available on our website. Alternatively we are happy to supply you with a copy on paper.

School uniform

A simple uniform is helpful in establishing high standards in school and by wearing it children feel part of a community.

Our provider, The Uniform Shop in Goole (Pasture Road) sells our maroon school jumper, cardigan, fleece and PE t-shirt. They will take an order at set dates during the summer term, over the telephone, in store or by using their online purchasing system on the website www.theschooluniformshop.co.uk.

Expected uniform

- Boys and girls may wear black or grey trousers of an appropriate style (no jeggings / leggings please) or girls may wear a black or grey skirt / pinafore dress.
- White blouse or white polo T-shirt.
- Girls may wear a blue and white or red and white summer dress.
- Black shoes.
- Long hair to be worn tied-up at all times.
- PE kit consists of black shorts, a house T-shirt; **Drake**, **Raleigh** & **Nelson** and a pair of trainers. The kit should be sent to school on a Monday and returned home on a Friday.

Safeguarding children

Howden Junior School is committed to the safeguarding of our pupils. This is in line with the DfE's 'Keeping Children Safe in Education' Sept 2016 and 'Safer Recruitment in Education'. The Child Protection policy is reviewed annually by staff and the full governing body. Our Chair of Governors monitors our safeguarding termly.

All staff are cleared with DBS certificates, are all trained in First Aid skills, and have achieved 'Awareness of Child Abuse and Neglect' certification. We approach safeguarding as a whole team.

Health and Safety



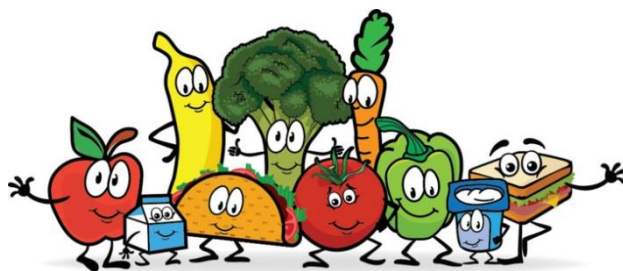
We consider the safety of our children to be of paramount importance and ensure that the school does everything possible to keep everybody, children and adults alike, safe.

There is a school policy that a maximum of one plain stud earring may be worn in each ear and one signet ring only. During PE all jewellery must be removed which is the child's responsibility. Nose studs or other piercing are not allowed. On this note, extreme haircuts or colours are not permitted.

Please note that, in line with national policy, Howden Junior School is a non-smoking area. Dogs are not allowed on school premises, including school events and functions.

Food and drink

We are very proud of our onsite kitchen facilities which provide a service of hot meals cooked every day here at Howden Junior School. The seasonal menu offers a wide variety of meals to offer a balanced diet which meets the food standards applied via the East Riding School Meals Service. We offer themed lunches and parents are invited to join us for lunch with their child. As at September 2018 meals will cost £2.20 a day.



Our preferred method of payment is through the SIMS Agora online payment system using a debit/credit card, 24hours a day, 7 days a week. Meals should be ordered by 10am. If your child is going to be late for any reason, please telephone the office. Please ask for a copy of the School Meal Debt Policy.

For those children not wishing to take up a school meal, a healthy pack up is welcomed. As we send the menu home, you are able to choose which days your child has a hot meal.

A healthy snack of fruit, dried fruit or cereal bar may be brought in for break time. We also have a healthy tuck trolley run by pupils at morning break selling low fat milkshakes, juices, dried fruit and fresh fruit at 30p each.

Pupils have access to water fountains around school. We highly recommend bringing a named bottle (water only please – not squash) into the classroom which can be topped up when necessary.

If you believe you may be entitled to free school meals, please don't be shy. You can now make a claim over the telephone to ERYC Benefits Team 01482 394799 and in most cases no longer need to provide documentary evidence. Alternatively visit the ERYC customer service centre near the large Co-Op in Howden.

The free school meal (FSM) status is not shared with other pupils or parents. Every time a family gains FSM status, even if for a short period, it qualifies the school to receive 'Pupil Premium' funding which is spent on teaching and intervention in order to meet the needs of pupils. Last year, Pupil Premium accounted for over £60,000 of our school budget. Therefore, not only does FSM benefit you the parent, it has a huge impact on the school.

Cash and valuables

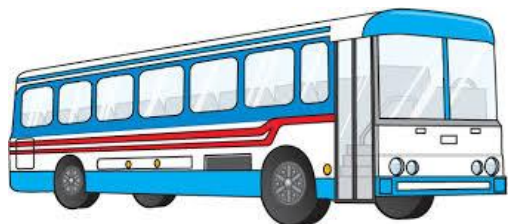
We cannot take responsibility for watches, jewellery or valuables. We discourage children bringing mobile phones to school, but if it is absolutely necessary they are to be handed into the office for safe keeping, however the school do not accept responsibility for loss or damage. PARENTAL CONSENT WILL BE REQUIRED.

Charging

At Howden Junior School we pride ourselves on our educational visits which offer pupils an enriching learning experience. We source the best possible transport, entry costs and residential prices to offer parents value for money. Charges are on a voluntary basis at all times, with the understanding that if not enough parents were to contribute, the trip would potentially be cancelled. If you are unable to fund the cost of a trip, please consult the office. Further information can be found on our Charging policy on the school website.

Complaints procedure

Should a problem or difficulty arise concerning your child, we would hope that in the first instance, you contact the school, the class teacher or Headteacher. In the unlikely event that the situation is not resolved, parents should follow our complaints procedure. For more information please see the school website or for advice, telephone the school.



Transport

Children living in the villages around Howden such as Laxton, Spaldington and Wrestle are eligible to use the East Riding Transport service which is a school bus service, free of charge. This is subject to availability and is arranged between the parent and the East Riding. For more information, please ring

the ERYC Switchboard on 01482 887700 and ask for Schools Transport or Passenger Services.

We aim to instil an independent approach, by asking the children to be aware each day if they should be on the bus. For our younger pupils or pupils subject to a mixed week of travel arrangements please send a note in with the child's Home-School Link book.

As a school we work towards Gold 'Modeshift Stars' accreditation. To do this, we actively encourage sustainable and healthy travel to school where possible. We have provisions for storage of bikes and scooters at the side of the staff car park entrance. Please note, children should disembark from their cycle/scooter at the school gate and walk through the school playground to the storage shed. Please use the crossing patrol at all times, located outside the school gates on Hailgate and on Flatgate.

Disclaimer

The information in the prospectus which relates to the school year 2018/2019 was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in the prospectus or in any particular part of them before the start of the school year 2018/2019.

Date of issue: June 2018

KS2 Performance Data 2017

SATs are statutory assessments carried out by all state schools. They assess how your child's abilities compare nationally with other children in the same year group.

Your child was assessed at the end of Key Stage 1 (KS1) during Year 2, at age 7. Further SATs testing takes place at the Junior School which is Key Stage 2 (KS2). Your child took part in National Curriculum tests in **English**, **Maths** and **GPS** (grammar, punctuation and spelling). **Writing** was teacher assessed within school.

The charts below show the percentage of children who reached the expected standard for the end of KS2 – Age Related Expectations (ARE). The chart shows the whole cohort, boys, girls and disadvantaged. The definition of disadvantaged is if a child has been:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

READING	Pupils	School	National
Whole cohort	51	76%	71%
Boys	23	74%	68%
Girls	28	79%	75%
Disadvantaged	15	60%	77%

WRITING	Pupils	School	National
Whole cohort	51	84%	76%
Boys	23	78%	70%
Girls	28	89%	83%
Disadvantaged	15	67%	81%

GPS	Pupils	School	National
Whole cohort	51	73%	75%
Boys	23	70%	73%
Girls	28	75%	81%
Disadvantaged	15	60%	82%

MATHEMATICS	Pupils	School	National
Whole cohort	51	59%	75%
Boys	23	70%	75%
Girls	28	50%	75%
Disadvantaged	15	40%	80%

COMBINED R, W, M	Pupils	School	National
Whole cohort	51	51%	61%
Boys	23	61%	
Girls	28	43%	
Disadvantaged	15	33%	

Average Scaled Score	School	National
Reading	103.2	104.1
Maths	101	104.2
GPS	103.8	106

KS2 Results for Above Age Related Expectations (ARE) The child's scaled score is 110 or above to achieve the Greater Depth Standard (GDS).		
SUBJECT	School	National
	20%	25%
Writing	6%	17%
GPS	16%	30%
Maths	4%	17%

AVERAGE PROGRESS SCORE	School	National
Reading	-2.8	Below
Writing	-2.3	Below
Maths	-4.8	Well Below

Application Forms

- HOWDEN JUNIOR SCHOOL MUSIC FORM

Howden Junior School Music Form

At Howden Junior School we encourage all creative endeavours. We actively promote learning an instrument during school time. We aim to celebrate the musical achievements of our pupils in music club, at performances in school and in the Minster at Christmas.

We have put together packages of tuition, both through the company 'Music For Schools', who are a local brass and woodwind school, and through our valued local music instructors, who offer a private lesson service in school. All instructors are DBS cleared. The instructors will be able to advise you on sourcing equipment. Please complete the form below, and await further information from the instructors themselves*.

*Apart from Music for Schools who plan an autumn term assembly and parents' meeting. The information below will be used to gauge interest.



Register of interest in music lessons			
Child's name:		Class:	Date:
Parent name:		Tel:	Mob:
Instrument / Instructor		Lesson Type	Tick
Fun Fiddlers violin lessons (Mrs Higson- 07840 110149)		Individual Lesson £8 (20 mins)	
Piano Lessons (Mrs Higson – 07840 110149)		Individual Lesson £8 (20 mins)	
York Classical Guitar School (Mr Richmond – 01904 488581)		Group Lesson £5.50 (30 mins)	
		Individual Lesson £8 (20 mins)	
		Individual Lesson £12 (30 mins)	

Please note that prices may be subject to change per academic year.