



Morgans Primary School and Nursery

School Prospectus September 2011 – July 2012

Morgans Road
Hertford
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Welcome to Morgans School

Dear Parents/Carers,

Thank you for the interest which you have shown in our school.

We are committed to a working partnership between staff, parent/carers and the governing body to provide a secure, stimulating, purposeful and happy atmosphere. We have high expectations and set high standards of achievement and behaviour for all members of our school community, whatever their ability.

As parents, you play a vitally important role in the education of your child; we aim to work with you in partnership to enable your child to enjoy school. If you are thinking of choosing our school for your child we welcome and encourage you to visit the school. Please telephone the school secretary if you require further information, or would like to make an appointment to visit.

This prospectus provides information about our school, its aims, curriculum and activities. It is not meant to take the place of personal contact between home and school, but we hope it will answer some of your questions.

Yours sincerely,

Mrs Alison Pepper
Headteacher

- *We have made every effort to provide accurate and up to date information in this prospectus at the time of publication (September 2011), which is both clear and easy to understand. However, it should not be assumed that there will be no change in the current year (2011-12) or in subsequent years.*

How to Contact Us

Our school is situated approximately ½ mile south of Hertford town centre. The main entrance is in Morgans Road.

* Please have regard and consideration for our residential neighbours when parking. Our children's safety is paramount; school start and finishing times can be very busy. Please take care.

Our Address & Numbers

Morgans Primary School and Nursery
Morgans Road
Hertford
Hertfordshire
SG13 8DR

Telephone: 01992 582162

Hotline: 0844 412 1741

Fax: 01992 509499

email: admin@morgans.herts.sch.uk

Website: www.morgans.herts.sch.uk

The School Office

The school office staff can help with most queries or requests for information. The office hours are 8.30 a.m. - 4 p.m.

You should also contact the school secretary when your:

- child is ill and is unable to attend;
- child is late;
- contact details on our data base change in any way.

About Our School

Morgans School is a Primary School, serving Hertford and the surrounding villages, and is administered by Hertfordshire County Council. Currently we have approximately 450 children on roll.

Our History

There has been a school on this site since 1950, when Morgans Walk JMI School was opened. It was the first new school to be built in Hertford and attracted much interest. In 1998 the school was designated a listed building. The school is named after the Morgan family, who originally owned the house known as Brickendonbury, and planted lime trees from the centre of Hertford to their house. The house is now owned by the Malaysian Rubber Company.

The Mandeville housing estate was built in the 1960s. Chalk Dell Infant School was built on the Morgans site, and opened in 1965 to meet the need for additional school places. As changes in educational management developed and the demands of the National Curriculum became apparent at the end of the 1980s, it was essential that the two schools worked together closely. The two schools amalgamated in January 1993, upon the retirement of the head of Morgans Walk JMI School, when Mrs Lucy Connolly, headteacher of Chalk Dell Infants School, was appointed headteacher of the newly amalgamated school. Mrs Connolly left Morgans in July 2002, to become a County Early Years adviser. Mrs Dutt retired in July 2011 and Mrs Pepper was appointed head as from January 2012.

School Facilities

The site is spacious and pleasant with large hard and grassed playing areas. It is landscaped with trees, shrubs and flowers. At the entrance to the school there is a natural pond and another small pond in the courtyard of the Mandeville building. We value our beautiful environment, and have an on going project to develop it further.

The school buildings are light and roomy and have attractive halls and classrooms. The children have lunch in the Queens building, where there is a pleasant dining room with its own kitchen. Both the Mandeville and Queens buildings have well equipped library areas and excellent reading material. There is a kiln room where children's pottery can be fired. The school has a small music room where children are taught in groups or singly to play various instruments (there is a charge for this tuition).

The school has a well equipped purpose-built computer suite and also has computers in the classrooms.

The nursery class is in Mandeville building, with a separate playground and grassed area, planted with flower beds, shrubs and trees. The nursery class is an integral part of the school. Nursery children use the hall for large physical education apparatus and participate in a variety of school activities. There is a nursery brochure available for any interested parent.

**Morgans School has been awarded two Charter Marks for excellence in the service it provides.*

Our School Aims

Our mission statement

We aim for excellence and quality, striving to create opportunities for every individual to develop his or her potential within the school community.

This underlies our school aims:

- To provide excellence and quality in all aspects of school life, striving to create opportunities for every individual in the school to develop his or her potential;
- To involve parents as partners in their child's education and to promote the school as a welcoming part of the community;
- To encourage our children to be caring, responsible and sensitive towards others and to respect differences;
- To encourage and develop creativity in all areas of school life;
- To actively promote and support our children to develop a positive attitude towards health and disability;
- To encourage work of quality from all areas of the curriculum;
- To encourage and support our children to work and play co-operatively with all members of the school community;
- To provide full access to the National Curriculum and religious education through a variety of methods and approaches;
- To develop an awareness of and concern for the community, the wider environment and an understanding of our place within them.

We will:

- provide strong leadership;
- undertake staff collaboration and input into decision making;
- provide opportunities for professional development of all staff in line with the priorities identified in the School Improvement Plan and to meet individual needs;
- develop plans with clear aims and criteria for evaluation;
- promote consistency between the school aims and working realities.

The School Staff

HeadteacherMrs Alison Pepper

Deputy HeadteacherMr Paul Miller

Teachers

Miss Bethany Wyncoll.....Nursery

Ms Denise Ashby.....Reception

Mrs Diane Burman.....Reception

Mrs Vicky LanganYear 1

Mrs Samantha SmithYear 1 & FS & Key Stage 1 Leader, Leadership Team

Mrs Sue SmithYear 2

Mrs Hannah Orton, Mrs Catherine FerrisYear 2

Mr Paul RogersYear 3

Mrs Margaret Elder.....Year 3 Leadership Team

Mr Alan ScarisbrickYear 4

Miss Carrie Gilham.....Year 4

Mrs Helen Jackson.....Year 5

Mr Paul Miller, Miss Helen BrownYear 5

Mr Alan MooreYear 6

Mrs Kate Voss.....Year 6

Support Teaching Staff

Mrs Hannah OrtonInclusion, Leadership Team

Higher Level Teaching Assistants

Ms Jan Bull, Mrs Erica Lundy, Mrs Alison Morris

Inclusion Learning Support Assistants

Mrs Brenda Hart, Mrs Annette Coxon, Mrs Sharon Liddell

Learning Support Assistants

Mrs Julie Hardy, Mr Adam White, Mrs Sam Peters, Mrs Penny Nicholls, Mrs Caroline Haywood, Mrs Linda Whiting, Mrs Beverly Petro, Mrs Claire Robinson, Mr Stuart Hardy, Mrs Heidi Milner, Mrs Nicky Beanlands, Mrs Samantha Meischka

Financial OfficerMrs Sue Spicer

School SecretariesMrs Helen Wardle, Mrs Vanessa Scrogie

Site ManagerMr David Sadler

Relief CaretakerMr Steve McKeown

Lunchtime Staff

SA Mr David Sadler

MSA Mrs Sally Gower, Mrs Rose Walters, Mrs Teresa Gatens, Mrs Marian Trehy, Mrs Helen Jordan, Mrs Nicola Radcliffe, Mr Steve McKeown, Mrs Julie Hardy, Mr Adam White, Mrs Sarah Matthews, Mrs Nicky Beanlands, Mrs Gemma Allen, Ms Claire Race

The Governing Body

The school's governing body is made up of eighteen members:

Six Parent Governors (elected by the parents/carers of pupils at the school):

Dr Anna Baker, Mrs Joanne Stradling (Chair), Mr Tim Voss, Mr Dean Park, Mr Sal Conti, Mrs Meredith Hearn

Four Local Education Authority Governors (appointed by the LEA):

Ms Clare Gittings, Mrs Sarah Tridgell, The Hon Edward Harding, Mr Tom Frankel

Four Community Governors (These governors are drawn from the local and business community, and are appointed by the other, non-co-opted, governors):

Ms Jenny Sippings, Ms Diane Croston

Four Staff Governors

Mrs Alison Pepper (Headteacher), Mrs Margaret Elder and Mrs Any Hanham (Teachers), Mrs Brenda Hart (non-teaching staff),

The governing body at Morgans School prides itself in taking an active part in the running of the school and meets at least twice a term. In addition, smaller groups of governors make up committees which concentrate their efforts on specialist areas including premises (covering health and safety) finance, development and continuity, curriculum, and staffing. Our governors visit the school regularly, are linked to a specific class, and some governors take an overview of a curriculum area.

- All governors (with the exception of the headteacher) serve for a four year period, following which they may be reappointed/re-elected if they still qualify.
- Correspondence for the governing body can be sent either directly to a governor or addressed to the school for forwarding c/o Mr Tom Stacey, Clerk to Governors, School Office, Morgans Primary School.

*The governing body publishes an annual school profile which can be found here:

<http://schoolsfinder.direct.gov.uk/9192464/school-profile/>

The Friends of Morgans

All parents/carers are automatically members of the Friends of Morgans which assists the school in many ways.

The Friends not only raises money to provide the children with important extra facilities, but also cements close relationships between school and home, which are vital for the educational and social welfare of the children.

Parents/carers are encouraged to take an active part in the Friends' activities, which include Christmas and Summer Fairs. Other events such as quiz evenings, auctions, race nights and dances are held at regular intervals. New ideas for fundraising are always welcome.

More information can be found on their website: <http://www.friendsofmorgans.co.uk/>

School Term & Holiday Dates 2008- 09

Autumn Term 2011

Friday 2nd September - In Service Training Day
Monday 5th September - In Service Training Day
Tuesday 6th September - Children return to school
Monday 31st October - In Service Training Day
Friday 16th December - Term ends

(24th - 28th October - Half Term)

Spring Term 2012

Tuesday 3rd January - In Service Training Day
Wednesday 4th January - Children return to school
Friday 30th March - Term ends

(13th - 17th February - Half Term)

Summer Term 2012

Monday 16th April - Children return to school
Monday 11th June - In Service Training Day
Friday 20th July - Term ends
Monday 23rd July - Occasional Day

(4th - 8th June - Half Term)

School Times

School

Infants8.50 a.m. - 3.15 p.m.
Juniors8.50 a.m. - 3.20 p.m.
Morning playtime.....10.35 a.m. - 10.50 a.m.
Infant lunch12 noon - 1.00 p.m.
Junior lunch12.30 p.m. - 1.30 p.m.
Afternoon playtime2.30 p.m. - 2.45 p.m.
(infants only)

Nursery Class Sessions

Morning8.30 a.m. - 11.30 a.m.
Afternoon12.30 p.m. - 3.30 p.m.

**Children should not arrive in the playground before 8.40 a.m., as there is no adult supervision to ensure their safety. Doors open 8.50 a.m.*

Our Admissions Policy

The governors will admit a maximum of 30 children into each of our two reception classes in any one year. Our nursery admits children on a half-time basis, mornings or afternoons, with a maximum of 30 places for each session.

Nursery and Reception (Foundation Stages 1 & 2)

We have two intakes per year, in the autumn and spring terms:

- children whose fourth birthday falls between 1 September and the end of February will be admitted to the nursery in September;
- children whose fourth birthday falls between 1 March and 31 August will be admitted in January. Children joining in January may well have a staggered start to school. Full details will be given prior to start.
- Our Admissions Policy for the nursery follows Hertfordshire County Council guidelines.

Casual Entrants

Admissions for casual entrants is now administered by Hertfordshire County Council and not the school so applications must be made through their admissions department.

Early Leavers

If your child is leaving us before the end of Year 6 please inform the school office (in writing) as soon as possible. At least two weeks notice would be appreciated. We will require the name and address of their new school.

Equal Opportunities

All staff and governors at Morgans School are committed to providing all children with the same opportunities in school, regardless of ability, sex, race, creed or culture. We believe every child has the right to a broad, balanced and relevant curriculum matched to their ability and needs. Any behaviour by an adult or child that does not reflect this statement is unacceptable.

School Organisation

The nursery, infant and junior classrooms are organised on a flexible basis, but it must be emphasised that the freedoms are not merely by chance. They have been adopted for a variety of interrelated reasons. For example, children are permitted to move about so that they have access to the materials and books that they need. They are being taught at the same time to:

- select from, use and care for a range of equipment and materials;
- behave responsibly;
- persevere with the task in hand;
- develop increasing independence;
- show a proper consideration for others working in the same area and to begin to take responsibility for their learning;
- individual, small-group and whole-class teaching methods are used as appropriate to deliver the curriculum and to meet specific pupil needs.

Grouping of Children

Children come into reception by date of birth but from year 1 onwards children are grouped into mixed-ability classes by National Curriculum year group. Emphasis is placed upon meeting the needs of the children as individuals. Group-work also plays an important part in the organisation of learning.

At both key stage 1 and key stage 2 children may work in a group for literacy and numeracy lessons during the week. Group work also takes place in other areas, e.g. science, drama and music.

Records

You are requested to fill in a registration form when joining the school. This asks for information regarding names, address, telephone number, emergency telephone number/s, religion/faith, languages spoken at home, doctor's name, address and telephone number, medical history, and any other relevant information.

**If you change your telephone number or any other contact details, please inform the school office of the change. In an emergency we may need to contact you urgently. Not having up to date information could cause a serious delay in getting in touch with you.*

Pupils with Disabilities

The school buildings are on one level with easy access for wheelchairs to most parts of the school. We have disabled toilet facilities in both buildings.

The Curriculum

The National Curriculum

The National Curriculum is comprised of the following subjects:

The Core Subjects: English (includes Literacy Strategy); Mathematics (includes Numeracy Strategy); Science; Information & Communication Technology; Religious Education.

The Foundation Subjects: History; Geography; Design Technology; Music; Art; Physical Education.

These subjects are taught in accordance with the new requirements of the National Curriculum 2000. These revised Programmes of Study and Attainment Targets came into place on 1 September 2000.

All children are taught religious education in accordance with the Hertfordshire Agreed Syllabus. We also offer an introduction to a modern language to Year 6 pupils.

The listed subjects are enhanced in two ways:

- by identifying the important interrelationships between subjects;
- by incorporating a number of cross-curricular dimensions: personal and social education (PSHE), multi-cultural education, equal opportunities, skills - see Teaching and Learning section, themes such as environmental and health education.

We aim to provide a broadly-based and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and prepares them for the opportunities, responsibilities and experiences of life now and as adults.

Topic Work

A topic is a theme to which children can relate. It is the vehicle by which various learning skills and knowledge are brought together, taught and developed. It is consistent with the idea that the world is not easily divided into discrete areas of knowledge, but rather that everyday experiences involve a variety of skills drawn from several subject areas.

Teachers look for appropriate links between curriculum areas when teaching the new National Curriculum, drawing on programmes of study and schemes of work developed and adapted from Hertfordshire and QCA schemes of work, relating learning to practical and first-hand experience wherever possible.

To promote depth and quality of teaching and learning, several themes may be run together in any class to ensure that what is being covered is appropriate to the specific curriculum areas and that topics do not become 'all embracing' with tenuous links and little content in some areas.

Teaching & Learning

I hear and I forget,

I see and I remember,

I do and I understand.

Much of the teaching and learning is approached and organised through cross-curricular themes and topics, our main aim being to motivate so that the children are keenly interested in their school work. We endeavour to do this through an exploratory teaching approach, activity-based learning and first-hand experience whenever appropriate. Emphasis is placed upon the development of concepts, learning skills and processes.

Assessment & Record Keeping

When children enter the nursery and reception class they are assessed within the first few weeks. We follow the SIAS Baseline Assessment procedure. Individual pupils and classes set targets of achievement in English, mathematics and science (usually 2/3 of a level per year). Targets in English and mathematics are set at the start of the academic year and are reviewed each term by class teachers.

Class teachers assess each child's needs and progress using their professional judgement and expertise. This is supported by careful observation and record-keeping to ensure continuity and progression throughout the child's time in school. Parents/carers are partners along with the child and the school in their child's education. To promote this partnership close contact between parents/carers and the school is encouraged. Children have personal targets in Literacy, Numeracy and Science which they work towards. These targets are reviewed and updated throughout the year.

Reports

Reports also act as the child's record of achievement. They are written towards the end of the academic year.

Parents' Comments

Parents/carers are asked to share in their child's achievements. You will receive a copy of your child's annual report, together with a comments page. Please take the opportunity to comment on the report, then sign and return this page to school. You may wish to say something about the areas or activities in which your child has shown particular interest or enjoyment. You may wish to tell us about your child's interests, hobbies and pastimes at home. It would be helpful if your comments are related to your child rather than to the school as a whole.

Parents' Consultations

Consultations are held in the autumn and spring terms, but if there are any concerns about school or your child's progress you are welcome to discuss it with the teacher at a mutually convenient time, more urgent or serious matters may be discussed with the key stage team leader or headteacher. You may also make an appointment with the teacher to discuss your child's written report in the summer term, should you so desire.

Parental Involvement

We believe that a partnership between home and school is essential if children are to achieve their potential - this is particularly important in relation to the successful acquisition of literacy, numeracy and study skills which support all other areas of learning. The staff and governors encourage parental support and are keen to involve parents in both their child's learning and the school community. We hold information meetings for parents including curriculum evenings and school open evenings as appropriate.

We have an open-door policy, which welcomes parents into the school to discuss any matter concerning them. It is better to come after school if you need to speak with the teacher at length; please make an appointment with them for a mutually convenient time. If you wish to speak to the headteacher, please make an appointment through the school secretary.

Home-School Policy

Following consultations with parents, staff, pupils and governors, the Home-School Agreement was implemented in the autumn term 1999.

Formal Assessment (SATs)

This happens at the end of key stage 1 (seven year olds) and key stage 2 (eleven year olds). Parents/carers will be notified of the outcome of these assessments before the end of the summer term. Prior to these formal tests Morgans School takes part in the voluntary SATs testing of pupils in years 3,4 and 5. These informal tests provide staff with valuable information about pupil's potential and help us 'fine tune' our teaching.

The official school and national Sats results tables are included at the back of this prospectus.

Assemblies/Acts of Collective Worship

Our assemblies reflect and nurture the ethos of the whole school, and are planned as an integral and important part of the children's religious education. Our assemblies provide a focus of thought for pupils from a variety of faiths or beliefs. During these times we learn about people of excellence and worth, and consider concepts, attitudes and principles which are consistent with and of a broadly Christian character. A range of valid means of worship are used including, stories, drama, dance, readings, songs, children's contributions, artefacts, natural materials, creative silence, prayer and thought.

The times of our assemblies are:

- **Monday**
9.05 a.m. – 9.20 a.m. hymn practice
- **Wednesday**
9.05 a.m. – 9.20 a.m. - key stage assemblies
- **Friday**
9.05 a.m. – 9.20 a.m. whole school celebration assembly

If you wish to exercise your right to withdraw your child from assemblies or acts of collective worship, please write to the headteacher. No reason for the withdrawal is necessary. Children withdrawn are given an alternative activity.

Homework

Homework is set by class teachers in the form of activities to extend, enrich and reinforce children's learning. Children will be encouraged to use their reading record books regularly and homework diaries when necessary. Class teachers will explain to parents what is expected. Homework varies between the year groups - please see the school's Homework Policy for full details.

Activities include:

- practising a skill, e.g. reading (this should be a daily activity);
- learning a skill with the help of parents/carers, older brothers and sisters, e.g. spellings and tables; finding out information/research/surveys, this may take the form of visiting a place relevant to the current area of your child's studies, or perhaps by letting them interview you or other family members such as grandparents about something of which they have experience or knowledge;
- planning future work;
- collecting materials for future work;
- finishing a piece of work if appropriate; an explanation of this would be sent home for the parents/carers.

In the event of a lengthy absence, work will be sent home. This is discussed with parents/carers beforehand and should be returned and marked regularly.

Child Protection

All schools have a clear responsibility placed on them by the Children Act 1989, and by guidance from the DfES to safeguard the welfare of their pupils. In doing so, schools are expected to consult with the Children, Schools & Family Service if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to the Children, Schools & Family Service is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This in accordance with Hertfordshire Child Protection Procedures.

Morgans School has a Child Protection Policy and a copy of Hertfordshire Child Protection Procedures, both of which are available for parents/ carers to see.

The designated members of staff for child protection are the headteacher and Mrs Hannah Orton; they will be happy to discuss any questions or concerns parents/carers may have about child protection practice.

Extra-curricular & Out of School Activities

The staff offer a range of additional activities for the children in their own time. These activities usually take place at lunch time or after school. The range of activities varies with the season and the amount of staff time and expertise available.

In recent years these have included athletics (summer term), football, netball, rounders, recorders, choir, art club, and dance and drama. A list of current clubs is published each year. There is also a book club where families can order books from a leaflet, which is distributed periodically.

Guitar, clarinet, flute, trumpet and piano lessons are also available during school time for children. (Other instruments are occasionally available). Fees are charged in accordance with those recommended by Hertfordshire County Council and are paid by parents.

From time to time the school is asked by outside organisations to distribute to parents information about activities of interest to children. It is important that parents are aware that where the school agrees to distribute such information this does not mean that the suitability of the organisation or the activity has been checked or endorsed by the school. We would simply be acting as a distribution point for information which we feel may be of interest to parents.

Residential Visits

If a residential activity takes place mostly in school time, charges will be made for board and lodging, insurance and entry fees as well as transport. We ask for voluntary contributions to cover the cost. Such activities can only take place if there are sufficient funds to cover the costs.

Payment for School-time Activities

Parents/carers will be asked to make a voluntary contribution to school-time activities that involve extra resources, such as swimming, information technology, cookery, models and craft. Parents/carers will be given an explanation of the activity, together with a request for a voluntary contribution. No pupil may be left out of an activity because a contribution of any kind has not been made.

School Productions/Events

Throughout the academic year we have a number of events which we ask parents to attend including Christmas performances, the Year 6 leavers' play and sports afternoon.

Absence

Punctuality and regular attendance is very important to us at Morgans School. The good habits of arriving in good time and being well prepared for learning helps your child to arrive and settle to the working day in a calm and confident manner. Lateness and unnecessary absences delay a prompt start to the day. Late comers miss important information from the start of the lesson, which can affect their confidence and self esteem.

If your child is absent from school please telephone the school office so that a message can be passed to the class teacher. If you are unable to telephone then please send a note in when your child returns to school. A telephone call or message sent helps if your child is away for a prolonged period. A doctor's certificate is also required in this case. See also page 3; The School Office.

Please let us know in advance if absences are due to medical appointments and then, where possible, the results of these appointments for our records. If you wish to take your child out of school during term time to go on an annual holiday, an application form can be collected from the carousel outside the school office or downloaded from the school website.

By law, all absences have to be recorded and a return sent to the Department for Children, Schools and Families (DCSF) who monitor truancy and unauthorised absence rates.

Medical appointments and sickness are authorised if the school has been informed by letter or telephone.

Welfare of Children

Illness

It is hard to give hard and fast rules determining when children are 'fit' to attend school. Communicable diseases spread quickly in school, so if your child is looking or feeling under the weather, a day at home may prevent minor epidemics, and of course, give your child a chance to recover fully. The normal periods of exclusion for the more common diseases are set out in the table on the following page.

Medication

Medication is not normally administered at school. If your child does need to have medicine then it must be clearly labelled. It will either be stored in the fridge in the medical room or in the locked medicine cupboard. A permission form must be completed and given to the class teacher. We cannot administer medicine without this form.

Behaviour in School

We work together consistently to ensure a safe and orderly environment for learning and interacting within our school community. Effective learning and teaching can only happen where good behaviour is valued and encouraged, and where unacceptable behaviour is dealt with in an appropriate, effective way.

The children are encouraged to be:

- thoughtful, considerate and caring;
- truthful and honest;
- co-operative, responsible and dependable;
- rational;
- self-disciplined.

What is Bad Behaviour?

Bad behaviour is that which is:

- offensive;
- physically or emotionally hurtful to others;
- dangerous;
- may damage the property or belongings of others;
- hinders our own or other people's progress in learning.

When Things Go Wrong

A verbal reprimand is our usual 'punishment' but we back this up by trying to find out why the behaviour has occurred and suggesting alternative ways of coping with a situation. Counselling and discussion form a major part of any reprimand.

The issues behind bad behaviour have to be understood if the problem is to be tackled effectively - particularly by thinking about the effects of such behaviour on other people, e.g. what is it like to have something stolen?; how does it feel to be teased or bullied?

It is vital that we are all able to understand the consequences of our behaviour upon others, why certain behaviour/actions are unacceptable. Only then can we show disapproval of certain forms of behaviour and give the reasons for them not being accepted. This changes the focus from the

person to the behaviour and its effects. We are able to show that we value and care for the person, whilst making it clear that we do not like his or her behaviour sometimes. In this way we are, hopefully, moving the child's thoughts towards positive consideration for others.

By giving an alternative form of behaviour and/or strategies for coping with a situation, we give a way forward, what can be tried next time, rather than dwelling upon what they did or did not do last time.

By showing that we care, we can also show strong disapproval, even anger, which the children can and do accept. We also show that we are prepared to listen, we allow the children the opportunity/leeway to remonstrate, as we feel that we have to show them care and respect to avoid children feeling anger and resentment at not being allowed to give their perception of a situation.

In exceptional circumstances the school may suspend or exclude a pupil if that suspension or exclusion is, in itself, an appropriate response to a serious disciplinary problem.

If behavioural difficulties do arise, parents/carers are notified and involved at an early stage. In cases of serious problems or if the child is constantly disrupting their own learning or that of others, parents/carers may be contacted there and then and asked to remove their child for the rest of the day.

We expect children to come to school ready and prepared for learning. It is particularly important that the home and school work together in this aspect of the child's development and keep each other fully informed when it comes to matters regarding a child's behaviour.

This is our home-school contract of partnership with both home and school sharing the responsibility of the child's social and behavioural development.

We encourage all our children to follow the six 'Golden Rules':

- always be polite to others;
- do be kind;
- work hard and always do your best;
- be safe;
- do be honest;
- look after our school.

Bullying

Bullying is taken very seriously at Morgans School and is not tolerated. Reported incidents of a serious nature are recorded in a book kept by the headteacher.

Children are encouraged not to retaliate, but to inform their class teacher, or, if the incident occurs in the playground, the member of staff on duty. The incident will then be investigated. If the headteacher is very concerned about a child's behaviour, the parents/carers will be contacted and the matter taken further.

At Morgans School, we define bullying as:

- the wilful, conscious desire to hurt, threaten, intimidate or frighten;
- an act which may be physical or verbal, or both;
- bullying involves repeated, unprovoked attacks.

Bullying is not confused with incidents when children argue, disagree or fight.

Inclusion Policy

Our policy ensures:

- all pupils have access to a broad and balanced curriculum;
- all teachers take responsibility in implementing curriculum access for all pupils in their group;
- early identification (very able or experiencing difficulties) physical or emotional/behavioural problems: these are referred to the special educational needs co-ordinator to decide on an action plan;
- informing parents/carers at an early stage and establishing a partnership between home and school;
- establishing and monitoring an action plan;
- involvement of the educational psychologist and other agencies as appropriate, when permission from parents/carers has been obtained;
- liaison with the special educational needs co-ordinator and sharing concerns with the whole staff when a special need has been identified;
- using a range of teaching methods, strategies and classroom organisation;
- keeping a record of strategies used;
- ensuring records are kept up-to-date and available to other professionals monitoring or assessing pupils' needs.

Personal, Social, Citizenship & Health Education

The work we do in school supports and complements what you do at home, to promote practices and attitudes which will enable your child to develop into a healthy, caring person with a positive self-image. This is achieved in an environment where value is placed on individuals and their personal and social development. Health education is incorporated into the curriculum as part of our programme of cross-curricular themes but will take into account age, experience and cultural background.

Sex education is one of the aspects of our personal, social & health education programme. A module in this area is planned as part of a topic for children in year 6, working with their class teacher and the school nurse. Parents are invited to attend a meeting prior to the topic work so they know exactly how and what is taught. Year 6 staff will be able to answer any questions arising from the meeting.

Parents/carers have the right to withdraw their children from all or part of sex education, except that which forms part of National Curriculum science. Alternative provision is made for children who are withdrawn.

Drugs (legal and illegal) education is part of year 6 citizenship studies. Children work with teachers and the school nurse.

School Security

Security at Morgans School is taken very seriously by all staff and members of the governing body; we follow county procedures and staff members have attended a course on security. With the exception of the front pedestrian entrance and driveway, all the gates to our school grounds are closed and locked during working hours and after the children have gone home. We have internal safety bolts on external classroom doors. The entrance opposite the school hall is a fire exit only, except when the school hall is being used for a function. There is a key pad entry system to the Mandeville building.

The school has a number of fire drill practices every year. When the fire bell rings all the staff and children assemble on the playground for registration. Security issues are reviewed on an on-going basis by the governing body and we welcome any ideas parents may have to improve the safety of children.

**Please inform staff of any suspicious circumstances you may come across.*

Visitors

Visitors to the school must sign in on arrival and out on leaving and wear a visitor label whilst in school. All employees at the school have a name badge.

School Uniform

We actively encourage our children to wear school uniform to school every day. It looks smart, helps to give the school identity and is also practical.

Winter Uniform

Boys Girls

white shirt or white polo shirt
grey trousers
navy jumper/school sweatshirt

white blouse or white polo shirt
grey skirt/pinafore/culottes/trousers
navy cardigan/school sweatshirt

Summer Uniform

Boys

white shirt or white polo shirt
grey/navy shorts
navy jumper/school sweatshirt
(navy blue sweatshirt / jumper / cardigan bearing the school name may be ordered from school)

Girls

white blouse or white polo shirt
grey skirt/pinafore/culottes
navy cardigan/school sweatshirt

Physical Education

Boys

navy or black shorts
Morgans School T-shirt
(Morgans School T-shirt available from school)

Girls

navy or black short
Morgans School T-shirt

Most nursery and reception children wear pants and vests for PE. This is quite acceptable. All children will need an outdoor PE kit - old jogging bottoms and a sweatshirt.

** All clothing, including shoes, must be clearly labelled with your child's name.*

Shoes

Shoes should be sensible and easy for the child to manage. Please do not let your child wear slingback or heeled shoes; these tend to be slippery on tiled floors and prevent your child from enjoying running and playing at break times.

Lost Property

Lost property is kept in a number of lost property boxes throughout the school and put on display at the end of each half term.

Jewellery

For safety reasons, children should not wear jewellery or make-up, other than watches, studs in pierced ears, and jewellery/make-up worn for religious/cultural reasons. Jewellery which is deemed to be a risk to the wearer's safety may not be worn in school.

It is a Hertfordshire County safety directive that all jewellery must be removed *by the child* during any type of physical education activities.

School Meals

Good school meals are provided for those children who wish to stay on a regular basis. There is a wide choice of freshly cooked and prepared food. If there are particular dietary needs, please let us know and we will do our best to meet them. The week's menu is posted on the children's notice board in the dining room. A daily menu is put up in the dining room each morning so that, if you wish, you can read through it with your child and help him/her to choose.

The current cost of a school meal is £1.95. Invoices are issued on the first day of each half term and payment should be made as soon as possible afterwards. Cheques should be made payable to: *Hertfordshire County Council*. Credits are carried forward and deducted from the next payment. Milk is also available for nursery and infant children; the costs change each term. Facilities are available for children who wish to bring a healthy packed lunch.

- Application forms for free school meals (if applicable) can be obtained from the school office.
- A half-term's notice is required for any changes you may wish to make for your child's lunch time arrangements. A reminder will be sent out from the school office.

Complaints Procedure

The school aims to work closely with parents/carers and we hope that parents/carers who have any concerns or anxieties will, in the first instance, raise these with the class teacher, key stage team leader or the headteacher. If you are not sure whom to approach, please ask your child's class teacher (or get in touch with the school office). We find that nearly all concerns or potential complaints can be resolved happily through discussion.

The governors of the school do have arrangements for considering complaints formally. For general complaints and matters to do with special educational needs they have adopted a procedure which follows guidelines recommended by Hertfordshire County Council. You can obtain a copy of this from the school office.

There are, in addition, special arrangements for considering complaints about matters to do with the teaching of the National Curriculum and about collective worship in the school. You can also obtain a copy of these arrangements from the school office.

**Please come and speak to us before problems or concerns become a major worry. We are here to help.*

School-based Organisations

Baby & Toddler Group

In addition to the county educational provision, there is a Baby and Toddler group approved but not funded by the county authorities which meets once a week in school.

The Playgroup

There is also a Playgroup. This meets five mornings a week in school and is financially self supporting. It is run by a qualified playgroup leader supported by other qualified playgroup staff. Please see separate sheet for details.

The Dell

The school also has an out-of-school club called, The Dell. It is open every day during term time for breakfast and after school. The Dell also opens every half term, each Inset day and for part of every holiday. Please see separate sheet for full details including times etc.

Dellytots

The Dell also offer the same standard of service for playgroup and nursery aged children, which will 'wrap around' their playgroup/nursery day during term time and provide an all day service during school holidays. Dellytots will offer you the chance to tailor make your childcare, just choose the sessions you need.

Leaving Morgans School

Once your child enters year 6, an application will have to be completed for secondary transfer. During the autumn term all the local secondary schools have open evenings. They will also arrange visits during the school day. Online applications normally have to be made during September and October and parents are notified of the outcome in March.

Useful Terminology

Playgroup	from age 2 years 10 months
Nursery (foundation stage 1)	rising 4 (1 September to 31 August) part time, two intakes
Reception (foundation stage 2)	rising 5 (1 September to 31 August) full time, one intake
Year 1 age 5 - 6	
Year 2 age 6 - 7	
(both year 1 and year 2 form Key Stage 1 or KS1)	

The above group are all classed as infants. All our infants are based in the Mandeville building.

Year 3 age 7 - 8

Year 4 age 8 - 9

Year 5 age 9 - 10

Year 6 age 10 - 11

The above are all part of key stage 2 or KS2 education covering juniors. All our juniors are based in the Queens building.

Other Terms

ALS	Additional Literacy Support
CSF	Children, Schools and Families
DCSF	Department for Children, Schools and Families
ELS	Early Literacy Support
ICT	Information and Communications Technology
INSET	In-service Training Day
KS	Key Stage
LEA	Local Education Authority
LSA	Learning Support Assistant
MSA	Midday Supervisory Assistant
OFSTED	Office for Standards in Education
PSHE	Personal, Social and Health Education
PTA	Parent-teacher Association
QCA	Qualifications and Curriculum Authority
SATs	Standard Attainment Tests
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SIAS	School Improvement and Advisory Service

Key Stage 1, National Results, 2011

These tables show the percentage of Key Stage 1 pupils achieving each level nationally in 2011. Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT									
	Percentage at each level								
	A	D	W	1	2C	2B	2A	3	4+
Reading	0	0	3	12	12	23	25	26	0
Writing	0	0	4	15	20	29	20	13	0
Maths	0	0	2	8	16	27	27	20	0
Science	0	0	2	10		68		20	0

About the Key Stage 1 & 2 Tables

The Key Stage 1 and 2 tables should be viewed in context; within each cohort there are always some children with identified special needs—these numbers fluctuate from year to year. The Key Stage 1 and 2 tables give a snapshot view and need to be considered in the school context over time.

We are happy to discuss any of these figures or any other school performance indicators. Morgans School aims to gain the highest possible standards for each child, and we are constantly considering ways to assess the value-added factor to which our school is committed.

Key

W Represents pupils working towards level 1

D Represents pupils disapplied under sections 364/365 1996 Education Act

A Represents absent pupils

1-3 Level attained

4+ Level 4 (or higher) attained

Reading Tasks/Tests; Spelling

These assessments do not apply at every level, and therefore may not total 100%.

Key Stage 1, Morgans School Results, 2011

TEACHER ASSESSMENT									
	Percentage at each level								
	A	D	W	1	2	2C	2B	2A	3 or above
Speaking and Listening	0	0	0	8	64				28
Reading	0	0	0	10		6	22	28	34
Writing	0	0	0	18		16	28	18	20
Maths	0	0	0	4		16	26	24	30
Science	0	-	0	4	72				24

Total number of children subject to Key Stage 1 assessment: 50

Key

W Represents pupils working towards level 1

D Represents pupils disapplied under sections 364/365 1996 Education Act

A Represents absent pupils

1-3 Level attained

Key Stage 2, National Results 2011

TEACHER ASSESSMENT									
	Percentage at each level								
	A	D	W	1	2	3	4	5	6
English	0	0	1	1	3	14	49	32	0
Maths	0	0	1	1	3	14	47	34	1
Science	0	0	1	0	2	12	50	35	0

TEST/TASK									
	Percentage at each level								
	A	D	B	N	2	3	4	5	
English	1	0	4	1	1	12	52	29	
Reading	0	0	4	4	0	8	41	42	
Writing	0	0	4	1	0	20	55	20	
Maths	0	0	3	1	1	14	45	35	

Key

A represents pupils who were absent.

D represents pupils disapplied under sections 364/365 1996 Education Act.

B represents pupils who were working below the level of the test.

N represents pupils who took the tests but failed to register a level.

Key Stage 2, Morgans School Results, 2011

TEACHER ASSESSMENT									
	Percentage at each level								
	A	D	W	1	2	3	4	5	6
Reading	0	0	0	0	2	5	40	53	0
Writing	0	0	0	0	2	7	65	25	0
Maths	0	0	0	0	4	7	45	38	5
Science	0	0	0	0	0	4	35	61	0

TEST/TASK									
	Percentage at each level								
	A	D	N	B	2	3	4	5	
English	2	0	0	0	2	9	69	18	
Reading	2	0	4	0	0	5	55	35	
Writing	2	0	4	0	0	18	62	15	
Maths	0	0	0	0	4	11	44	42	

Total number of children subject to Key Stage 2 assessment: 55

Key

A represents pupils who were absent.

D represents pupils disapplied under sections 364/365 1996 Education Act.

B represents pupils who were working below the level of the test.

N represents pupils who took the tests but failed to register a level.