

School Prospectus



Barham Primary School
EMBEDDING EXCELLENCE



Welcome to Barham Primary School

This prospectus aims to tell you about our school, what we stand for and what we want for our pupils as well as everyday matters such as school timings and routines.

Our Mission Statement

*Accelerate Learning
Reach highest goals possible
Aiming for a better future
Respecting each other
Working together.*

Barham School Aims

1. To provide a broad, balanced and relevant education, which enables children to achieve their full potential, academically, creatively, socially, spiritually and physically.
2. To provide a happy, caring and secure environment in which children are encouraged to develop self-discipline and take responsibility for their own learning.
3. To provide rigour and challenge with high expectations, whilst ensuring equal access to all areas of the curriculum and school life.
4. To welcome and value the rich cultural diversity of the community and to ensure that children's learning experiences reflect this positively.
5. To encourage a close working partnership with parents in all areas of school life.
6. To enable children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others.
7. To prepare children for the opportunities, responsibilities and experiences of adult life.
8. To strive for excellence and achievement in all areas of school life.

Modes of life long learning - The 5R's

Here at Barham, we like to promote a 'can do' attitude based on the 5R's of effective learning, which are Resilience, Resourcefulness, Risk Taking, Relationship and Reflection. This is to ensure that students, are able to explore the qualities that will make them a good learner, now and in the years to come.

The 5R's

1. The **Resilient** Learner
2. The **Risk Taker**
3. The **Resourceful** Learner
4. The **Reflective** Learner
5. The learner who forms positive **Relationships**



Barham Primary School

EMBEDDING EXCELLENCE

Our School

Barham Primary School is situated in a residential area near to Wembley High Road and Ealing Road. We are a large four-form entry school admitting children from the age of 3 to 11 years. The original building dates from the 1930s. In 1991 the building was doubled in size by the completion of a new wing. In April 2003 a new sports hall and music suite were completed. This has made the school a very spacious, bright and welcoming place.

Classes are no larger than 30 and we have additional rooms for ICT, small group music tuition, a library and nursery. We have extensive playgrounds, a large field and a nature area.

Our Children

Our children, mainly from the immediate local area, come from a variety of backgrounds, faiths and races. We are a multi-cultural school and proud to be so. We actively encourage a working partnership between parents and school in the belief that this leads to higher standards and the general well being of all children in the school.

Our Governing Body

The Governing Body is responsible for many important decisions in the running of the school, catering to the needs of the whole school community, and all its stakeholders. Governors support the school to ensure that all its statutory duties are met and the school provides the best environment for learning. These duties include:

- Appointing the Headteacher and the teaching staff
- Agreeing the aims of the school curriculum and ensuring they are implemented
- Agreeing how the school's budget is to be used each year
- Deciding how relationship education and religious education should be taught in the school
- Dealing with official complaints and exclusions
- Deciding what charges should be made for activities outside school hours
- Ensuring the school complies with the equality duties set out in Government legislation
- Setting targets for pupils' performance and submitting results to the Local Authority (LA)

A current list of Governors is available on request from the school office and can be viewed on our website. You can contact the Governing Body by writing to the chair of Governors via the school office. Governors also welcome thoughts, ideas and issues that parents would like to discuss with them.

School Hours and Times of Sessions

Morning Session	8.45am – 12.00am	Years R, 1 & 2
	8.45am – 12.15am	Years 3, 4, 5 & 6
Afternoon Session	1.00pm – 3.15pm	Years R, 1 & 2
	1.15pm – 3.20pm	Years 3, 4, 5 & 6
Nursery Times	8.45am – 11.45am	NAM
	12.30pm – 3.30pm	NPM

It is very important that your child is brought to and collected from school on time.



Barham Nursery

Nursery admits 90 children and they attend either the morning session from 8.45am until 11.45am or the afternoon session from 12.30pm to 3.30pm. We offer a flexible drop in time from 8.45am-9.00am and 3.15pm to 3.30pm for drop in and pick up.

To join the Nursery in September a child must be 3 years old on or before 31st August. Admission to the Nursery does not guarantee a full-time school place.

You and your child will be invited to visit the Nursery before they start school, to help them settle more easily.

We admit new children a few at a time over the first two weeks of term so that we can welcome them individually and help them to settle happily. (We like a family member to stay with the child for the first 3 days and if necessary more days until they are settled.)

They will be learning a great deal in Nursery both indoors and outdoors throughout the year. This will help their physical, social, emotional and intellectual development. It is therefore important that the children are suitably dressed to be in the Nursery.

The Nursery is a vital part of your child's education so it is important that they attend every day.

All community members; parents, family, staff, have some valuable skills (e.g. carpentry, storytelling, sewing, cooking etc) please come and share them with us. We work very closely with parents and carers and your child and we encourage parents to come and visit the Nursery throughout the year.

We look forward to building this special relationship with you.



Information on Admissions

All parent/guardian(s) who wish to apply for a school place at any time in the year will need to contact Brent council. The council will liaise with you about a school place and will contact you with the outcome of your application.

If you are a Brent resident, the quickest and easiest way to apply for a school place is online by visiting www.brent.gov.uk/admissions. Alternatively, you can call Brent School Admissions on 020 8937 3110 for further information. Brent are moving away from paper applications unless it is absolutely necessary.

Nursery Admissions

Parents applying for a place at Barham School Nursery need to apply directly to the school.

Please allow at least one month in order to process applications. An application form for Nursery is available from the school office. Admission to the Nursery does not guarantee a full-time school place. A separate application for a place in reception needs to be made to Brent Council as detailed previously.

Barham Primary School

EMBEDDING EXCELLENCE

Attendance & Punctuality at Barham

Expected attendance level

expect your child to attend school every day, however, the national average level of attendance is approximately 96%. If your child's attendance falls below this level, or there are unauthorised absences, you will be invited to discuss this with the Headteacher or a senior member of staff. If you feel you need support in improving your child's attendance or punctuality, please discuss this with us. For families where attendance levels remain low after we have made contact with them, we will refer these cases to Brent's Educational Welfare Officer (EWO).

If your child is absent from school, please contact the school with an explanation. We will decide whether this is authorised or unauthorised.

Illness

If your child is unwell, please ensure you contact the school office before 9am on that morning. For persistent absence due to illness, we will also require a letter and/or medical confirmation.

Medical Appointments

Should your child need a medical appointment, please try to arrange this out of school hours. If it must be during school time, we expect you to inform the office in advance and show an appointment card. The absence should be only for the morning or afternoon session - not the whole day. You should also inform your child's teacher in advance. Please note, if a child is absent from school for a parent or siblings' appointment, this absence is unauthorised.

Religious Leave

If you wish your child to be absent for religious leave, please inform your child's teacher and make the request to the office, in writing, in advance.

Absence for any other reason

For any other reason you will need to contact the Headteacher.

Punctuality

School starts at 8:45am. Ensure your child is in the line, at or before that time. The playground is supervised from 8.35 am.

Policy on Extended Leave of Absence

Parents are strongly discouraged from taking their children out of school for long periods of time. Family holidays or trips abroad must be taken in the school holidays. The Headteacher can authorise up to ten days leave of absence, in exceptional circumstances only. In such cases, parents should submit a Leave of Absence Request form and only make bookings if leave is granted.

Please be aware that if leave is authorised and your child is absent before or after the authorised dates for any reason, the additional days will be unauthorised and an automatic referral will be generated to Brent Education Welfare Services. These proceedings can result in your child's name being taken off roll and deleted from our admissions register. As there are waiting lists for many year groups, they may not be able return to Barham Primary School upon their return.



Healthy School

Barham Primary School achieved their 'Healthy School Accreditation' in Spring 2008. This means that all the food served in the school meets government nutritional standards. As part of this policy we encourage healthy lunchboxes. We also promote the importance of exercise, and encourage our pupils to walk to school everyday.



The Curriculum

At Barham we aim to provide a stimulating school environment to ensure that all children achieve their maximum potential and that children have as wide a range of experiences as possible at school. We endeavour to teach to the highest standards in ways that match each child's own aptitude and ability. That means offering a curriculum that is right for each child.

All classes from year 1 to year 6 follow the National Curriculum which includes the subjects of English, Mathematics, Science, Computing, Geography, History, Music, Art, Physical Education and Religious Education. We also teach Modern Foreign Languages and Personal, Social, Health Education. Six global learning themes underpin our curriculum which have been selected from the 17 Sustainable Development Goals from the 2030 Agenda for Sustainable Development (See our Curriculum Intent Statement 2019-2020 on our website). Each theme is broken down into knowledge and understanding, skills and attitudes. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.

Classes in the Nursery and Reception are in the Early Years Foundation Stage and follow the Early Learning Goals. These subjects are taught mainly in units and sometimes as part of a cross-curricular topic. Termly plans are sent to parents by class teachers giving details of the topic and units being followed by the children. Parents may contact the Headteacher

if they wish to see the more detailed curriculum guidelines of the school or the most recent OFSTED report. Curriculum guidelines for each group and the most recent Ofsted report is also available on our website.

Religious Education (R.E.) and Collective Worship

Our R.E. curriculum follows the themes laid out in Brent's agreed syllabus. Children in both Key Stages study themes such as celebrations, light and holy books that take examples from a range of religious beliefs. In addition, at Key Stage 2 children study units about the major religions of Judaism, Islam, Hinduism, Sikhs and Christianity. Assemblies are multi-faith in their content and are based on the current Brent Agreed Syllabus. You are welcome to come into school and participate in the assemblies. Collective Worship also occurs every day, where groups of children have a quiet moment of reflection or a prayer. This is a time for children to discuss and think about spiritual and moral issues and to explore their own beliefs. This aims to develop a community spirit, promote shared values and reinforce positive attitudes.

Children and staff from many faiths attend Barham Primary School, therefore we have a rich and diverse community from which to explore central ideas about fundamental questions.

You have the right to withdraw your child from Religious Educational activities; however, we request that you make an appointment to meet the Headteacher teacher before making a final decision.

Barham Primary School

EMBEDDING EXCELLENCE

Computing

At Barham we recognise that in society today there is a rapid pace in use of technology and that it plays a vital role in our lives. We embrace and support this by introducing pupils to computers and other technology resources as soon as they enter Nursery and we develop these skills throughout the school. By the end of key stage two each pupil's curriculum should have provided well-planned opportunities to use and learn about the distinctive features and characteristics of hardware and software available to schools.

In order to keep up with the fast changing world of technology, more information about ICT at Barham is available and updated on our school website.

Personal, Social and Health Education (PSHE) and Citizenship

Our curriculum helps children with learning to keep themselves safe, fit and healthy. This includes developing a set of values and beliefs to promote respect for self, for others and for the environment. Citizenship helps young people to develop understanding of their roles and responsibilities in preparation for making a positive contribution to their community.

Relationships and Sex Education (RSE)

Our programme for RSE aims principally to help and support children through their physical, emotional, social and moral development.

This is done at an age appropriate level and involves children learning about themselves noting changes as they grow, building positive relationships and raising self confidence and esteem.

From ages 9 – 11 years pupils learn about the stages of life, including reproduction, changes associated with puberty and personal hygiene. Parents will be informed in advance and invited into school to view the resources used. Should parents have any questions about this aspect of the curriculum they are invited to speak with the Headteacher.

For more information please refer to our Relationships and Sex Education Policy, this is available on request at the school office, or can be downloaded from our school website.

Physical Education

Physical Education plays a very important role at Barham. Sport England has awarded the 'active mark' to the school in recognition of curricular and extra-curricular excellence. Pupils have and continue to enjoy a wide range of sporting experiences. The school enjoys a wide range of sporting facilities including:

- Extensive playing fields used for hockey, rugby, soccer, cricket, rounders and athletics
- A large multi purpose sports hall
- Several hard court areas used for netball, tennis and hockey
- A caged Multi User Games Area

Pupils experience a full program of activities in line with the national curriculum for KS1 and KS2. They also have numerous options to participate in a wide range of lunchtime and afterschool sporting clubs.

It is important that we have your support in ensuring that children always have their P.E. kit with them. Due to Health and Safety regulations no jewellery may be worn during P.E. We ask you to ensure that your child does not wear earrings (cover studs/sleepers) or other jewellery to school on the day they have P.E.

Visit our school website for more information about the range of sporting activities taking place.

Music

During their time at school children are provided with opportunities to compose, perform and listen to a variety of types and styles of music from around the world. Children participate in singing on a regular basis. At Barham most music is taught by a specialist music teacher. In Year 3 all pupils are taught to play the recorder. We also have a number of instrumental teachers who visit the school on a regular basis. In years 4, 5 & 6 children can choose to learn an instrument, currently including keyboard, cello, guitar, recorder, harmonium, violin, brass and tabla. There is an additional charge for these lessons.



Educational Visits

Most of the work that children do takes place in the classroom. However, children learn a great deal when they go out of school on educational visits to museums, exhibitions, parks and so on. These visits usually cost money and parents are asked to make a voluntary contribution towards the expense. If for any reason you have difficulty in paying for a trip please speak to the Headteacher. We do not exclude children from trips for financial reasons.

Special Educational Needs & Disabilities

At Barham we believe that all children are inherently equal, but that all children do not have the same needs. We aim to enable all children to reach their full potential and to be seen as equal regardless of their ability, disability, race, gender etc.

We believe that all children should be able to gain access to a broad and balanced curriculum and that early identification of Special Educational Needs is essential. We therefore regularly assess and monitor the progress of all children. The school has a designated SEN room with specialised resources and a dedicated team of experienced staff who work together to support children with Special Educational Needs. This team is led by the Special Needs Co-ordinator (SENCo). The Special Needs Co-ordinator works very closely with various outside. There is also regular liaison with the Local Education Authority's Special Needs Services. More detailed information about Special Educational Needs at Barham is available on an insert with this prospectus or you can view this information on our website.

Disability Equality

The school fosters an ethos of a caring environment, where each child is seen as being equally important and is treated with the respect that he or she deserves. Disabled children are welcome at Barham if the school can safely meet their needs. This decision is taken by the Headteacher and parents have the right of appeal. There are designated disabled car parking bays on site. Doorways are wide enough to allow wheelchair access. A copy of our Disability and Accessibility Policy is available from the school office or the school's website.

More and Most Able Pupils (Gifted & Talented)

More and Most Able pupils (Gifted & talented) Barham received the NACE Challenge Award in July 2014. The assessor noted "The school has consistently high quality practice leading to high levels of attainment and progress. There is a whole school ethos of high ambition and expectations for every child that permeates the school. The mission statement includes 'Reach the highest possible goals and aiming for a better future'. The clear leadership and high expectations of the SLT have created a culture where abilities, gifts and talents are celebrated." Barham has continued with ambitious targets and provision for children and will put itself forward for re-accreditation in 2018.

Enrichment

At Barham we have a range of enrichment/extra-curricular provision to meet the needs of able pupils and to give opportunities for them to use their skills in areas beyond the core curriculum. These activities are designed to challenge and inspire students in scholarship that is outward looking with a broad perspective and to encourage high aspirations. Activities may include: philosophy, debate, critical thinking, accelerated reading, LAMDA, poetry recital, Brilliant Club, Excitec STEM courses – Imperial, Brunel, University visits, Your Ambition Your Future, Tate Britain, maths challenge group, chess club, theatre visits, Latin, Shakespeare, newshounds and visiting speakers.

Pupils enter local and national competitions aimed specifically at able Barham seeks out activities and provision for able students nationally and locally as they arise or based on the interests of the pupils and may vary year by year. Parents will be informed if children are 'secure' or beyond for their age expectations. Support is given for potential applicants to competitive entry schools and each year a number are successful in gaining admission, some with 100% bursaries.



Safeguarding

Online Safety

Whether on a computer or laptop at school or at home, a games console or mobile phone, children are increasingly accessing the internet, whenever they can and wherever they are. At Barham we recognise that, in addition to the Internet being a great tool to support our children's learning, there are a number of risks for our children when online.

At Barham we take Internet safety very seriously. All our staff and pupils are aware of their responsibilities to promote safe and secure use of the Internet and school computer equipment and to follow school Internet safety procedures.

All pupils cover Internet safety issues in computing at the beginning of every school year. These issues are revisited and monitored by the class teacher on a regular basis. This includes ensuring that pupils know what to do if an Internet safety issue arises. All pupils have read and discussed with their teacher and signed an acceptable use of computing policy. For more information about Internet safety for pupils, please visit our school website.

At Barham parents/carers are encouraged to work in partnership with us. We also provide regular parent evenings with demonstrations and suggestions for safe home Internet use are also run at the school. For more information, please speak to the school office or email admin@barham.brent.sch.uk

Child Protection

Our school wants to work with children, parents and the community to ensure the safety and protection of children and to give them the very best start in life. We aim to create an environment in our school which is safe and secure for all children. Through providing activities and opportunities in the PSHE curriculum we aim to equip our children with the skills they need to stay safe. E.g. we enable children to have the self confidence and the vocabulary to resist inappropriate approaches and encourage children to develop a sense of autonomy and independence.

We follow the guidelines laid down by the Brent Safeguarding Children's Forum (BSCF) and staff receive regular training in Safeguarding.

We work with Brent's Duty Social Work teams and if a report is to be made to the authorities, we take advice in deciding whether we should inform the child's parents at the same time.

Copies of our Safeguarding policies (including Child protection) are available on the school website or from the main office.

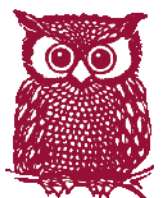
Bullying

We take the issue of bullying very seriously at Barham Primary School. We have an anti bullying policy which is reviewed annually. We investigate all reports of bullying from pupils, parents/carers and others and work with all the parties to talk through and resolve the situation. Bullying is defined as when a child is deliberately being made unhappy over a sustained period of time. We make anti bullying high profile through assemblies, our curriculum and our active participation in Anti bullying week every year.

School Security

Barham Primary School provides a secure site, which has controlled entry, but the site is only as secure as the people who use it. We ask all people visiting the site to abide by our security procedures. Gates are locked except at the start and end of each day. Doors should be closed to prevent intrusion but to facilitate smooth exits. Visitors, volunteers and parents must only enter through the main entrance and after signing in at the office window. Children will only be allowed home with adults with parental responsibility or confirmed permission.

Children are not allowed to leave school alone during school hours, and if collected by an adult, they must be signed out.



Working With Parents

Reporting to parents

We expect all our children to make good progress and carefully track this throughout their time at Barham. Parents are invited to curriculum meetings where expectations about standards and progress are explained. Teachers make regular assessments of children's attainment levels and set targets for improvement. Every child is important to us and their progress is carefully monitored throughout the year before being formally reported to parents at the following times:

- During a target-setting meeting (Autumn and Spring terms)
- During parents' evenings (Termly)
- In a written report to parents (Summer term)

Assessment is carried out in order to establish what children know, understand and can do, in order that we can identify the child's strengths and weaknesses and plan the next step of their education. Parents are always welcome to approach the class teacher to make an appointment to discuss any aspect of their child's welfare or progress.

Children's Progress

Your child's progress is carefully monitored in the following ways

- A formal yearly report to parents
- Regular teacher assessments of children's progress and targets set for improvement. At the end of each term their progress is reviewed and the priorities set for the next term.
- Termly open evenings are held where you can look at your child's work and discuss their progress with the class teacher. The first of these open evenings takes the form of a parental interview where you have the opportunity to ensure that we have the most recent and relevant information about your child.

Home-School Expectations

We actively encourage a working partnership between parents and school, in the belief that this leads to higher standards and to the general well being of all the children in the school. As parents you are your child's first and most enduring teacher. You play a crucial role in helping your child to learn.

You can help more effectively if you know what the school is trying to achieve.

Parents' Evenings and Workshops

We hold a Parents evening/day three times a year so that you can meet your child's class teacher to look at, and talk about your child's work and progress. From time to time we also have 'workshop' evenings which focus on an area of the curriculum such as science, maths or sex/health education. You are welcome to join us for class assemblies.

Barham welcomes parents working in classrooms. Please let your child's class teacher know if you are able to share your expertise/time in such things as telling stories, reading with children, playing games etc.

Homework/Home Learning

We believe that children learn best when their parents are fully involved in their education and therefore we encourage children to do some work at home. The sort of work/learning will depend on their age and ability and therefore each year group will do slightly different things. These include reading, problem solving, researching for a topic, learning times-tables and spellings they may have difficulty with. At the beginning of the year the class teacher will inform you of the type of homework they will give and we ask for your cooperation in ensuring that it is completed on time, regularly and to a high standard.

School Rules

In Barham our aim is to create a positive atmosphere based on a sense of community and shared values. In order to do this we seek to achieve mutual respect, self-discipline and social responsibility.

There is a clearly defined code of behaviour which the children have taken part in developing and each class has worked out its own rules.

- **BE KIND**
- **BE RESPECTFUL**
- **BE SAFE**
- **BE PREPARED TO LEARN**
- **BE FAIR**

Barham Primary School

EMBEDDING EXCELLENCE

As teachers, our expectations for acceptable behaviour are very high. We know we have your full support on this. Our aim is to develop a certain degree of self-discipline and respect amongst the children. Offensive language, bullying, name-calling, (racist, sexist and cultural) are unacceptable and all staff will deal with incidents in a serious manner. The school has policies on behaviour management and bullying which parents are welcome to see.

Keep Barham a happy place

Parents will be informed if their child's behaviour is a cause for concern and this will be after various positive steps have been taken in school. The final resort for the school would be to exclude the child. Parents have a legal right of appeal and details are available at the school. In most cases this is not necessary as children usually respond after a reprimand and a great deal of positive reinforcement.

Equality and Inclusion

Barham strives for excellence and achievement in all areas of school life. We welcome and value the rich cultural diversity of the community we serve and aim to ensure that experience of the school reflects this positively. This extends to staff, pupils, parents, governors and visitors. We assist in enabling children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others. We contribute to their preparation for the opportunities, responsibilities and experiences of adult life.

School Uniform

We expect every child from Reception to Year 6 to wear school uniform every day. More information about the school uniform requirements is available as a leaflet in the prospectus pocket or on our website.

Misplaced items can usually be returned to children if they have their names on!

ALL ITEMS OF CLOTHING AND PERSONAL BELONGINGS MUST BE CLEARLY MARKED WITH YOUR CHILD'S NAME TO REDUCE THE RISK OF LOSS. BLUE P.E. TOP SHOULD BE NAMED ON THE OUTSIDE

Complaints

We hope that during your child's time at Barham you will be happy with the education we provide and your child's well-being. However, if there is anything you are unhappy about please don't hesitate to make an appointment to discuss this with your child's class teacher, in the first instance. If, after this discussion you are still unhappy please make an appointment to see the Year Leader or Assistant Headteacher.

If your complaint is of a more general or serious nature, please make an appointment to see the Headteacher or put your complaint in writing. In the event that you are still not satisfied with the schools' response you should write to the Chair of Governors at the school address and send a copy to the Headteacher. Your complaint will then be investigated by the Governing Body. If you are still unhappy with the outcome you should write to the Director of Education at Chesterfield House and send a copy to the Headteacher.

Secondary Transfer

Links with neighbouring secondary schools are initiated and maintained in Years 5 & 6. Transition to secondary school takes place at the end of Year 6 when children are eleven years of age.

During the autumn term information is given and Open Evenings are held at secondary schools for Year 6 parents. You are encouraged to visit the schools before you make a decision. This is to assist you in choosing the school that is best for your child. The Headteacher and Class Teachers are available to help you with this important transition.

It is important that you apply to Brent Council for a place at secondary school for your child before the closing date – usually mid- October.



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