



Sheredes Primary and Nursery School

Prospectus 2025-26

Working in partnership with you
for your children's education



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Welcome to Sheredes Primary and Nursery School



Dear Parents and Carers

On behalf of the staff and governors of Sheredes Primary and Nursery School I would like to welcome you to our school. If your child is the first child in your family to join us, we look forward to a happy and successful partnership over the coming years. If you already have children here, we are pleased to renew and develop further the relationship between us.

We are committed to providing the best possible education for your child. We have an established tradition of high standards and expectations within a well ordered and caring environment, where every child is valued. Our aim is for all children to enjoy learning, to have the courage and determination to excel academically and to achieve their best in all they do. We lay a firm foundation for their education in the years to come.

Through our sports, trips, visitors, musical and dramatic activities, as well as our charity work, we strive to provide a breadth of experience which we regard as so important to the development of our children.

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 I hope it will answer some of your questions. If you require further information or wish to visit us, do not hesitate to get in touch, we are here to help.

We look forward to welcoming you to Sheredes and to working in partnership with you. We hope that this will be the beginning of a happy and rewarding time for you, your child and family.

Mary Childs

Headteacher

• All information in this prospectus is correct at the time of production for the academic year 2025-26, but it should not be assumed that there will be no change in any of the arrangements or particulars during the year or subsequent school year.



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GENERAL INFORMATION

Status and Character of the School

Sheredes Primary and Nursery School takes approximately 480 boys and girls aged between 3 -11. Originally two schools, the junior school opened in 1966 and the infant school opened in 1968; today's school was formed after the two schools amalgamated in 1986.

Our school is well-run and spacious, offering full curricular and extra-curricular provision.

Accommodation is shared between two buildings (the lower and the upper) situated in a pleasantly wooded, attractive and spacious site with mature forest trees in bordering woodland stretching the full length of the north and south boundaries of the grounds.

In both buildings there are areas for specialised work. We have a food technology room, music room, an ICT suite and a large, superbly equipped library. There is an assembly hall in each building, which double as gymnasiums, complete with appropriate gymnastic apparatus. The lower building houses the school office, a medical room and the large dining hall. We enjoy several good-sized playing areas, including a field with a large cedar tree, which is our adopted school emblem.

Class allocation is governed by a number of factors, and classes are calculated to ensure as fair a distribution as possible of children to each teacher. The classes are organised according to age order. When this takes place before the start of each academic year, consideration is given to the educational and social needs of individual children. The children's year group indicates their position within the whole primary range. There is a nationally standardised system of referring to all the school year groups.



Our school logo, which is based on the old cedar tree in the school grounds.

The Ethos and Aims of Our School

Ethos

We believe ours is a happy, caring school in which each and every member of the school community is valued and respected by every other member. Our belief in treating one another with kindness and consideration is encapsulated in our school prayer:

*Dear Lord,
This day we pray,
We may befriend another.
To see their needs
And share with them
Warmth and caring within our school.*

We believe children learn best in a calm, purposeful atmosphere and we believe in creating a stimulating, organised learning environment in which every child is encouraged to realise his or her own potential. The endeavours of all children are valued, and achievements are celebrated and shared. We believe in setting high standards in every aspect of school life, for example presentation of work, dress, manners, speech, attitudes to others and to work. We are committed to the values of truth, integrity and honesty.

Aims

Our core purpose is to enable all children to develop their confidence, all round ability and unique talents to the highest level that they can achieve. Therefore we aim to:

- value and respect all children as individuals and to develop their confidence and self-esteem so to encourage them to want to excel for themselves and for the school community
- teach a rich, broad, balanced, bespoke and relevant curriculum that encompasses The Foundation Stage and National Curriculum, so that all children acquire learning skills and a knowledge and understanding of the world we live in
- help children develop lively, imaginative, enquiring minds; the ability to question, argue rationally and problem solve; the ability to become independent learners



- develop children's understanding and regard for the rights and beliefs of others, and a concern for the environment and for the world we live in, in order that they develop as considerate, well mannered, informed, responsible, positive and active citizens
- provide a happy, caring, secure, stimulating and organised learning environment that acts as a motivational force for all children and encourages their participation in its creation and care
- widen learning opportunities so that children are introduced to new and enriched learning experiences.

We believe in the value and contribution of all children *and* adults within the school community and we show this in the way we relate to one another. We are committed to supporting the continuous professional learning of all staff through development and training.

The ethos and aims of our school are further encapsulated in our policies for Religious Education, Collective Worship and Behaviour.

- *It is understood that in choosing our school, parents accept, support and back fully our ethos and values and any decisions arising from these.*

Equal Opportunities

All staff and governors at Sheredes are committed to providing all children with equal access to opportunities regardless of sex, race, ethnicity, ability or disability, gender assignment, creed or culture. We believe every child has the right to a rich, broad, balanced, bespoke and relevant curriculum matched to their ability and needs.

Any behaviour by an adult or child that does not reflect this statement is unacceptable.

Admissions Policy

We admit 60 for our nursery and a limit of 60 for our school. Where there is over-subscription, priority will be given to children whose older brothers or sisters attend our school. Thereafter, geographical factors will be considered unless medical, social, educational or personal reasons are considered to be overriding.

Children start Nursery in the September before their fourth birthday.

Prospective parents are urged to make arrangements to come and see the school.

During this visit they will be made welcome, and be able to talk to the headteacher. We would recommend making an appointment for this purpose so that sufficient time can be devoted to the matter.

Parents who, having visited other schools, decide that they would like their primary aged children to attend this school are asked to complete an admission form and return it to County before February of the year in which their child is due to start. We also ask that the school's admission form is completed and our Home School Agreement is signed (See page 22).

Nearer the actual date of admission arrangements will be made for parents and children to visit the school together. We will also organise a visit for new Reception children.

- *Our policy on primary admissions follows that outlined by Hertfordshire County Council. Please deal directly with our school for Nursery admissions.*

School Sessions

Nursery

Mornings: 8.35 am to 11.35 am

Afternoons: 12.30 pm to 3.30 pm

All day: 8:35am – 2:35pm, with ability to extend to 3:30pm

Reception: 8:50am – 3:15pm

Key Stages 1: 8.50am – 3:20pm

Key Stage 2: 8:50am – 3:20pm

Lunch times are staggered: Reception 11:50 – 12:50, Y1 11:55 – 12:55, Y2 12:25 – 1:25, Y3 12:10 – 1:10, Y4 12:30 – 1:30, Y5 and Y6 12:40 – 1:40.

The school is open from 8.40 am, unless children are attending the Breakfast Club. It is the responsibility of the parent/carer to supervise their children until school starts at 8.50 am for infants and juniors. Parents may hand over their children to the teachers in their classes from 8.40 am.

Key Stages 1 and 2 have a 15 minute break in the morning. Dates of half terms, terms and holidays are listed in this prospectus. Other school closure dates will be announced by the school.



Ways You Can Help Prepare Your Child for School

- Please try to make sure that your child is as independent as possible over all personal operations such as dressing - including tying laces, managing zips and buttons, use of the lavatory, correct use of holding cutlery at the meal table etc.
- Your child will need to have the rudiments of good social behaviour - good manners, politeness, an ability to tolerate the needs of others.
- Please encourage your child to use pencils, chalks or crayons from an early age. It is important that they gradually acquire the habit of holding them correctly.
- When you are writing letters or words for your child, please do not use block capitals, use the lower case or small letters. These are what they will first use in school.

Absence from School

In all cases of absence or lateness, please telephone in the first instance or notify us by email.

If your child vomits, please do not send them in until at least 24 hours after the vomiting last occurred.

When a child needs to leave school during the day, eg. for dental appointments, parents should notify the appropriate class teacher, and arrange to collect their child from the reception area.

- *We do not send children off on their own.*

The headteacher's permission is required if you wish to take your child out of school during term time, and we request you consider very carefully before taking children away from school unnecessarily, especially for family holidays. If one should be unavoidable, a form will have to be completed. It is important that, should you decide to take your child out of school for this reason, you are fully aware of the difficulties this can cause your child. Education and social contact can be seriously disrupted and we would advise against it.

- *School does not normally provide work for children during this form of absence.*

Each day, at the beginning of each morning and afternoon session, a class register is taken.

The teacher has to mark a pupil present, absent or late. The school is required, by law, to record and report on unauthorised and authorised absence to the Department for Education (DFE), and these rates have to be published.

The school's recorded returns for the school year 2024/2025 (to 14/05/25) are:

- total number of registered day pupils (of compulsory school age) on roll: 366
- percentage of half days (sessions) missed through authorised absence: 3.5%
- percentage of half days (sessions) missed through unauthorised absence: 0.70%

School Uniform

We feel that a school uniform is an important aspect of our school. It encourages a corporate attitude, and relates to the values we endeavour to impart to our children including that of pride in our school.

We set great store on seeing *all our* children from Nursery to Year 6 in school uniform, and we ask that all parents will *insist* on their children wearing it through their *entire* time with us.

Winter Uniform

White shirt, school tie, grey trousers, grey skirt or pinafore, bottle green V-necked sweater or a school sweatshirt (if the V-necked sweater is worn, then a school tie should also be worn). Plain white or grey socks or tights. Sensible black or brown flat-heeled shoes.



Our smart uniform



Summer Uniform

Plain white polo shirt or white short sleeved shirt with school tie. Grey shorts/grey trousers or green gingham check/striped summer dress. Bottle green V-necked sweater or school sweatshirt, or bottle green cardigan. Plain white or grey socks. Sensible black or brown flat-heeled shoes or white leather sandals of a design safe for the rigours of school use (no sling-backs or built-up heels)

- *White shirts and school ties are required for special occasions, eg. when children represent the school officially in public.*

Regulations Regarding Appearance

The overall effect of everyone wearing uniform in our school is diminished, unless personal appearance also shows the same degree of careful attention and empathy with our ethos. We expect our children:

- to be clean and well groomed
- not be wearing make-up, nail varnish, earrings, ear-studs or other jewellery
- To wear their hair in a neat and tidy fashion.
- Hair should be unadorned with fancy head bands, coloured grips etc, and should be the natural colour and not be cut, styled, set, gelled or waxed following any new fashionable trend.

Physical Education and Sportswear

School T-shirt, green shorts and black or white plimsolls. Trainers may be worn for outdoor PE work or play at lunchtime. Trainers must be



replaced at the end of breaks. The school sweatshirt and grey or bottle green tracksuit bottoms may also be worn before and after, or even occasionally, during some sporting activities at the direction of the teacher.

*School uniform purchased through ORC; Tel: 01992 890075
Email: sales@orcspport.co.uk.*

Sports Bags

All pupils will need a simple draw-string bag in their House colour with their name on, to hold their plimsolls and PE kit.

Swimming

All children are encouraged to work to their potential.

Apart from extenuating circumstances, which should be discussed with the headteacher beforehand, where swimming is part of your child's curriculum, they will be expected to participate.

Swimming is expensive to provide and the school receives no budget. Parents are asked to contribute to the cost of the lessons.

Swimming Kit

- sensible costume or trunks
- Bikinis or Bermuda shorts are not permitted
- swimming hats for girls and boys with hair long enough to be tied back
- floats or arm bands are provided, if necessary
- flippers or snorkels are not permitted
- children are not allowed into the pool wearing any kind of sticking plaster
- children with verrucas must wear a protective sock during swimming
- PLEASE LABEL EVERYTHING!

School Meals and Milk

Your child has the following options at lunchtime to:

- purchase a meal prepared in our kitchen
- bring a packed lunch from home
- go home for lunch.

The food is freshly prepared in our own kitchen. There is a choice of main courses and salads or cooked vegetables with freshly baked bread, also a choice of sweets including fresh fruit. All lunches are paid for in advance.



Cost of Meals and Payment

Herts. Catering Ltd. (HCL) provide our school meals and use a system called CYPAD. School meals are paid for in advance using the CYPAD system through Schoolgateway on our website. Meals paid for but not eaten due to absence are credited.

The cost of a meal is £3.30.



A selection of tasty and nutritious meals are available

Free Meals

All Infant children will be entitled to a free school meal. Parents of Juniors receiving Income Support are also entitled to free school meals for their children, as are pupils of parents claiming an income-based jobseeker's allowance. Application forms and further details are available, in confidence, from the school office. Do make use of these. More details may be obtained from:

www.hertfordshire.gov.uk/freeschoolmeals

Packed Lunches

There is no provision to supply plates, cutlery or crockery to children with packed lunches.

From our experience in supervising children with packed lunches, the following points *must* be observed:

- containers must be robust, leak-proof and unbreakable.
- food should be in special lunch boxes or Tupperware type containers with tight-fitting lids, never in paper or plastic bags
- drinks should be already diluted and carried in an unbreakable plastic half-pint flask or in a small carton which the child can consume completely in a sitting
- packed lunches must only be consumed at lunch times
- uneaten food and waste - wrappers, fruit peel, etc - must be kept in the lunch box for disposal at home.
- *No hot drinks, hot soups, cans or glass bottles.*

All lunch containers should be marked with the pupil's name.

Lunch at Home

The safety of children going home or returning to school at lunchtime is the responsibility of parents. Prompt collection and return are really important as we have a prompt start to the afternoon session.

Children should not return before the afternoon session as our registers will not show them as present in school at lunchtime and, should a fire occur at this time, no one will be expecting your child to be around. This could present a potential risk to safety.

Changing Options

If you decide that your child would like to change from having a school meal to a packed or home lunch, we require three weeks notice to allow the kitchen to adjust their ordering.

The only exception to this is made for the benefit of new Reception children, whose parents may prefer to allow a trial period of two or three weeks while their children settle in and adapt to school life. In fact, we recommend that Reception children start with school meals. It is a very social occasion, the children are well supported in the routine, and responsibility for a packed lunch box is one you can do without when you are just finding out about school!

Lunchtime Behaviour

This is dealt with in further detail in our Behaviour Policy, but it is important for you to appreciate the logistics of the situation to realise the importance of our standards of discipline during lunchtime.

The general supervision of the pupils (over 300) during the 60 minutes of the lunch break is covered by a team of midday supervisory assistants led by a supervisory assistant, under the overall care of the headteacher, deputy headteacher, or a member of the senior management team to whom they refer should a problem arise.



They are responsible for caring for the children and supervising the conduct of the children in the various dining areas and play areas before and after the meal. In bad weather, when the children have to be kept indoors, we also ensure as high a level of supervision as possible.

School Milk; Nursery to Year 6

Children may have a carton of milk during the morning. The price is fixed by Hertfordshire County Council. You are asked to decide whether your child is to have milk. Decisions are binding for the term and prior notice is required of change. Payment is required for the whole term, in advance. No refunds are possible.

• *Milk is provided free to Nursery children and to Infant aged children whose parents are entitled to benefit related free school meals.*

Fruit & Vegetable Scheme; Nursery to Year 2

Children are also entitled to a free fruit or vegetable every day, and we encourage your child to enjoy what is on offer.

School Approaches and School Grounds

To and from Benford Road

Pupils and parents should use the small pedestrian gateway, stay on the path and avoid walking in the school road.

To and from The Avenue

Pupils may use the path from the bridge. This sometimes gets overgrown or slippery with fallen leaves.

The school grounds and the paths leading through them are private, nor is there any public right of way between Benford Road and the High Road or through Robert Barclay Academy grounds. The gates are kept locked out of school hours.

Delivering and Collecting Children by Car - Problems in the Benford Road Area

A serious, sometimes chaotic and dangerous level of traffic congestion occurs in the mornings when a large number of cars all come into the same area of the neighbourhood at about the same time. This has been a constant cause for concern.

Therefore, we have a voluntary one-way system in place

(please see the drawing) and ask that everyone involved in the transportation of our children uses it.

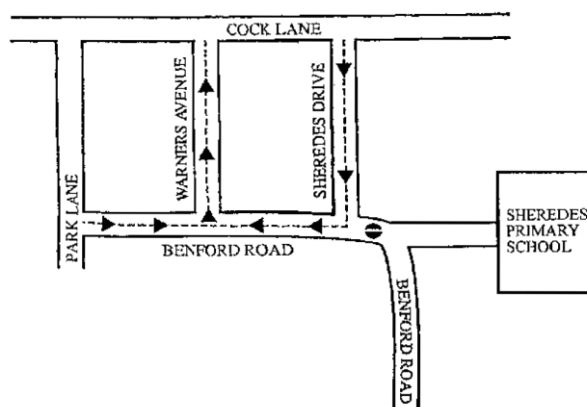
- *Except in emergency, there is no vehicular access on to the school premises between 8.20am - 9.15am and 2:30 - 3.45pm.*
- *Please, do not drive down into the last short stretch of Benford Road between Sheredes Drive and the school gates for safety reasons.*
- *Please do not drive on the premises to drop off or pick up your children, for safety reasons. Ring Mrs. Delahunty if you require disabled parking or special consideration; there is a disabled parking bay on site.*
- *Please have consideration for our neighbours.*
- *Broxbourne Council have painted yellow road markings: PLEASE OBSERVE THEM. The children's safety is of paramount importance.*

Visiting the School

The relationship between parents and school is a very important one, and problems with children will be best solved if we work together.

Please come to the school office to describe the problem and we will be able to decide how best to deal with it.

Nursery and Infant children are collected from classroom doors. They must be collected by an adult. Key Stage 2 children can make their way to you at an agreed point.



Arrows denote traffic flow when delivering pupils to school. Yellow line No Parking areas are clearly marked, please comply with the restrictions. The safety of children is paramount.



Working Together for Progress

The education of your child is a partnership between home and school. Your child will develop best when he/she knows that you trust school's efforts on your child's behalf. We try extremely hard to deserve this respect and trust.

If you have a worry or a query, we ask that you let us know and we will do our best to deal with it as soon as we possibly can. You can always send a note to your child's class teacher for an appointment or telephone the headteacher, who will arrange to see you as quickly as existing appointments allow.

• *We send out questionnaires every year. We welcome your suggestions as we strive to widen and enrich learning opportunities.*

Complaints Procedures

At Sheredes, we aim to work closely with parents. We hope that all parents who have any concerns or anxieties will, in the first instance, raise these with the class teacher or the headteacher. We find that nearly all concerns can be resolved happily through discussion.

The governing body of the school does have arrangements for considering complaints formally. For general complaints and matters to do with special educational needs they have adopted procedures which broadly follow guidelines recommended by Hertfordshire County Council. You can obtain a copy of this from the school and on our website.

The Governing Body

The school has a Board of Governors, which consists of people appointed by Hertfordshire County Council, staff and parent governors and governors co-opted to the board as representatives of the local community.

• *Correspondence for the chair of governors should be addressed to the school, it will be passed on in confidence.*

Role of Governors

Governors are appointed for a period of four years (parents will be informed when vacancies occur), and they form important links between the school, parents and the local community.

The governor's aims are to be:

- SUPPORTERS OF THE SCHOOL - critical friends providing encouragement and frank, but sympathetic feedback
- WATCHDOGS - ensuring public interests and individual rights are not overlooked
- AMBASSADORS - explaining the school to parents and the local community and vice versa
- ADJUDICATORS - settling disputes and helping to set aims and values
- MANAGERS - helping the headteacher decide how the school should be run.

The governors meet formally at least once a term to receive the headteacher's report and to discuss such management issues as staffing, the school buildings, finance and the curriculum. They also serve on sub-committees, looking closely at the school's policies, financial arrangements and school procedures.

Once a year in the autumn the governing body publish their annual report, The School Profile, which summarises the activities, work and decisions they have made during the year. This is placed on the school website.

See page 26, School Governors and page 27, School Staff.



THE CURRICULUM

Organisation

Our school provides a balanced programme offering as rich and as wide a range as possible of educational opportunities and experiences, and sets high standards.

It is the statutory duty of the school's governing body and the headteacher to implement The Foundation Stage Curriculum and National Curriculum, and through our teaching we strongly believe in a system of careful planning on an annual, termly, weekly and daily basis to ensure continuity and progression throughout the primary phase of education. This is a continuous and on-going process and one which, as a staff, we are constantly addressing.

The work of each class is part of a whole school process, and re-examined subject by subject by the school's subject leaders, so that we have whole school coverage of The Foundation Stage Curriculum and National Curriculum. This is supported by a system of accurate, co-ordinated record keeping on an individual basis to monitor the progress of each child throughout the school.

• You will be notified each year and in more detail each term, about the work your child is doing in class. You are also welcome to come into school to read our subject policies and schemes of work.

Parents, Teachers and School

Having chosen Sheredes Primary and Nursery School you have begun a partnership with us. We will do our utmost to ensure that we implement our policies and help you lead your child educationally, emotionally and socially. In return, we expect you to support us and be totally positive about us with your child. If you have a query about the way a matter has been handled, come to us confidentially to find out the reasons for a decision or an action. Criticism of us by you to your child is exceptionally damaging.

We suggest you liaise with your child's class teacher and find out how you can support the class. Your child will benefit. We have a system of class

representatives. Two parents, called Link Parents, become representatives for the year and liaise with the rest of the parents in the class to help raise funds for the school, provide classroom support and

keep the lines of communication open between us. We also have a thriving parents' association, Friends of Sheredes Primary School (FOSS). We hope that you will support the events arranged by FOSS, which are always very popular.

Sheredes Pre-school

Sheredes Pre-school is an officially recognised, but entirely privately administered and funded organisation housed in a classroom in the upper building. It is in operation for five mornings a week, 8.20am – 11.20am. A lunch club operates from 11:30am – 12:30pm daily. The children are eligible for admission from the age of 2 years. Early booking is advised.

Sheredes Pre-School can be contacted by telephoning Lynne Sims on 07905030531, email: sheredesps@hotmail.com, or contacting the school.

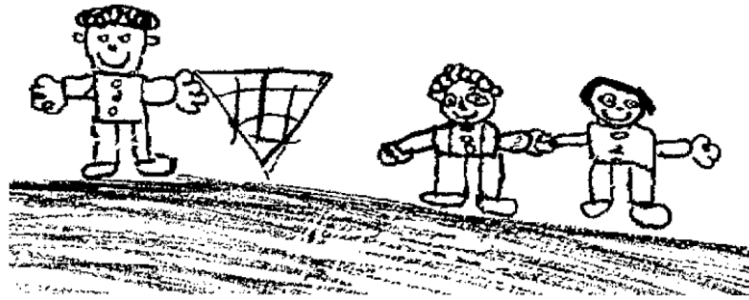
Physical Education

At Sheredes we encourage all children to achieve their potential in sporting activities. We aim to:

- promote physical well-being
- make systematic developmental progress in their skills
- encourage enjoyment in competing with others



Crayons and paints



Having fun playing Stick-in-the-Mud in the school playground

- teach the importance of being part of a team
- stress the importance of supporting and encouraging each other
- make children proud of their achievements, both personally and for their school.

We have two large playgrounds, a woodland area and a large field. During physical education lessons the skills of dance, swimming, gymnastics, games and outdoor and adventurous activities are taught, and all teaching staff are qualified to teach these skills.

The school offers many extra-curricular opportunities to employ these skills in team games. Clubs after school include football, netball, tag rugby, cricket, and athletics.

We compete against local schools in netball, football, tag rugby, cricket, athletics and swimming.

Children with Special Needs

Children with special needs are identified by the class teacher who will, in consultation with the special educational needs co-ordinator and the child's parents discuss the class teacher's action plan for the child. Regular reviews will take place to assess progress.

We are extremely fortunate in being able to employ special needs support teachers who work with individuals and small groups of children. In addition, teaching assistants also support children with work prepared by the class teacher.

In accordance with the 2014 Code of Practice, exceptional needs.

- *A full copy of the Special Educational Needs Policy is available on our website and at the school.*

the Local Authority may provide additional top up funding to meet the needs of specific children with

Religious Education and Collective Worship

Religious education is based on the County's Agreed Syllabus, which aims to give children an understanding of religious, moral and spiritual values.

Children meet daily for collective worship during our assemblies. Our assemblies are broadly Christian in nature and comprise stories and accounts based on themes, the sharing and celebration of events and achievements and also class presentations (notified in advance). These provide opportunities for spiritual, social, moral and cultural development, as well as to en large on classroom activities. Parents are most welcome to join class assemblies.

Parents have the right to withdraw their child from either religious education lessons or assemblies, or both. Parents who do not wish their children to participate are asked to speak to the headteacher to arrange alternative provision.

- *Please refer to our Religious Education Policy for the teaching of religious education in this school, which is on our website.*

Relationships and Sex Education (RSE)

RSE is taught through our Personal, Social, Health Education and Citizenship curriculum.

Parents do have the right to withdraw their child from the sex education elements of RSE, except that which forms part of the National Curriculum science.

- *Our school policy is on our website.*



School Stationery, Equipment etc.

We try to supply just about everything the children will need for their normal day-to-day work and encourage children to look after equipment carefully.

- **PENS:** the teachers will tell the children when they feel that they are ready to start working with a pen. Birs are inappropriate for primary school use. Good quality pens are on sale at the school office at a very reasonable cost - 30p
- **COLOURED PENCILS:** we try to keep a reasonable supply of coloured pencils, but it is a great help if all children can be independent of the school's supply by having their own box/ wallet of colours, which can be replenished from time to time. Felt tip pens are not required
- **RUBBERS & PENCIL SHARPENERS:** these are normally supplied, but again, it is very helpful if children have their own
- **RULERS, PROTRACTORS, ETC:** although supplied each year, it is useful if pupils also have their own rulers, which should be 30cm in length and with clear, simple markings. Later on, it can be helpful if pupils have their own good quality protractors and set-squares.

Increasing costs of materials, books, stationery etc, make it sometimes necessary for us to ask for:

- a contribution towards the cost of materials, eg craft work if the child is to take the finished product home
- the full replacement cost of any item which is deliberately damaged or lost through carelessness.

Homework

Every child will have tasks to do requiring varying degrees of parental involvement out of school hours.

You will be involved in the support of reading from Nursery on, just as you were involved before your child came to school when you read to your child or shared stories together. This is still important but now you will be required to support the reading programme, which your child's teacher is employing. The fun and encouragement must still be there together with the attitude that you are all involved on a joint venture together. *When your child is reading fluently, please don't stop!*

Continue to enjoy and discuss books together, and to visit the library together. If your child knows that you value reading they are more likely to get pleasure from books and choose reading, instead of watching the television. Older children have regular mathematics and English homework. Please become involved in this.

- *A full copy of the Homework Policy is included in this prospectus.*

Open Evenings & Consultations

You have the opportunity to view your child's work and the work of the whole school each term, with your child, during our termly Open Evenings.

We also provide opportunities for you to discuss your child's progress. We try to give you the option of either a late afternoon or an evening appointment.

In the autumn term, your child will have been with their class teacher for a few weeks. The teacher will have assessed your child's needs for the coming year. The purpose of this meeting is to meet the teacher and to discuss the progress your child's teacher is expecting in the forthcoming year, the targets to be aimed for and the plans to help to achieve those targets.

In the spring term you will be offered an opportunity to see your child's work and discuss progress again. In the summer term you will receive your child's Annual School Report and have the opportunity to discuss its contents.

- *These appointments are designed to be as confidential as possible. Children are not expected to attend with their parents, as no facilities are provided to care for them.*

School Reports

Reports on every child are sent home at the end of each school year, and a copy of each report is retained in school as part of our own system of record keeping.

In line with National Curriculum requirements, tests (SATs) are administered annually to Year 6 children, and you receive the results of these. At the end of this prospectus is a summary of our test and Teacher Assessment results. We achieve high standards, with most of our children working at or above the national average.



After School Activities and Clubs

Many clubs and activities are run for our children outside of teaching hours, and we value the extra time and effort teachers make with children on a voluntary basis.

There are clubs for football, netball, tennis, gymnastics, tag rugby, athletics, cricket, recorders, choir, computing, gymnastics, lego, yoga, art, history, environmental awareness, science, dance, chess, Harry Potter, macrame and reading. French and Spanish are taught in lesson time, and we offer Spanish, Latin, German and Italian as clubs.

Every effort is made to hold clubs on a regular basis and to set a regular finishing time. We always try to give as much advance notice as possible if any session has to be cancelled, or if it will have to finish earlier than usual. However, if a club is cancelled with less than 24 hours notice, alternative arrangements will be made for children by the member of staff concerned, until the time when the club would be due to finish.

We also employ peripatetic teachers in guitar, flute, clarinet, saxophone, drums, violin and piano. Parents pay for these lessons.

We provide free string tuition to all Year 3 and Year 4 children.

• 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.

Transfer to Secondary School

Transfer to a particular secondary school is not automatic. It is Hertfordshire's policy that, as far as possible, pupils should be able to transfer to a secondary school for which parents and children have expressed a preference.

Early in the new school year (September/ October) the local secondary schools hold special Open Evenings to enable parents of Year 6 pupils to see the schools and to meet and talk to members of staff. *It is very important that you attend these meetings, so that you can make an informed choice.* They all produce their own fully detailed brochures, which parents can acquire free of charge on application, or by visiting the various school Open occasions.

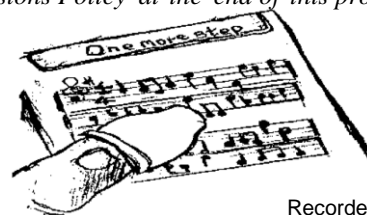
Booklets explaining the transfer procedure and secondary transfer application forms, plus any other relevant documents, are made available to all parents online as soon as they are available, usually early in the autumn term. Completed application forms have to be returned to the Local Authority. Parents are informed by email or letter, usually by the end of the following March, of the secondary school where a place has been allocated for their children.

Charging for Activities Arranged by the School

The 1988 Education Reform Act established that activities which are arranged and offered wholly or mainly during school time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost. However, the Act also confirms the right of schools to invite voluntary contributions in support of any such activity.

The policy of the school's governing body is that the school should continue to arrange such activities to enrich the curriculum, trusting that there will be a continued level of parental support to enable the activities to take place. If financial contributions related to any particular activity prove insufficient to cover the total costs involved, the school is not to proceed with the arrangements and all contributions received are to be refunded.

• You will find a full copy of the school's Charging & Remissions Policy at the end of this prospectus.



Recorder Club music.



CHILD WELFARE

Child Protection

The welfare and care of each child is a responsibility shared by all who work in the school. The Children Act 1989 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

As a result, if concerns are raised within school that a child may be suffering from abuse or neglect we have a legal obligation to report this to Hertfordshire Children's Services. The headteacher is the designated member of staff with responsibility for this.

- *This is in line with Hertfordshire County Council policy. The school is committed to safeguarding children and follows Herts. policies.*

School Security

School Security is taken seriously by all staff and governors at Sheredes, and we have an ongoing programme at the school to review and manage security issues. The Local Education Authority Health and Safety officer is consulted regularly.

All visitors should report to the reception (lower building) and, when admitted, sign the visitor's book.

- *We welcome any ideas parents may have for improving school security and the safety of the children. Please inform school staff of any suspicious circumstances you may come across.*

Care in Cases of Illness or Injury

You are asked to add emergency contact numbers on the Admission Form. We require this should your child become ill or have an accident whilst at school.

The details help us to contact a parent, relative, neighbour or another parent from the school in the event of an emergency arising at school. Out of date information could waste valuable time in getting help for your child.

- *It is very important; therefore, that we are notified of any changes regarding your emergency contact. Is your contact number up to date? Have you recently changed to a different network supplier? Do let us know.*

Emergencies

In real emergencies the school may have to call for medical advice and, even, the ambulance service first, before contacting parents, but teachers and ancillary staff are advised not to make themselves responsible for taking pupils to hospital except in very exceptional circumstances.

Medicine

We ask that parents check with us before sending medicines into school. Medicines will not be given without such agreement.

It is generally accepted that if a child is on a course of medicine, they are not fit for school, except in long term complaints such as asthma or diabetes.

Where it has been agreed, medicines should be brought to the school office clearly labelled with a consent form outlining the name of medicine, dose, day and time to be administered. Consent forms are available in the school office.

- *We are unable to accept responsibility for dangerous medicines or those where serious consequences could result if we failed to administer a dosage.*

Asthma

Children should have access to their inhalers at all times. We suggest they are kept in school bags. Parents may keep a second inhaler in the school office, clearly labelled with the child's name and class, and must complete a slip at the school office.

- *You should note that it is a parent's responsibility to check the efficacy of the child's inhaler. Children should be reminded that they will need to take their inhaler to swimming lessons.*

Headlice

Headlice occur in all schools from time to time, and parents are asked to check their children's heads on a regular basis. Should any nits (eggs) be present, please use an appropriate lotion or shampoo and be sure that your child is free from headlice before returning him/her to school.

- *The school nurse no longer checks pupils for headlice. Regular combing with a fine-toothed comb is considered the best means of prevention and re-infestation.*



INCUBATION & EXCLUSION TIMES FOR COMMON DISEASES

Disease	Normal incubation period	Minimum period of exclusion (provided child is well enough to be in school)
Chickenpox Shingles	14 - 21 days	5 days from onset of rash (not necessary for all scabs to be gone).
Measles	10 - 15 days	5 days from onset of rash.
Mumps	16 - 20 days	5 days from onset of swelling.
Rubella (German measles)	14 - 21 days	5 days from onset of rash.
Whooping cough	7 - 10 days	21 days from onset of cough if no treatment. 5 days from commencing treatment.
Impetigo		Until lesions are crusted or healed. Antibiotic treatment may speed healing. Hygiene advice is essential.
Verrucae		Exclusion from barefoot exercises unnecessary, provided warts remain covered with an occlusive plaster.
Athlete's foot		Exclusion from barefoot activities unnecessary but hygiene advice advisable
Meningitis	2 - 10 days (commonly 2 - 5 days)	Until recovered.
Diarrhoea and/or vomiting	variable according to cause	Until well and diarrhoea and/or vomiting has stopped for 48 hours.
Hand, foot and mouth disease	3 - 5 days	Children in nursery should be excluded until lesions are healed.
Conjunctivitis	bacterial 1 - 3 days viral 2 - 7 days	No need for exclusion, GP may recommend medication. Hygiene advice essential.
Threadworm	14 – 42 days	No need for exclusion but should be treated promptly. Hygiene advice essential.
Head lice		Head lice are very common in schools. As a preventative measure parents are advised to keep a close watch on children's hair and to make sure that all family members thoroughly comb their hair twice daily.



BEHAVIOUR POLICY & BULLYING POLICY

Behaviour

Governors' Statement

As in the academic areas of the school, discipline is a learning experience for the pupils - a very important one! It is during their primary education that the children are developing the self-discipline and ability to distinguish between right and wrong that will stay with them for the rest of their lives. It is vitally important that home and school are one in their attitude towards discipline and behaviour.

Our Aims:

- to create an ethos which is happy, caring and free from all the anxiety of bullying or racial/ sexual harassment.
- to create a feeling of security and safety equally for all our children
- to value and respect each child as an individual and to develop each child's confidence and self-esteem
- to develop each child's understanding and regard for the rights and beliefs of others, and a concern for the environment and for the world we live in order that they develop as considerate, well mannered, informed, positive and active citizens.

Therefore we aim to create a consistent approach to discipline that supports our school aims and ethos. We believe that discipline is leading, guiding, encouraging and instructing children within a framework of rights, responsibilities and rules.

All staff are responsible for overseeing behaviour in school, not just in their own class or area. We:

- encourage self-discipline
- aim to build self-esteem
- encourage children to value each other
- encourage kindness, courtesy and politeness
- encourage respect for others and respect for property and the environment.

How We Encourage Good Behaviour

We believe that we should act as role models. We encourage good behaviour by positive means.

Our emphasis is on the affirmation of good behaviour which we seek to achieve in a variety of ways suited to the situation: praise and rewards, from verbal and written praise, responsibility; to sharing achievement in assembly and with others.

We aim to create the least stressful, most positive environment for learning through decisive approaches which will direct the pupil back to the task quickly, fairly and positively. A positive classroom tone is created so that the self esteem of the children is maximised and effective learning can take place.

We encourage good behaviour by taking *preventative action*:

- our classrooms are aesthetically pleasing
- we have appropriate materials easily accessible and appropriate seating arrangements
- we provide a differentiated curriculum and a stimulating environment in which children are challenged
- we communicate clear expectations
- we encourage children's participation in decision making, eg School Council, discussing club choices, work choices in classrooms, play choices in the playground
- we promote children's ownership of the classroom environment, eg by giving responsibility - monitors for areas and equipment such as library and computers
- we encourage an awareness of safety in the classroom
- we encourage the use of the library at lunch times and have lunch time clubs
- we have monitors who model good behaviour
- we have a buddying system so that older children help our younger ones, and all children have a Hand of Support
- we have peer pairing; a peer models good behaviour and acts as a guide
- we help children learn social skills by acting as role models, and through the curriculum and ethos
- circle time to discuss issues
- we have defined playground areas and play equipment which we continue to develop with new ideas for games and new equipment
- we have consistency in school rules.



We have a clear discipline plan. In consultation with children we develop positive rules and explain/discuss reasons for rules. We discuss logical consequences of rule breaking. Some rules vary between classes depending on age and circumstances.

Each child has the right to enjoy being part of The school community and to enjoy this right he/she needs to take on the responsibility to use the school rules.

Consistency in School Rules

We have rules that we expect to be followed by all children:

- treat one another kindly with respect; no bullying of any kind (see Anti-Bullying Policy)
- walk around the school quietly - no running or shouting
- respect each other's personal space – no rough behaviour
- leave unsafe 'toys' at home - which includes hard leather footballs
- respect each other's property.

What Happens If Children Do Not Conform?

If children do not conform we take *corrective action* or measures to remind children of their responsibility to behave appropriately:

- tactical ignoring - to reinforce on task behaviour. The teacher gives no direct eye contact for inappropriate behaviour but indicates disapproval in another most appropriate way
- privately understood signal - non-verbal cues, maybe eye contact or a private hand signal between teacher and child
- simple direction - use respectful language accompanied by please and thank you
- positive reinforcement - pick up on appropriate behaviour and acknowledge it
- question and feedback - 3 Ws: What are you doing? What should you be doing? What are you going to do about it?
- rule reminders - simply re-state the rule, do not get caught up in a discussion
- blocking - state a direction repetitively
- simple choices - give a choice that puts the responsibility back onto the child
- isolation from peers - give a choice to work quietly or move from the group or to go to a parallel class for a short period

- denial of privilege - such as playtime, eg to carry out a task not done in the lesson
- time out to reflect upon their actions in relation to others
- homework - involvement of head and parents (Home/School Agreement) for support in cases where children are persistently not handing in homework.

If children do not conform, we also take reparative action. We encourage children to take a full role in repairing and rebuilding relationships in school, as well as take responsibility for repairing or replacing broken equipment.

Reparative action takes the following forms:

- write a letter of apology
- talk through the problem with class teacher/ head - What should he/she have done? What would he/she do differently next time?
- carry out a school task by way of reparation
- make a donation towards an item.

If a child is very disruptive, an adult or another child is asked to send for the head or deputy, who will remove the child from the classroom/playground for time out.

The child's parents are involved and the chair of governors informed. A home/school behaviour monitoring 'book'/sheet/contract may be initiated (a contract means that the child and teacher agree on improving an aspect of behaviour and an appropriate reward for the improvement). The educational psychologist may be involved. A child will be excluded if he/she is deemed to be a danger to themselves and/or others around them.

Behaviour Management at Lunchtime

There should be access to play materials at lunchtime, eg sponge balls for football, skipping ropes. We are continually reviewing the range of games and equipment that our children may use. The children are allowed to use the school library but are expected to behave sensibly/pro-socially..

When inappropriate behaviour causes concern to the midday supervisory assistants (MSAs), this should be reported to the class teacher and a member of the senior leadership or senior management team. This is usually the headteacher, deputy head, assistant head or senior manager.

The incident should always be reported to the class teacher at the end of the lunch break, even if it has been dealt with satisfactorily, because it may be indicative of a wider pattern of behaviour of which the class teacher will be aware.



Bullying

Bullying is a continuous pattern of behaviour by one person towards another which is designed to hurt, injure, embarrass, upset or discomfort that person. It can be:

- physical aggression
- the use of put-down comments or insults
- name-calling
- damage to the person's property
- deliberate exclusion from activities
- the setting up of humiliating experiences, spreading of rumours.

Our Aims and Strategies

Our aim is to prevent bullying (see also our Anti-Bullying Policy on our website).

We aim to:

- educate our children to understand what constitutes bullying and the skills to deal with it; that is, to enable them to be tolerant and assertive
- give children opportunities to write or speak about aspects of behaviour that could amount to bullying - What games do you like? Which don't you like? What makes you frightened? etc
- make children aware that knowing about bullying by or to others and doing nothing is unacceptable - this forms part of our Home/ School Agreement; to enable this we use drama role-play, discussions, stories, as part of our normal curriculum, especially Personal, Social, Health Education & Citizenship (PSHE&C) incorporating circle time, and assemblies
- listen to children and consider seriously what they say - we encourage children to confide in us and their parents, therefore we liaise with parents where appropriate, and provide many opportunities for children to talk privately to staff members
- use strategies to make new pupils in a class feel at home - 'special' friend, and strategies to make new pupils in school feel at home –buddying
- be watchful and observe the social relationships developing in a class - notice any potential problems
- ensure that there are no 'unsafe' areas in school

- ensure supervisors can see all areas where children play
- ensure MSAs are informed of any bullying incidents
- investigate why a child is reluctant to go out to play
- encourage children to play outside in a co-operative way.

If Bullying Occurs

If bullying occurs:

- we believe the child who says he/she is being bullied and investigate the incident
- publicise the fact that all allegations of bullying will be investigated
- all incidents must be reported to the headteacher, or deputy headteacher or member of the senior leadership/senior management team (SLT/SMT), who will inform the head. The head, deputy or member of the SLT/SMT will interview individually the children involved and log incidents in the Incident File kept in the headteacher's office
- we talk to the pupil who is bullying and tell him/her that this behaviour will not be tolerated; if necessary privileges are withdrawn - such as dinner time or morning play
- if this bullying persists the headteacher or deputy or member of the SLT/SMT will involve the children's parents (both victim and bully) to work with them to develop strategies to use
- a close watch will be kept on both the pupil who is bullying and the victim; the victim will be given ample opportunity to report any further incident in private to named adults
- class teachers are made aware of victims, and children who have been bullying and the nature of their behaviour to inform planning for PSHE&C teaching, classroom and playground management. The SA and MSAs will also be fully informed by the headteacher or deputy head or member of the SLT/SMT. Pupils who have been bullying will be helped by being taught social skills by the class teacher. The class teacher will be supported by the headteacher and senior leadership and senior management team, SA and MSAs, as well as peers as role models, to be able to do this.



CHARGING & REMISSIONS POLICY

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Day Visits, Visitors

The importance of such events is recognised as a valuable enrichment of the school curriculum. These events are arranged in school time and form an integral part of the curriculum. Charging for such events is not appropriate (Educational Reform Act 1989). However, such events have to be funded in full from parental contributions as they are not funded from school budget resources. Parents are informed of such events and contributions invited before a specified closing date. Where contributions are not sufficient to cover the cost of the venture then it will be cancelled and monies returned.

Swimming

This is an integral part of the National Curriculum, although there is no specific funding for it. This area has traditionally been supported by parental contribution. Where contributions are insufficient they must be met by budget resources to enable all eligible children to participate. Swimming awards are optional and are paid for by parents. The school does not cover this cost.

Residential Visits

In this circumstance, school is acting as agent of a Third Party (that is, the appropriate school travel agent) in collecting charges for such a residential visit.

Music Tuition

Costs associated with individual/group tuition in the playing of musical instruments whether in or out of school hours will be met by parents.

Optional Extra Activities

Optional extra activities which take place wholly or mainly outside school hours participation in any such activities is on the basis of parental choice and a willingness to meet such costs.

Practical Activities

The cost in cash or in kind of ingredients and materials needed for a practical subject such as food technology, and design and technology may at times need to be met by parents if they wish to own the finished product.

Profit and Loss

School is not able to make either profit or loss on such events. Costing should be carefully carried out to avoid loss and refunds made where contributions have exceeded costs to the equivalent of more than a pound per pupil. Such amounts will be returned. Losses should be avoided by cancellation wherever possible. If, despite best efforts they do arise, budget resources will cover them.

Financial Hardship

In cases of financial hardship, eg if parents are claiming income support, the school, whenever possible, will endeavour to offer support.



In the sunshine skipping and gardening!



HOMework POLICY

During the working day, a great deal is expected of every child by the teacher who is planning, preparing and assessing for each subject. This will always be where the major effort is invested by pupil and teacher.

We recognise the value of homework; to consolidate and promote the work of the day and to build positively upon relationships between home and school. We have set out below a homework expectation of each age group.

Letters detailing specifically the summary of the days when regular homework will be given are also sent out at the beginning of each year.

Reception - 1 Hour per Week

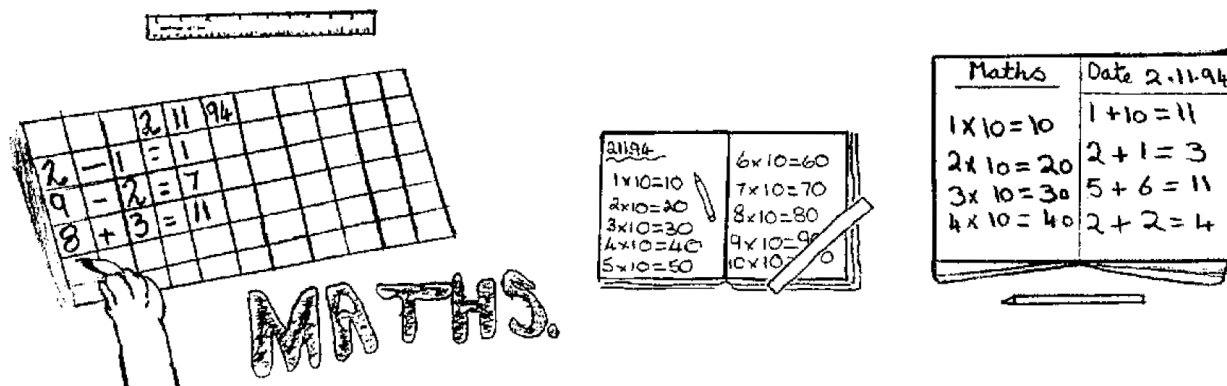
- Daily reading support ~ school provides advice for parents and every family should have taken up this offer in order to offer appropriate support.
 - Spellings, eg letter sounds and key words.
 - Mathematics weekly, eg counting, sorting, matching, using everyday objects, shapes, colours.
 - Parental support and interest in topics - children should be showing an interest and involvement by bringing things in (not toys and souvenirs please, unless they are relevant to the topics).
 - Setting of boundaries in behaviour and the expectation of obedience. Parents should be interested in and supportive of the school and the teacher to encourage a positive attitude towards learning at school and a respect for rules and authority.
 - Social training; dressing, undressing, folding of clothes, putting on shoes and coats.
 - Care and respect for other children and adults.
 - Encouragement of independence.
 - Simple games - turn-taking and the application of rules.
 - Children should have time to relax and follow interests.

Year 1 - 1¼ Hours per Week, Year 2 - 1½ Hours per Week

- Daily reading support - school provides advice for parents and every family should have taken up this offer of appropriate support. Reading a wide variety of books - fact and fiction.
- Spellings weekly using 'Look! Say! Cover! Write! Check!' method.
- Mathematics weekly, eg number work, telling the time, practical money games.
- Topic research, eg books, videos, visits to sites/museums.
- Setting of boundaries in behaviour and the expectation of obedience. Parents should be interested in and supportive of the school and the teacher to encourage a positive attitude towards learning at school and a respect for rules and authority.
- Social training; dressing, undressing, folding of clothes, putting on shoes and coats.
- Care and respect for other children and adults.
- Encouragement of independence.
- Children should have time to relax and follow interests.

Years 3 & 4 - 2 Hours per Week

- Reading - variety of books both from home and school on a daily basis. Books should be shared and discussed with parents. Children are frequently given specific points to practise.
- Spellings on a weekly basis - using 'Look! Say! Cover! Write! Check!' method.
- Mathematics weekly, eg practising number bonds and other number work, learning tables and tables revision, work on measures.
- Researching particular aspects of topics for reporting back to class. This may include visiting the local library.



Our class mathematics books and work

Years 5 & 6 - 2¾ Hours per Week

- Reading aloud with expression using punctuation.
- Personal reading for enjoyment over a range of texts to extend vocabulary - daily.
- Spellings weekly - 'Look! Say! Cover! Write! Check!' method.
- Mathematics - weekly work to consolidate class work.
- Tables revision ~ regularly and frequently.
- Topic work as required.
- Handwriting - as required.

It should be noted that homework is recommended as a means to support and consolidate work done during school time. Parents should check what homework has been set, oversee its completion and sign completed homework.

Reading homework is recorded throughout the school and parents should sign the book when children have practised at home. The teacher will usually only need to monitor the home record and enter suggestions for parental support where appropriate.

Where children have special educational needs, additional work may be set according to the child's needs.



HOME-SCHOOL AGREEMENT

The parents/carers shall undertake to:

- familiarise themselves with the school prospectus and endeavour to uphold the codes of practice.
- behave in a respectful (non abusive, non threatening) manner to all members of the school community
- inform school promptly about absences and lateness on the first day
- ensure that their child goes to school on time and properly dressed and equipped
- understand and support the school's policies and guidelines regarding behaviour and bullying.
- support the school's approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community or bring the school's name into disrepute. Ensure that my/our online activity would not cause the school, staff, pupils or others distress or bring the school community into disrepute.
- Support the school's policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram, Snapchat and YouTube whilst they are underage (13+ years in most cases). Close online accounts if I/we/teachers find that these accounts are active for our underage child/children.
- support the school's GDPR requirements.
- teach their child to respect all school staff by personal example
- let the school know about any concerns or problems that might affect their child's work or behaviour
- support their child in homework and other opportunities for learning
- attend parents' evenings and discussions about their child's progress
- avoid organising family holidays during school term time other than in exceptional circumstances.

The school will:

- value and respect each child as an individual and develop each child's confidence and self esteem
- plan and prepare lessons in accordance with national requirements, school policies and schemes of work, and the Special Educational Needs Code of Practice
- encourage each child to develop a sense of self-discipline and respect for others, his/her belongings and the school
- provide a happy, caring, secure, stimulating and organised learning environment
- offer electronic communication opportunities to each

child in a responsible manner

- encourage and offer parents opportunities to support the daily life of their child in school
- involve parents in concerns or problems that affect their child's work or behaviour or which disrupt the school community
- contact parents if there is an ongoing problem with attendance, punctuality or use of school resources.
- give parents opportunity to discuss their child's progress and targets for learning
- prepare individual pupil reports annually.

As a pupil I shall:

- do all my class and homework as well as I can
- bring all the equipment I need every day and leave mobile telephones at home
- be polite and helpful to others
- be independent and take responsibility for my own actions
- be tidy in appearance and obey school's dress code
- treat our school environment and other people's property with care
- never bully another child
- tell an adult if I am bullied or I am aware that another child is being bullied.

Signed:

Parents of:

Signed

(pupils Year 3 and over):

Signed (school)

Date:



TERM & HOLIDAY DATES 2025-26

Autumn Term 2025

Tuesday, 4 September to Friday, 19 December
 (INSET Day: Wednesday 3 September)
 (Occasional Day Friday 28 November)
 (HALF TERM: Monday, 27 October, to Friday 31 October)

Spring Term 2026

Thursday, 6 January to Friday, 27 March
 (INSET Day: Monday 5 January)
 (HALF TERM: Monday, 16 February, to Friday, 20 February)

Summer Term 2026

Tuesday, 14 April to Tuesday, 21 July
 (Half Term: Monday, 25 May – Friday, 29 May)
 (Bank Holiday: Monday 4 May)
 (INSET Days: Monday 13 April, Wednesday 22 July,
 Thursday 23 July)

• *INSET Days are staff training days, and the school is closed to pupils. Further in service days to be advised. The school is also closed on the Occasional Days.*

NATIONAL CURRICULUM ASSESSMENTS

KEY STAGE 1: SCHOOL (2023) & NATIONAL (2023, 2022)

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These tables show a summary of the National Curriculum results of children in our school (2023) and nationally (2023 and 2022) at the end of Key Stage 1, as a percentage of those eligible for assessment. The number of eligible children is 60. *No results were published in 2024.*

	National	Sheredes Primary
Reading		
% Expected standard or above	68	87
%Achieving Greater Depth	18 (2022) <i>Not published in 2023</i>	38
Writing		
% Expected standard or above	60	85
%Achieving Greater Depth	8 (2022) <i>Not published in 2023</i>	25
Mathematics		
% Expected standard or above	70	92
%Achieving Greater Depth	15 (2022) <i>Not published in 2023</i>	30
Science		
% Expected standard or above	77 (2022) <i>Not published in 2023</i>	93

- *The Key Stage 1 table 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 table gives a snapshot view.*

We are happy to discuss any of these figures or any other school performance indicators. Sheredes Primary aims to gain the highest possible standards for each child, and to maximise progress.



NATIONAL CURRICULUM TEST AND ASSESSMENTS

KEY STAGE 2: SCHOOL (2024) & NATIONAL (2024)

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These tables show a summary of the National Curriculum results of children in our school (2024) and nationally (2024) at the end of Key Stage 2. The number of eligible children is 60.

	National	Sheredes Primary
Reading (test)		
Average progress score	Not published	Not published
Average scaled score	105.2	111.4
% Expected standard or above	74.2	98.3
%Achieving high level of attainment	28.5	68.3
Writing (TA)		
Average progress score	Not published	Not published
% Expected standard or above	71.8	91.7
%Achieving greater depth	12.9	36.7
EGPS (test)		
% Expected standard or above	72.2	96.7
%Achieving high level of attainment	31.9	63.3
Mathematics (test)		
Average progress score	Not published	Not published
Average scaled score	104.3	109.2
% Expected standard or above	73.1	93.3
%Achieving high level of attainment	23.8	45
RWM combined		
% Expected standard or above	60.6	86.7
% Working at a higher standard	7.6	26.7

- *The Key Stage 2 table 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 table gives a snapshot view.*

We are happy to discuss any of these figures or any other school performance indicators. Sheredes Primary aims to gain the highest possible standards for each child, and to maximise progress.



SCHOOL GOVERNORS 2025-25



	Status	Term Ends
Chair of Governing Body		
Mrs Natalie Knight-Wickens	LA	September 2026
Vice-chair of Governing Body		
Mr Brian Atherton	Co-opted	September 2026
Mrs Lorna Stevenson	Ex officio	
Ms Jodie Stock	Co-opted	January 2027
Mrs Phillipa Kearns	Staff	January 2028
Mrs Melissa Lee	Parent	January 2027
Mrs Aimee Blissett	Parent	January 2027
Mr Davin Patel	Co-opted	March 2027
Mrs. Annette Evett	Co-opted	May 2027
Mr Adejuwon Ogunsanya	Co-opted	January 2027

Correspondence

Letters for the chair of governors or any other governor should be marked for their attention and sent to the school. They will be passed on in confidence to the governor in question.

Clerk to Governors

Mrs. Natalie Daniel-Tong: contact c/o Sheredes Primary and Nursery School.



SCHOOL STAFF 2025-26

Headteacher

Mrs Lorna Stevenson from September 2025

Teaching Staff

Mrs Delyth Greenfield (deputy headteacher), Mrs Phillipa Kearns (assistant headteacher), Mrs Catherine Dockerill (senior manager) Miss Niamh Mannion (senior manager) Mr Andrew Cropper (senior manager and network manager), Mrs Laura Atkinson (senior manager), Miss Michelle Adkins (senior manager), Mrs. Sarah Redgrave, Mrs Kayleigh Cropper, Miss Emma Martin, Miss Chelsey Noto, Mrs Jennifer Scales, Mrs. Lucy Clemmett, Miss Anna Maddox, Miss Erin Jones, Mr Nathan Herbert, Miss Abigail Johnson, Mrs. Emma McCabe, Mrs. Tasha Webster, Miss Lisa Osborne, Miss Grace Thomson.

Teaching Assistants

Mrs Karen Cutts, Miss Ruby Stanley-Clamp, Mrs Tina Kinsella, Mrs Susan Moule, Mrs Michelle Newbold, Miss Ilka Harvey, Miss Bethany Wakefield, Miss Jade Robinson, Mr. Sam Morgan, Mrs. Carol Skinner, Mrs. Yioda Alex, Mrs. Marion Tyrell, Miss Hayley Abrahams, Miss Laura Chilcott, Miss Hope Kalvi, Dr. Kathryn Koon, Mrs Louise Merrison, Miss Jade Morgan, Miss Bernice Sime, Mrs. Elaine Gunn, Mr. Scott Higgins, Mr. Luke Higgins, Mrs. Anna Huebler, Miss Amber Lawrie.

Peripatetic Music Tuition

Mr Billy Hills (guitar), Mr. Ajit Gill (drums, guitar), Mr. Theodore Moseley (guitar)
Ms. Kat Evans (piano),
Mrs. Laura McGinity (flute, saxophone)
Mr. Michael Fone (trumpet, trombone)

Language Tutors

Ms. Ilka Harvey (Spanish)
Miss Ruby Stanley Clamp (French)
Dr. Kathryn Koon (French, Latin)

Sports Coach

Mrs. Mandy Bishop (tennis)

School Office

Mrs Lesley Delahunty (school secretary),
Mrs Katriyne Grantham (office and finance assistant)
Mrs. Kerry Bennett (office and teaching assistant)
Dr. Kathryn Koon (office and teaching assistant)

Premises Manager

Mr William Meader

Kitchen

Mrs Tracey Gillett (cook manager), Miss Tanya Johnson (Assistant Cook), Miss Clare Riches, Mrs. Dorothy Checkley, Mrs. Kelly Reed (general catering assistants)

Supervisory Assistant

Mrs. Susan Moule

Midday Supervisors

Mrs Kerry Bennett, Mrs Karen Cutts, Miss Ruby Stanley-Clamp, Mrs Tina Mayhew, Mrs Susan Moule, Mrs Michelle Newbold, Miss Ilka Harvey, Miss Jade Robinson, Miss Hayley Abrahams, Miss Laura Chilcott, Mr. Sam Morgan, Mrs. Carol Skinner, Mrs. Ilka Harvey, Mrs. Yioda Alex, Mrs. Marion Tyrell, Mr. Scott Higgins, Mr. Luke Higgins, Mrs. Anna Huebler, Mrs. Elaine Gunn, Miss Bernice Sime, Mrs Gulin Tahsin, Miss Hope Kalvi, Dr. Kathryn Koon, Mrs. Carol Skinner, Mrs. Louise Merrison.

Cleaning

Mrs Gulin Tahsin