

# BEACONSFIELD PRIMARY SCHOOL



## SCHOOL PROSPECTUS



# Beaconsfield Primary School

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Head Teacher: Dave Woods  
Deputy : Mitra Poonai

*bienvenidos*  
欢迎 **bienvenue**  
**benvenuto**  
يف لكب اب حرم  
*willkommen* *salve*

Welcome to Beaconsfield Primary School.  
We hope you find this booklet useful.

If you would like to know more about any aspect of school life or wish to visit the school, please make an appointment to see the head teacher or deputy head teacher.

Everyone in the school will be working hard to ensure that your child gets the very best education we can give. We hope you will support us in this.

Beaconsfield Primary is a community school.

The Chair of Governors is Mr Jo Sidhu and he can be contacted through the school.

# WELCOME TO BEACONSFIELD PRIMARY SCHOOL

*We all hope that your child will enjoy our school and find their learning experiences both challenging and fulfilling.*

This prospectus is designed to help both you and your child know more about the school and our community.

At Beaconsfield Primary we believe in working in full partnership with parents. We believe that education and learning is enhanced when there is a strong positive relationship between the home and school. We are always happy to see parents and I would encourage you to become involved in our parent programmes and adult learning activities.



Our school is constantly changing and evolving and we are excited about the introduction of our international curriculum. The information in this prospectus is up to date but, of course, we will need to give you further information as changes occur. I would encourage you to read our regular newsletter and to review our developing website.

Yours sincerely

Mr Dave Woods  
Head Teacher

# ADMISSIONS POLICY

The admissions policy is the same for all London Borough of Ealing Community Schools.

Priority is given to:-

- Children for whom there is an authenticated medical or social need and/or has the school named on a statement of special needs.
- Sister or brother of children already attending the school, providing they live with 1.5 miles of the school.
- Children living nearest to the school, as measured by the shortest walking route.

If you are unsuccessful in gaining a place at the school, you have the right of appeal.

Most children start school in our Nursery after their third birthday. They will be offered a part-time place.

A place in the Nursery does not guarantee a place in the Reception class.



# SCHOOL HOURS

## FULL TIME

8.50am – 3.30pm

## NURSERY

9.00am – 11.30am (am session)

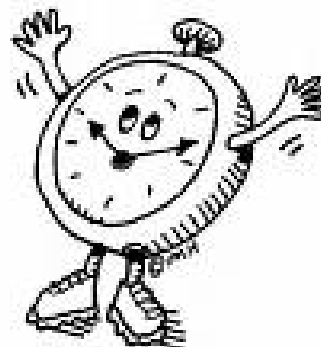
or

12.40pm – 3.10pm (pm session)

## LUNCHTIME

Reception and KS1            12 noon – 1.00pm

KS2                                12.45pm – 1.45pm



It is really important for your child(ren) to attend every day and be on time.

Attendance and punctuality are tightly monitored by the school and the education Social Worker.



# TEACHING AND LEARNING

## EARLY YEARS FOUNDATION STAGE (EYFS)

Currently children are admitted to Nursery in the September after their third birthday. They start Reception in the September just before they are 5 and follow the "Early Learning goals" in both. These emphasise early literacy, numeracy and the development of personal and social skills and focus on six key areas including creative knowledge and physical development.

## KEY STAGE 1 AND KEY STAGE 2

All children follow the National Curriculum, which includes the subjects outlined below. Many of the subjects are now taught through cross-curriculum themes. Our school is using the International Primary Curriculum (IPC) as the starting point for our subject learning. All units of study now include an international perspective to broaden children's experiences.



### SCIENCE

Science is an introduction to the world of living things, materials and energy. The children are encouraged to plan and undertake a variety of investigations to widen their knowledge and understanding, and to use their observations to draw and explain their conclusions.



### HISTORY

The children study changes in their own lives, the lives of their parents and grandparents and specific units beyond living memory such as Romans, Tudors and Egyptians.

They are encouraged to find similarities and differences between then and now and suggest reasons for these.



## GEOGRAPHY

Children look at the relationships between people and the places they live in, both at home and abroad. This helps them to develop an understanding of their own surroundings and be able to compare them to other people's very different experiences.



## PHYSICAL EDUCATION

All children cover a programme that includes games, gymnastics and dance and have two PE lessons a week, one inside and one outside.

Children in year 3 and 4 have the opportunity to go swimming and in 6 parts of the curriculum are covered through a residential school visit at which the children do a variety of outdoor activities such as sailing, rock climbing, canoeing and orienteering. Team building is a key aspect of this visit.



## ART AND DESIGN

Children are given the experience of using a variety of different media such as paint, clay, collage and textiles. Through these they can investigate many areas of the curriculum and their local environment.

Displays around the school are designed to reflect all aspects of learning. Children are encouraged to value their and others work and to present it neatly and attractively.



## DESIGN AND TECHNOLOGY

The children learn to plan, design and make a variety of items such as puppets, biscuits, slippers and cars as they use a range of media such as textiles, food and wood.



## PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

The children cover a range of issues in this lesson including feelings, bullying, environmental issues etc. This may take the form of circle time or class discussions and focuses on safety and becoming a good citizen. An important aspect of study for this area is our annual Citizenship Fortnight in January and February each year.

Year 6 will have a series of lessons on body changes and sex education where the focus is on valuing themselves and their relationships with each other. More information is given to parents of year 6 children before this takes place.



## MUSIC

Children complete a course of study in music using a variety of tuned and untuned instruments



## OUR CURRICULUM AIMS:

To provide a broad and balanced curriculum that incorporates all aspects of the National Curriculum and is concerned with the development, progress and achievement of the individual child.

To teach the children of Beaconsfield Primary

- To have respect for themselves and others
- To respect their environment
- To apply themselves and enjoy their learning

## CURRICULUM

### LITERACY

Literacy skills are taught throughout the school during literacy lessons and also through the teaching of other subjects across the curriculum. The literacy lesson focuses on speaking and listening, spelling, grammar, reading comprehension and writing skills. Children are taught through modelled reading and writing and guided small group sessions led by the Teacher and Teaching Assistant.



Our aims are to develop children's abilities to communicate effectively in speech and writing and enable them to become enthusiastic and responsive readers.

Guided reading books are carefully graded to ensure progression of skills. Children in Key Stage 1 concentrate on learning to read, word building and phonics, whereas in Key Stage 2 the focus shifts to text appreciation and study of author's style.

All children are provided with reading books to take home. These are matched to individual ability and parents can help their children by being willing to share and discuss books regularly.

## NUMERACY

The school follows the Revised National Numeracy Framework for pupils from Year 1 to Year 6. Through our teaching programme, we aim to increase children's confidence and skill, in number, problem solving, shape, space, measure and data handling.

We use a range of resources so that every child can access all activities. Emphasis is placed on development of mental calculation skills, through the understanding of essential number bonds and multiplication/division facts. All maths work is regularly monitored and discussed by the Senior Leadership Team and Head Teacher, to ensure that all concepts are taught in a methodical and progressive way.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Through focused ICT lessons we place emphasis on developing the children's skills in :

- Finding out things
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses



Over the years Beaconsfield has continued to upgrade its computer hardware and software in order to enable children to access the latest developments in technology. We have a recently upgraded ICT suite of 15 PC's and mobile "laptop banks" of laptops for use by all pupils ensuring at least one laptop for every two children in key stage 1 and 2.

In addition the school has specific hardware and software to enable pupils with special education needs to access ICT.

All classes have Interactive Whiteboards, PC's and filtered access to the internet. Access to email is provided by teachers for their class via filtered email addresses, when communicating with other schools and companies. Our "Safe Use of the Internet Policy" is available to look at.

## SCIENCE

Through Science we aim to help children to learn about and make sense of everyday experiences. We seek to foster interest, understanding and excitement in scientific exploration an investigative approach in which children learn to raise questions, explore ideas and communicate findings.

Throughout their time in school children will cover a broad range of scientific topics, such as living things, forces and materials.

## ASSESSMENT AND RECORD KEEPING

Assessment is a continuous process that takes place in all areas of school life. Through on-going assessment we hope to build a complete picture of a pupil's development, not only intellectually, but emotionally, socially and physically. Assessment can take many forms. We assess through discussion and observation as well as using more formal procedures such as testing.

Formal assessment is carried out twice a year in February and May. This allows us to track the progress of individual pupils or year groups and also helps us to identify strengths and areas for development across the school. Parents receive information about the progress of their child through parent conference evenings and an annual report.



# ETHOS AND VALUES

In Beaconsfield Primary School we recognise that as part of society, the school cannot be free from discrimination. Therefore, one of our main aims is the development and implementation of a policy for equal opportunities for everyone. This policy should underpin the way we teach the curriculum, the way children and adults behave towards each other and should support the development of all children and staff within the school.



It is essential that every child has equal access to the curriculum. Therefore, all children, girls and boys will be expected to take part in all aspects of school life. We recognise the advantages of bilingualism and encourage the use and development of the community languages known to each child in addition to using English.

The children in Beaconsfield Primary School have the right to be treated sensitively, supportively and with respect. Everyone should be treated equally and fairly and is expected to listen to what others have to say and speak considerately to them. Children will be encouraged to sort out disagreements through discussion and discouraged from actions that lead to conflict (i.e. play fighting). Adults will constantly observe and if necessary intervene quietly and sensitively, with everyone having the right to say how they feel, before conflict arises.

Everyone is expected to recognise and support those with special needs. Prejudiced and discriminatory behaviour by any child or adult is not acceptable. It is important that positive behaviour is praised. If there are reasons for concern parents will be informed. Where a child's behaviour continues to be unacceptable they may lose their right to playtime.

In serious cases, parents will be consulted and outside agencies may be involved. As a last resort exclusion procedures will be followed through with lunchtime exclusions, fixed term exclusions and ultimately permanent exclusions being used depending upon the relevant situation.



## ATTENDANCE

Please make sure that your child attends regularly. If your child is absent, please let the class teacher know the reason. Time off for visits to relatives, the airport, shopping and holiday are not authorised. If children are regularly late, and/or having days off they miss vital parts of their education and can find it difficult to make friends. If there is a problem with attendance, you may have a visit from the Educational Social Worker to discuss the reasons and to give any help that may be necessary. We expect all children to achieve at least 95% attendance throughout the year.

The Governors have agreed a strict policy of not approving holidays for children during term time. Children are expected to be in school for the 190 days of the school year with holidays and medical/dental appointments taken outside of this time.



## SCHOOL DINNERS

Our school meals are provided by Harrisons Catering with all food cooked on the premises. Currently the meat is not halal and a vegetarian option is always available. We are actively working with our catering company to improve this.

Salad and fruit is also always available. If you are receiving Income Support you are entitled to free dinners. Please ask at the school office for an application form.

If you pay for school meals the current (January 2009) price is £1.90 per day (£9.50 weekly). Payments can be made by cash/cheque using the dinner money envelopes (available from the office) or using a debit/credit card by phoning 020 8280 0318 or through the online payment system at [www.ealingmeals.com](http://www.ealingmeals.com)

## HOMEWORK

Homework is set across the school. In setting homework we aim to:

- Promote positive attitudes to work and school.
- Raise achievement of all pupils.
- Consolidate and reinforce skills and understanding in literacy and numeracy across the curriculum.
- Encourage and develop independent learning.
- Increase self discipline.
- Develop the home/school partnership.
- Prepare children for secondary transfer in year 6.

A variety of types of homework are used depending on the age and ability of the pupils. These include:

- Reading (expected to be completed daily).
- Learning spellings, multiplication tables and mental arithmetic tasks.
- Completion of class work.
- A piece of research on a familiar or a new topic.
- Revision for a test.
- A piece of mathematics, science or English work.
- Other work agreed with parents.



# RELIGIOUS EDUCATION

We follow the Ealing agreed syllabus for RE. As part of this the children will be taught about the main world religions. They will explore the differences and similarities. They will talk about rituals, customs and celebrations and listen to the stories of various religions.

Parents have the right to withdraw their children from RE and collective worship. If you wish to do this, please make an appointment to see the Head Teacher to discuss this and the arrangements that will be made for your child.

## WE BELIEVE CHILDREN LEARN BEST WHEN:

- There are high expectations for all children.
- They are engaged in active first hand experiences, observations and problem solving.
- They are encouraged to become confident and independent.
- All aspects of their lives are respected.
- They are able to discuss, reflect and hypothesise.
- There is continuity from home to school, class to class and school to school.
- They are able to challenge stereotypes.
- There is a stimulating relaxed and caring environment with wide ranging resources.
- They are supported at home and at school.
- They can work together collaboratively.
- Their work is valued and good models have been established.
- Their home language and culture is valued.
- There is a reason/purpose for learning.
- They are able to make errors and reflect on their experiences.
- Parents are actively involved in their children's education.



# SPECIAL EDUCATIONAL NEEDS

If your child is identified as having difficulties accessing parts of the school curriculum these will be discussed with you at parent evenings. If you are particularly concerned about your child, it is best to make an appointment to discuss your concerns with your child's class teacher. Any concerns that we have about a child are recorded and monitored. The school follows the National Special Needs Code of Practice, which involves the following steps that are taken as appropriate:

1. School Action – extra support is given to your child from within the school. This would include support from our school Learning Support Assistants or Special Needs Co-ordinator, Mr J Goodall.
2. School Action Plus – extra support is given from an outside agency such as an Educational Psychologist or Speech or Occupational Therapist.
3. A request for a Statutory Assessment for children for whom the former steps are insufficient.

For children you are on the Code of Practice (COP) we ask that you attend the twice yearly SEN review meetings. These meetings review the progress of children and they provide an important opportunity for discussions between parents and school about the support for your child.

Beaconsfield is a school which promotes the inclusion of all children and ensures that all children have equal opportunities.



# KEY STAGE 1 SATs RESULTS

Children undertake tests and tasks at the end of year 2, when they are 7. These results are used to inform teachers of the strengths and areas for development for your child as they move into Key Stage 2.

Pupils are expected to reach level 2 at the end of Key Stage 1 (year 2).

?? GRAPH ??

Key Stage 1 June 2008 results: Excellent support work with the literacy intervention programme and accurate assessment from teachers has meant that targets have been exceeded for Key Stage 1.

?? GRAPH ??

Results for Key Stage 1 are excellent. The children made considerable progress due to very good teacher assessment and planning appropriate activities to meet targets; very good programme for phonic support to support children in achieving level 2c; experienced Key Stage Leader offering support to team and very good knowledge of SATs; whole school focus on writing strategies has supported raising standards; an improved transition with Reception to year 1 gave children more practical maths activities to support understanding.

## KEY STAGE 2 SATs RESULTS

Children undertake tests and tasks at the end of year 6, when they are 11. These results are used to inform teachers of the strengths and areas for development for your child as they move into Key Stage 3. Pupils are expected to reach level 4 at the end of Key Stage 2 (year 6).

?? GRAPH ??

Key Stage 2 June 2008 results: All targets were met or exceeded for English, particularly for level 5 pupils. Pupils benefited from a wide range of initiatives over the years including Festival of Voices, focus weeks on character, plot, citizenship fortnight projects and persuasive writing as well as the laptops for year 5 and 6 programmes. Additional maths group for SEN pupils plus booster classes have clearly helped to achieve results exceeding expectations.

Science progress was very good due to effective use of ICT, good teaching of science over a period of years and greater emphasis on investigations.

?? GRAPH ??

Key Stage 2 June 2007 results: all targets were met or exceeded, particularly for Level 5 pupils. Pupils have benefited from a wide range of initiatives over the years including Festival of Voices, Focus weeks on character/plot/citizenship projects and persuasive writing/laptop project. Additional maths group for SEN pupils plus booster classes have clearly helped to achieve results, which exceed expectations. Progress was good due to good use of ICT, good teaching of science over a period of years and greater emphasis on investigations.

## SPECIAL NEEDS

The school has ramped access to the front entrance and to the Nursery. Plans are being developed over the next 2-3 years to provide fully functioning disabled toilet facilities.

The school has an inclusive policy and has wide experience of working with children who have a range of special needs.

## SCHOOL TRIPS

School trips are a very important part of the school curriculum and we hope that all children will be able to go on them and rely on our partnership with parents to help us provide the best learning opportunities for the children in our care. We ask for contributions towards the cost of trips. It is very unfortunate that if we do not receive enough contributions for a particular trip it may have to be cancelled.



Parental permission is always sought before taking children on educational visits. However, the school reserves the right to leave behind any child whose behaviour is a danger to him or herself or others.

## BEHAVIOUR

Within a school rules are essential and these are mostly matters of common sense, to ensure the safety of our children and staff. The emphasis in the school is to praise good behaviour, attitudes and efforts and increase children's awareness of the need to make a positive contribution to their community. When sanctions are necessary they will be appropriate to the child and the incident.

The school has a "Code of Conduct" that we expect all children to follow. This code is displayed in every classroom and around the school. Behaviour expectations are a regular topic in our school assemblies. Our recent Ofsted inspection (July 2008) graded behaviour as outstanding.

## PARENTS AND THE SCHOOL

You are your child's first and most important educator. At Beaconsfield Primary School, we value and appreciate the important role you have to play in supporting your child in developing a positive learning attitude to school and learning.

Studies have proven that children learn best when home and school work in partnership. We have a very supportive parent body within the school. We are establishing a parents and friends association and we would greatly value your contributions to this group.

Schools can't educate children alone. We need your support so that together we can work to provide the best for all children.



## HEALTH AND SAFETY

We try to ensure that the school is as safe as possible but with a lot of children playing and working together, accidents do happen. We have qualified First Aiders in school to deal with minor accidents.

If your child falls ill or has a more serious accident, we will contact you. If it is an emergency, we will ensure that the child is taken to hospital immediately and you are contacted as soon as possible.

If your child is absent through illness, please let the school know by telephone or a note upon their return to school.

# COMPLAINTS PROCEDURE

We want you child to be happy and safe at Beaconsfield. Most issues can be solved quickly and easily, when and if, they arise and we ask you to follow four steps

## Step 1 - Talk to the Teacher

The first thing to do is to talk to the teacher involved. You will need to make an appointment at the School Office to do this, especially if the complaint is complicated or likely to take a while to resolve. Please do not try to see the teacher during the school day as they will be teaching at the time.

## Step 2 - Meet the Key Stage Leader or Deputy Head Teacher

This should only happen if step 1 has been completed unless the issue is particularly serious or urgent. The School Office will arrange for you to see the Key Stage Leader or Deputy Head Teacher.

## Step 3 - Meet the Head Teacher

This should only happen if steps 1 and 2 have been completed unless the issue is particularly serious or urgent. The School Office will arrange for you to see the Head Teacher. Afterwards the school will write to you saying what it has decided. We hope that the decision will satisfy you, but if not you can go to step 4.

## Step 4 - Go to the Governors

The complaint can then go to the School's Governors. This can only happen if you have gone through steps 1, 2 and 3. You can ask the School Office to arrange a meeting with the Governors, or you can write to them care of the school. A meeting with at least two of the Governors will follow. They will write back telling you their conclusions.

# INFORMATION TO PARENTS

Letters and other information is sent home via your child so please check your child's book bag regularly for information coming from school.

Our school website [www.beaconsfieldprimary.org.uk](http://www.beaconsfieldprimary.org.uk) is being developed further. This will also provide you with a variety of school information.

Twice a year you will be invited to meet with your child's teacher. We hope all parents will be able to attend. If you are working, we will make appointments to suit you where possible.

## SCHOOL CLUBS

We offer a wide range of lunchtime and after school clubs for our pupils. These include football, ICT, art, painting and yoga, just to name a few.

Notes are sent home termly for clubs. We ask for a termly contribution of £2.50 per child per club to assist us with the rising costs of maintaining and replacing equipment for clubs.



## And finally .....

We want your child's time at our school to be happy, exciting and educational.

We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available, we all grow and learn together.

Mr Dave Woods  
Head Teacher

### HOW TO CONTACT US

**Beaconsfield Primary School**  
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