Headteacher’s Welcome

Welcome to the Abbey Church of England, Voluntary Aided Primary School and thank you for your interest in our school. I hope this brochure will answer many of your questions about who we are and what we do, but please remember there is no substitute for a visit. I invite you to come and meet our staff and children and to experience for yourselves the warmth of an Abbey welcome. I remember vividly my first impressions of the school and trust that you too will be enchanted by the vitality and energy of the school and its pupils.

This is indeed a school where Every Child Matters and this fact is reflected in the school’s commitment to inclusive education. My staff and I value each and every one of our pupils as individuals and our aim is to ensure that coming to school is a positive experience for all of them; we understand that children learn best when they are happy and feel secure.

The Abbey School is a voluntary aided school affiliated to the Church of England, and it enjoys strong links with The Cathedral and Abbey Church of Saint Alban. The school’s Christian ethos permeates all areas of school life. In our most recent Church School’s Inspection (June 2013), inspectors considered the school to be an ‘Outstanding’ Church of England school.

This was also reflected in September 2008 when Abbey School was also judged to be ‘Outstanding’.

Our priority at the Abbey School is to establish a happy and caring learning environment and to enable each child to develop to his or her full potential in many fields. We pride ourselves on high academic standards, but also place great emphasis on the development of the whole child and aim to prepare each child to take the next step in their education with confidence and with an understanding of the world in which they live.

Further information our full prospectus can be found on the school website: www.abbey.herts.sch.uk, or specific queries can be answered by the school office whose e-mail is admin@abbey.herts.sch.uk.

We look forward to working with you and we hope you enjoy your association with the school.

Emma Fenn
Headteacher
THE ABBEY CE VA PRIMARY SCHOOL

VISION STATEMENT

We learn, we care, we achieve.

OUR VALUES

In the education of children at the Abbey School, we value:

- the Christian ethos of the school within the Anglican tradition;
- the individuality of each child within the school community;
- the right of every child to the best quality education within a safe, secure and supportive learning environment;
- the importance of teaching children to become responsible and caring citizens in the 21st century.

THE AIMS OF OUR SCHOOL

- To create a positive and dynamic learning environment where children can develop intellectually, morally, spiritually, creatively and physically;
- To plan a broad, challenging and differentiated curriculum, which provides opportunities for every child to learn and achieve;
- To help each child to develop a lively, imaginative and enquiring mind and to become an independent learner and thinker;
- To provide lifelong learning skills, including ICT, for life in a rapidly changing world.
- To provide opportunities for children to contribute responsibly to the life of the school and the wider community;
- To encourage a caring and considerate attitude for others;
- To teach children to respect the rights, values and beliefs of all people through the Christian ethos of the school;
- To teach awareness of environmental and global issues and engender a responsible attitude towards preserving the environment;
- To build a constructive partnership with parents;
- To enable each child to acquire good working habits, self-discipline, motivation and self-esteem;
- To encourage children to develop healthy life styles through diet and exercise;
- To prepare children to approach the next step in their education with confidence and an expectation for the future.

September 2016
The first Abbey School was built on a site in Spicer Street and opened in 1848. By the 1870s there were three schools on the site catering for Infants, Junior Boys and Junior Girls and Seniors. Increased numbers led to the splitting of the school and the establishment of Townsend CE School for secondary age pupils. In 1970 the current school building was built on land belonging to the original dissolved monastery of St Albans. The school retains strong links with the Cathedral, which is its Parish Church.

THE ORGANISATION OF THE SCHOOL

The Abbey School is a one form entry primary school which caters for children from rising 5 to 11. There are 210 pupils on roll and we operate a single intake into Reception each September. The class teachers are responsible for the education and welfare of the children in their class. Each class is supported by part-time teaching assistants with a fulltime Early Years Practitioner in Reception.

The children are grouped into seven mixed ability classes of 30 as follows:

<table>
<thead>
<tr>
<th>Key stage</th>
<th>Class</th>
<th>Age</th>
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</thead>
<tbody>
<tr>
<td>Foundation Stage</td>
<td>Reception class</td>
<td>Rising 5s - 5</td>
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<tr>
<td>Key Stage 1</td>
<td>Year 1</td>
<td>5-6</td>
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<td>Year 2</td>
<td>6-7</td>
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<td>Key Stage 2</td>
<td>Year 3</td>
<td>7-8</td>
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<td>Year 4</td>
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<td>Year 5</td>
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<td>Year 6</td>
<td>10-11</td>
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Teaching methods

Teachers use a variety of teaching methods and strategies to enable all children to learn, achieve and make good progress. Methods are varied depending on the subject being taught and the needs of the children in the class. They will include whole class teaching, small group teaching, one to one teaching and a range of practical activities. Different approaches are used to enable children to access their learning in different ways.

In the Foundation Stage, pupils work towards the Early Learning Goals which are assessed at the end of the summer term. Each half term the topic work will cover the seven areas of the curriculum, enabling the children to showcase their skills and understanding. The seven areas focused on in the Foundation Stage are:

- Personal, Social, Emotional Development (PED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy, including reading and writing (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)
A large proportion of the assessments are carried out on the children through the Child Initiated Learning (CIL). Here, the Class teacher and Early Years Practitioner will observe and talk to each child and develop a profile of their individual learning throughout the year.

**SCHOOL HOURS**

**Reception/Key Stage 1:**
- Morning: 8.55 am – 12.00 pm (break 10.40 – 10.55 am)
- Afternoon: 1.05 pm – 3.20 pm (break 2.45 – 2.55 pm)

**Key Stage 2:**
- Morning: 8.55 am – 12.05 pm (break 10.40 – 10.55 am)
- Afternoon: 1.05 pm – 3.20 pm

Pupils are asked to arrive 5 or 10 minutes before the beginning of school. Supervision of children by a member of staff is provided from 8.45 am. Parents are requested to say goodbye to their children at the school gates or on the playground to avoid congestion at the classroom door. At 8.45 am Reception and Key Stage 1 children are able to go straight into their classroom. Key Stage 2 children will be supervised on the Junior playground until 8.55 am. If you consider your child is old enough to walk to or from home on their own, please inform the school in writing that you are happy for them to do this.

Parents and children will be informed of the days and times of after-school activities and clubs. Children are not permitted to stay in school out of school hours unless they are attending an after-school activity. **If parents are unavoidably detained (after 3.30 pm) and are unable to collect their children on time, we ask them to inform the school by telephone by 3 pm.** Children whose parents have not arrived to collect them on time will wait in the library area, where they will be safe. Parents should ring the security bell to gain entry on arrival.

**Parking**

In order to preserve emergency access and safety of children at all times, parents are not permitted to park in the Staff Car Park. In exceptional circumstances (e.g. disability) a car park permit may be requested from the school office. Every family is provided with a free parking permit for the four space school layby and the pay and display parking bays on Holywell Hill for 30 minutes at the start and end of the day. Cycle racks are situated at the top of the car park and at the Abbey Orchard gate for children who wish to cycle or scoot to school.

**Term Dates**

Term dates are determined by Hertfordshire County Council. Parents are informed well in advance of holiday dates, in-service training for teachers and occasional days. Dates of the current academic year can be found in the prospectus folder and on the school website. At the end of each term school finishes at 2 pm. This does not apply to half-term holidays.
COLLECTIVE WORSHIP

An act of collective worship takes place every day as follows:

**Monday:** Led by Headteacher - Christian focus
**Tuesday:** Led by Teachers - Multicultural themes
**Wednesday:** Led by Music Teacher - Christian focus Singing Assembly
**Thursday:** Service in St Albans Cathedral led by the Sub dean – Christian focus
**Friday:** Sharing and celebration assembly led by Deputy Headteacher

Parents are very welcome to join our Cathedral Collective Worship on Thursdays and class assemblies through the year.

A school Eucharist takes place at the end of each term in addition to other special services and celebrations through the year e.g. Harvest Festival, Carol Service. These services take place in the Cathedral.

Parents have the right to withdraw their children from both Religious Education and Collective Worship. If they wish to exercise this right, they should notify the Headteacher in writing.

ATTENDANCE AND PUNCTUALITY

Both Hertfordshire County Council (HCC), as the Local Education Authority, and parents have legal responsibilities to ensure each child’s regular attendance at school. We are required by law, to keep a record of your child’s attendance at school. If your child is absent because of ill health or a medical appointment, a day of religious observance or an exceptional family circumstance such as a bereavement, please send a note to the class teacher or telephone the school before 9.30 am so that the absence can be officially recorded. Absences without adequate explanation are marked as unauthorised. These include birthday treats, day trips or family outings, but also late arrival at school (after 9.30 am) without proper explanation. Attendance is monitored termly by the Attendance Improvement Officer. Punctuality is incredible important at Abbey School to ensure that learning can begin at 8.55am for all children. To this end, minutes late are recorded in the register by the class teacher. Children arriving after 8.55am must enter through the School Office.

**Leave of absence in term-time**
Leave of absence should be taken during the normal school holiday periods. We strongly discourage families from taking leave of absence during term-time. If an absence is exceptional, please complete an application form in advance to request an authorised absence. Leave of absence in term-time will only be authorised in exceptional circumstances by the Headteacher. It should be emphasised that any absence during term time disrupts the children’s education, whatever stage they are at within the school.
ADMISSIONS ARRANGEMENTS

All applications in the first round of admissions to the Reception Class should be made using the County Common Application Form – available online and in the Hertfordshire County booklet ‘Starting School’. In addition, parents/carers are advised to complete our Supplementary Information Form (SIF) and return it to the school office by the closing date for applications. The Supplementary Information Form enables the school to apply its admissions criteria. Not returning this form may result in your application being given a lower priority than it merits.

The Governing Body is responsible for admissions to the Abbey School. The Governors’ schedule for allocation of Reception class places will be synchronised to that for County Council schools. We recommend visiting the school to see it in action, before you make your choice for your child. Please contact the school to make an appointment to book a place on a tour.

If your child is allocated a place at the Abbey School, you and your child will be invited to attend two introductory sessions at the school in the term prior to entry to enable your child to settle in smoothly. Parents and carers will be given a range of practical information about the school, and children will have the opportunity to spend two sessions with the class teacher and to sample a school lunch. In addition they will meet their ‘special friend’, a child in Year 6, who will help them during the first weeks to cope with playtime and lunchtime procedures. This system is very popular with both pupils and parents, and we are proud of the way our children settle in to school life. Admission to other year groups in the school will depend on the availability of places. Please apply direct to the school.

INCLUSION

Equal Opportunities
Our primary aim is to enable children to develop their full potential and to equip them for useful and creative lives in society. We promote equal opportunities by acknowledging and responding to individual needs and strengths. Hertfordshire County Council’s guidelines and policies are followed, and the curriculum and all school activities are made accessible to all children regardless of race or gender.

Special Educational Needs
The Abbey School is committed to the inclusion of all children and every effort is made to ensure all children have full access to the curriculum and school activities. We provide a range of support for children experiencing difficulties in aspects of their learning or behaviour. The Headteacher and the SENCO (Special Needs Co-Ordinator) organise the provision for pupils who need extra support. Teaching assistants work in each class; the amount of time in each case is dependent on the level of help needed by the pupils. Individual and group programmes of study are devised, and the teachers and the teaching assistants work with identified children to help maximise their achievements. In some cases, external professionals will be asked to carry out an assessment of a child’s difficulties and needs, so that appropriate support can be set up in school. Children on the Inclusion Register will
be given a Learning Passport which will identify targets to help them make progress. Parents will, of course, be fully involved in these arrangements.

Physical Disability
The school has drawn up a 5 year Access Plan, which sets targets for improving access to the school for pupils with disabilities. However, we regret that the steeply sloping site, upon which the school is built, has meant that, at present, some facilities, from classrooms to lavatories, can only be accessed by means of stairs. Until modifications can be made to the building and access paths, non-ambulant children would not be able to access all areas of the school. Parents are very welcome to tour the premises and discuss this further with the Headteacher. The needs of children with visual or hearing impairments will be fully met, with the additional support of external specialists.

More Able Pupils
At the beginning of each year, class teachers identify able children across all areas of school life, so that appropriate provision may be made for them. This may be achieved through differentiated extension activities in class, or through additional activities which allow them to build on their strengths.

COMMUNICATION WITH PARENTS

Parent/School partnership
We believe in developing a strong partnership between home and school. A positive relationship between parents and school has a crucial bearing on the child’s progress, and we hope that parents will not hesitate to contact the school about any areas of concern. Parents and pupils are asked to sign a Home School Agreement when joining the school; this outlines the expectations and commitment for all parties.

Formal 10 minute parent/teacher consultations take place in the middle of the Autumn and Spring Terms. This is an opportunity to discuss your child’s progress and to look at their work. Parents will also have the opportunity to meet with their child’s teacher after they have received the annual report on their child’s progress in July. Additional consultations will be arranged if necessary.

An Open Evening takes place in July when parents and friends are invited to view the work of the whole school and this is also an opportunity for parents to discuss their child’s annual report with the class teacher.

Curriculum information meetings are held for each year group at the beginning of the Autumn Term. In addition parents will receive a termly curriculum letter explaining what the children will be studying. Curriculum information is available on the school website.

Volunteer helpers
The school is fortunate in the support and help it receives from parents in numerous ways. Under the direction of class teachers, a number of parents come into school and assist with spelling, reading, class trips and workshops or a range of practical activities. We also benefit from voluntary help from members of the
community and local businesses. We always welcome new volunteers! All volunteers attend a volunteer meeting and undergo the DBS and self-disqualification declaration checks.

**Complaints Procedure**
If you are concerned about any aspect of your child’s education, you should discuss the problem first with your child’s teacher. This may include any aspects of support for Special Educational Needs.

If you still have concerns, you should make an appointment to see the Deputy Headteacher. If concerns still remain then an appointment with the Headteacher can be arranged via the school office.

In the rare event that this does not succeed in solving the problem, you may make a formal complaint to the Governing Body, who will consider the matter in confidence. If this still does not resolve the problem, you should write to the Local Education Authority so that the Conciliation, Advice and Appeals service can investigate the matter independently. A leaflet explaining the complaints procedure is available from the school office.

**The Governing Body**
The Abbey School is a Voluntary Aided Church of England school. The Governing Body of the Abbey School therefore comprises: the Headteacher, representatives of the teaching and non-teaching staff, two elected parent governors, a governor appointed by Hertfordshire County Council and seven governors, including the Sub-Dean of the Cathedral, appointed either by St Albans Cathedral or by the St Albans Diocesan Board of Education. The parent governors are elected by all current parents to serve a four year term. Any current parent is eligible to offer themselves for election. A list of current governors can be found on the school website.

The role of the Governing Body is to work with the Headteacher to determine the strategic direction of the school, to act as a critical friend and to ensure accountability. The full Governing Body meets twice a term, but much of the work is done through committees dealing with, for example, finance, staffing, premises and the curriculum and standards. Each governor is also responsible for monitoring an area of the curriculum and will do this through meetings with the subject leader and visits to classrooms.

**The Friends’ Association**
The Friends’ Association is an extremely active and long-established organisation at the Abbey School run by the parents. Its purpose is to encourage the social life of the school community and raise funds for the school. Money raised has financed both essential resources to support teaching and learning and also major development projects, such as the playground adventure equipment and new ICT equipment. Recent successful events have included a Christmas and Summer Fair, a quiz evening and a ball.
Each parent automatically becomes a member and has the right to elect representatives for the organising committee, which is re-elected at the AGM in the Autumn Term.

**The School Councils**

Two pupils from Years 1 to 6 are democratically elected to the School Council, Green Council and Faith Council each year. The Councils meet each half term with the Headteacher or elected staff to discuss school issues. Council members seek the views of their classmates and these are brought back to council meetings. All children within the school know that they have a voice and that their views are listened to. This helps to develop their sense of community and responsibility.

**BEHAVIOUR AND DISCIPLINE**

We endeavour to create a happy learning environment and to emphasise caring behaviour at every level. The children are encouraged to care for each other and for the school. To ensure a consistent standard of good behaviour throughout the school, we have adopted the following ‘Golden Rules’ with an emphasis on positive behaviour:

1. We are gentle. We don’t hurt others.
2. We are kind and helpful. We don’t hurt anybody’s feelings.
3. We listen. We don’t interrupt.
4. We are honest. We don’t cover up the truth.
5. We work hard. We don’t waste our own or other’s time.
6. We look after property. We don’t waste or damage things.

The Behaviour Policy gives full information on behaviour expectations, rewards and sanctions. These are made clear to the children from the beginning of their school lives, and regular reminders are given in assemblies and in the classroom. If school rules are broken or behaviour is deemed to be unacceptable, privileges or treats may be withdrawn. Parents will always be consulted where there are concerns about a child’s behaviour. In the rare event of a pupil causing serious disruption to the school’s normal routine, the Headteacher has the right to authorise a fixed term or permanent exclusion.

**Bullying**

Bullying in any form is not tolerated at the Abbey School. Any incidents of bullying brought to the attention of the class teacher or Headteacher will be treated very seriously and investigated thoroughly. Parents of both the victim and the bully or bullies will be informed, and all incidents of bullying are recorded. We have a very low incidence of bullying in the school, and work hard to resolve any situations which arise. The school’s Behaviour and Anti-Bullying Policies are available on the school website or can be requested from the school office.
### SCHOOL RULES

While there has always been an emphasis on the positive aspects of pupils behaving with care, courtesy and consideration from other people and their property, there is a legal requirement to bring a formal set of rules to the notice of pupils and parents. These rules are published in our Home School Agreement.

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<td><strong>1</strong></td>
<td>Pupils should arrive on the school grounds no earlier than 8.45am. KS2 children must wait on the supervised playground until 8.55am when the school day begins. KS1 children go straight to class between 8.45-8.55am.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Children must be collected promptly at 3.20pm when school ends and leave the grounds no later than 3.30pm except with the Headteacher’s prior permission. Children not collected by 3.30pm will wait in the library. Pupils attending after-school clubs should be collected promptly at the appointed time via the front door.</td>
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<tr>
<td><strong>3</strong></td>
<td>Children who arrive after 8.55am must be accompanied to the front door of school by an adult. Children who arrive after 9.10am must be signed into school by an adult. Pupil absence must be reported by 9.30am, otherwise unauthorised. School lunches can be ordered up to 10am, otherwise home packed lunch will be required.</td>
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<td><strong>4</strong></td>
<td>Verbal or physical intimidation and aggression is not permitted on the school grounds.</td>
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<td><strong>5</strong></td>
<td>The playground equipment and grassy areas are out of bounds to all children before/after school.</td>
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<td><strong>6</strong></td>
<td>No bicycles/scooters may be ridden in the school grounds.</td>
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<td><strong>7</strong></td>
<td>Children must keep to the marked pedestrian path around the school site and carpark.</td>
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<tr>
<td><strong>8</strong></td>
<td>The carpark is for staff parking only.</td>
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<tr>
<td><strong>9</strong></td>
<td>All children are required to wear smart school uniform and school PE kit. No jewellery may be worn except a wristwatch and a small pair of stud earrings. Loose hair must be tied back and hair accessories should be blue and discrete. Hair gel, make up and nail varnish are not permitted.</td>
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<tr>
<td><strong>10</strong></td>
<td>Children must change into black plimsolls when inside school and walk to and from school in their black school shoes, which must have an enclosed toe and not be fashion shoes. Children who attend an extracurricular sporting club, out of hours, may leave the premises in sports kit.</td>
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<td><strong>11</strong></td>
<td>Mobiles phones may only be brought into school in accordance with the school mobile phone use agreement.</td>
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<tr>
<td><strong>12</strong></td>
<td>Articles of value or money are not encouraged to be brought into school with the exception of cash payments for fundraising events when it must be given to the teacher at the start of the day.</td>
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<tr>
<td><strong>13</strong></td>
<td>No items of an offensive or dangerous nature may be brought to school. This includes knives, guns, fireworks, lighters etc., as well as inappropriate items of an ‘adult’ nature.</td>
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<td><strong>14</strong></td>
<td>Dogs are not allowed on the school grounds, apart from guide dogs.</td>
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<tr>
<td><strong>15</strong></td>
<td>Pupils must follow with all instructions from all staff and fully participate in all educational activities.</td>
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<tr>
<td><strong>16</strong></td>
<td>Children and adults are expected to speak politely and with respect to all and to comply with the home school agreement.</td>
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<td><strong>17</strong></td>
<td>Running is not allowed inside school or around the site – children are required to walk and line up quietly.</td>
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<tr>
<td><strong>18</strong></td>
<td>Fruit, healthy cereal bars or prepared vegetables may be eaten during morning break. Sweets, chewing gum, biscuits and fizzy drinks are not permitted. Children should not share their food. Nuts are not permitted in school at any time. Named water bottles are allowed in the classrooms.</td>
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<tr>
<td><strong>19</strong></td>
<td>Packed lunches may only be eaten in the dining hall, unless permission given. Glass containers and canned drinks are not permitted. Lunches should be brought in a sealed, well-labelled box. Children eating school dinners are not permitted to bring extra food or drink. Children must not share food.</td>
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<tr>
<td><strong>20</strong></td>
<td>Children should come to school with all equipment needed for the day, including homework, reading book, PE/swimming kit, packed lunch and musical instrument as appropriate.</td>
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</table>
**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.

If any concerns are raised that a child may be suffering from abuse or neglect, we have a legal obligation to report this to the Children, Schools and Families service. The Headteacher is the Child Protection Officer. Updated child protection training is offered to all staff and governors. All adults coming into contact with children in the school have been checked by the Criminal Records Bureau.

**HEALTH AND SAFETY**

At the Abbey School we aim to provide a safe and healthy environment for your child at all times, and school rules and procedures are in place to keep the children safe during the school day. The school buildings and site are inspected annually by the Governing Body premises committee, and repairs and maintenance carried out as appropriate. Annual checks are also carried out on all PE equipment, outdoor play equipment and portable electric appliances. Fire drills take place termly.

All staff, voluntary helpers, governors and visitors to the school are required to undergo a Criminal Records Bureau check to ensure that there is no reason why they should not work with children. Visitors, including workmen, are asked to show identification and a copy of their DBS.

All external doors can only be opened from the inside. The school is fitted with a security alarm to deter intruders.

**Accidents and First Aid**
Even in the most careful environments, accidents occur from time to time. You will be contacted if your child has a serious accident at school, especially if he or she has bumped their head. If you are unobtainable, further medical advice may be sought. Cuts and grazes will be washed and covered with a clean dressing. Creams, antiseptic lotions or painkillers are not used. First Aid training is provided for all staff every three years.

**Head Injuries**
Parents will be notified of any bumps on the head and given a slip advising of symptoms to watch out for over the following 48 hours.
Illness
If a child becomes unwell during the course of the day, and there are no signs of improvement, parents or carers will be asked to collect the child from school so that they can be cared for in comfort at home. Health Protection Agency guidelines state that children must not return to school for 48 hours following the last episode of sickness or diarrhoea. This is for their own comfort and also to prevent it spreading to the rest of the class.

Similarly, if your child has had conjunctivitis or impetigo, please keep them at home until your child has received medication from the doctor as these conditions are both highly contagious.

Please inform the school immediately of any infectious diseases, particularly Rubella (German measles) and slapped cheek so that we can warn any mother in the early stages of pregnancy, who may be in school.

Medication
Where possible medicines should be prescribed in doses which enable it to be taken outside school hours. It is also noted that medicines that need to be taken three times a day could be taken in the morning, after school and at bedtime. Medicines should only be administered at school when it would be detrimental to a child’s health or school attendance not to do so. No non-prescription medication will be administered at school. We suggest that a parent comes to school to administer it at the appropriate time, or that the child be trained to dispense that medicine under our supervision. Medicines must not be brought to school by pupils. If parents wish their child to self-administer a Calpol sachet or similar, parents must complete school forms. Throat lozenges are not allowed without written permission from parents as they can be confused with sweets.

All medicines, including inhalers and Epipens, must be clearly labelled with the child’s name and kept in the school office and parents must ensure that they are in date. **It is essential that all family contacts be kept up to date. When any changes occur in details of home address, mobile phone numbers, places of work, family doctor, please inform us without delay.**

Asthma
Children who have been prescribed a Ventolin inhaler will be expected to take it with them everywhere, so that it can be used immediately if needed. (If possible, please give a spare inhaler to the class teacher.) Parents should ensure that asthmatic children are able to use their inhalers responsibly and effectively.

Head Lice
Head lice can easily be passed from child to child. If a case of head lice is reported in your child’s class, an electronic message will be sent home to remind parents to check their child’s hair. Up to date information on the treatment of head lice can be obtained from the school office.
SCHOOL MEALS, SNACKS AND DRINKS

School Dinners
Lunch is cooked in the school kitchen and served in the hall. The menu each day includes a hot meat-based dish, a vegetarian option and a packed lunch, plus the choice of a pudding, yoghurt or fruit. Menus are sent home to parents, and all children make their menu choice in advance to ensure that they have a lunch which they like and can enjoy. Key Stage 1 and Reception parents submit their choices in advance and Key Stage 2 pupils choose on the day. Children are provided with water and are not allowed to bring other drinks. Dinner money is payable in advance half-termly. Payment must be made with Schoolcomms.

Children are also allowed to bring in a packed lunch from home. Please do not include products containing nuts to ensure allergic children do not come into contact with nuts in any way. We ask for a minimum of TWO WEEKS NOTICE if you decide to change from school dinners to packed lunches brought from home or vice-versa.

The children are supervised by Midday Supervisors and a Senior Supervisory Assistant. Teachers assist when appropriate. Children may be taken home for lunch if you wish.

Universal Infant Free Meals (UIFM) are provided for all Reception and Year 1 and 2 children, if parents wish their child to have a school meal.

Free School Meals
Families who currently receive one of the following benefits you may be eligible for Free School Meals:
• Income support
• Income-based jobseeker’s allowance
• Income-related employment and support allowance
• Pension credit (guarantee credit)
Child Tax Credit with a taxable income of no more than £16,040 and not in receipt of working tax credit, you may also be eligible to receive Free School Meals and other educational benefits:
• Help with music fees
• Help with Year 6 cycle training fees
• Help with transport
• Help with Year 6 School Journey costs
• Weekly 1:1 tuition with a qualified teacher

Even if your child does not wish to have a school meal please still make an application and take full advantage of all the other benefits on offer. To apply log on to www.hertsdirect.org or phone the Customer Service Centre on 01438 737370 or 01923 471370.
Milk
Milk is available at morning break for all children if ordered online via CoolMilk and is free for children under 5.

Drinking Water
There are two drinking fountains in school. However, in order that children have regular access to drinking water, pupils in Years 2 to 6 are allowed to bring in a plastic bottle of water to be kept in the classroom. Pupils in Reception and Year 1 will be provided with a plastic beaker and they will be given drinking water during the day be an adult helper. There are three water fountains outside on the school grounds.

Snacks
A Government initiative entitles all children in Reception, Year 1 and Year 2 to receive a free piece of fruit or vegetable each day, which they eat during their mid-morning break. Junior children may bring in prepared fruit or vegetables (carrot/celery etc) or a healthy cereal bar. Sweets, chewing gum, biscuits, crisps and nuts are not allowed.

Birthday Treats
If you wish to send in sweets, chocolates or cakes for the class to celebrate your child’s birthday, please ensure they contain no nut products and that there is enough for every member of the class.

MONEY

Charging Procedure
The governors’ policy for charging for activities both within and outside school hours follows Hertfordshire County Council guidelines, as summarised below:

 ”Any activities which take place out of school time, in the evenings, during weekends or in the holidays, will be charged for at the economic cost. Activities which take place mainly during the school day and which involve a cost e.g. day visits, theatre performances etc will only take place if voluntary contributions from parents are sufficient to cover the cost.”

Many activities are subsidised by school funds in order to reduce the cost for all pupils and to enable the school to provide a wide range of activities and opportunities for the children to enrich the curriculum.

We do not want any child to be excluded from an activity for financial reasons. Full or partial remission of charges may sometimes be made at the discretion of the Headteacher. If a child breaks or loses any school equipment or books, either through carelessness or deliberate vandalism, parents will be asked to pay for the item. A charge can be made for long field study journeys, as these involve the provision of board and lodging. Currently, only Year 6 pupils go on a residential school journey.
Fund-raising
As part of its work in establishing a caring Christian attitude towards others, the school supports various charities. This can involve particular events such as the Harvest Thanksgiving and Children in Need or sponsored activities and small fund-raising activities from time to time. Children are encouraged to be actively involved in fund-raising activities.

School Fund
We also raise funds for the school itself. This enables us to purchase additional resources and fund special events for the children which cannot be financed from the school budget. We ask parents to make an annual contribution of £10 per child or £15 per family group to the School Fund. Additional fund-raising activities during the year also build up the School Fund.

THE CURRICULUM

At the Abbey School we provide a broad and balanced curriculum which aims to make learning enjoyable and fun for the children, while achieving high standards in all areas. The school meets the statutory requirements of the new National Curriculum, but also designs the curriculum to make it relevant for children in the 21st century with an emphasis on environmental issues, global awareness and information technology skills. Where possible, links are made between different areas of the curriculum to give all learning a meaningful context for the children to give a cross-curricular approach.

There are planned learning objectives for each subject in each year group. These include the content to be taught and the skills and understanding that pupils of differing ability and maturity are expected to achieve.

The curriculum is organised as follows:

Core Subjects:
- English
- Mathematics
- Science
- Computing

Foundation subjects:
- Religious Education
- History
- Geography
- Art and Design
- Design and Technology
- Music
- Physical Education
- Personal, Social and Health Education (PSHE)
- Modern Foreign Languages - French
Workshops, visits from experts and outings are regularly planned to enrich the curriculum. The Abbey School is very well placed in St Albans to provide excellent opportunities for supporting the curriculum in history, geography, science and RE. The Roman museum at Verulamium, Verulamium Park, the Cathedral and historic buildings in the town are all within easy reach.

**Assessment**
This is a continuous diagnostic process which helps us to teach each child effectively and set appropriate targets to ensure progress. Children’s progress is closely monitored and tracked throughout the school, and additional support is provided if attainment falls below expectations. Statutory end of Key Stage assessments takes place at the end of Key Stages 1 and 2 (Years 2 and 6). These tests are designed to run parallel to the ongoing assessment by teachers.

Children in Year 1 undergo a Phonics Screening Check in the summer term which may be repeated for children in Year 2 who do not reach the pass threshold.

A profile of progress and achievement is built up through the Foundation Stage to enable children to meet the Early Learning Goals.

**CORE SUBJECTS**

**English**
The requirements of the National Curriculum are met through a daily English lesson which covers reading, writing (including spelling, grammar, punctuation and handwriting) and speaking and listening. Language is developed and used across all areas of the curriculum.

**Speaking and Listening**
We aim to develop effective oral communication from the first days in school. Our children have the opportunity to hear and tell stories, present their work in assemblies, make up and act plays and present arguments in discussion with classmates and adults. Confident, clear, expressive speaking is encouraged, as well as attentive listening.

**Reading**
Reading skills are taught through whole class teaching in English lessons, in Guided Reading sessions in a group and through individual support. There is a strong emphasis on the teaching of phonics in the first years at school. Throughout the school, there is an emphasis on the enjoyment of books, and there is a wide choice available to the children. In addition to levelled reading books, children can choose from class libraries and the school library once a week. Key Stage 1 follow Letters and Sounds phonics and have embedded the new Oxford Reading Tree Reading Scheme.
Parents are requested to hear their children practise reading regularly at home, as this is crucial in building up confidence and expertise. We also welcome help from volunteers to hear children reading in school.

**Writing**
Children are taught to write for a range of purposes and audiences and the children regularly use word-processing skills to present their work. Drafting and editing skills are taught, as well as knowledge of grammatical structures and spelling.

Handwriting and correct letter formation are taught from the Reception stage to enable a neat, free-flowing style to develop following the Nelson Handwriting Scheme.

**Mathematics**
In Mathematics children are taught how to apply and develop their mathematical knowledge through investigation, problem solving and working on practical tasks. Children are encouraged to develop different mathematical strategies to calculate mentally, and to discuss their work. It is expected that children will record and present their findings in a variety of ways. Work is planned with teachers selecting from a range of materials and supporting teaching and learning through the use of mathematical games, computers and calculators.

**Science**
Science stimulates and excites pupils’ curiosity about phenomena and events in the world about them, and through the teaching of science in school we aim to give them the knowledge and understanding both to encourage and satisfy their curiosity. The programmes of study for each year group contain a balance between life processes and living things, materials and their properties and physical processes.

At the same time the children are taught to develop skills of scientific enquiry: observing, asking questions, making predictions, investigating, recording and making sense of what they have seen. Their scientific thinking is developed through practical experimental work both in and outside the classroom.

**Computing**
At the Abbey School we fully recognise the importance of preparing children for life in a society which is dependent on computers and related technologies. The computer suite was refitted in 2013 with 16 new computers to enable pupils use the most up to date applications and develop high level IT skills. In addition to teaching sessions in the suite, pupils have regular access to classroom computers a set of 16 iPads and 16 new laptops in 2015.

IT is used to support and enhance learning across the whole curriculum. Interactive whiteboards are used for teaching and learning in all classrooms. Children also regularly use digital and video cameras for presenting their work. Pupils are taught about safe use of the Internet, and advice is disseminated to parents during ESafety week each year.
FOUNDATION SUBJECTS

Religious Education
The school follows the Herts Agreed Syllabus for Religious Education, 2012-2017. The programme of study places a significant emphasis on Christian beliefs, but enables pupils to develop their knowledge and understanding of major world religions during their primary school years, and make meaningful comparisons between them.

Parents have the right to withdraw their children from both Religious Education and Collective Worship. If they wish to exercise this right, a letter of notification should be sent to the Headteacher.

History
In the Foundation Stage and Key Stage 1 children learn about events and personalities in the past, and begin to develop chronological awareness. In Key Stage 2 children are taught about specific eras in history from the Romans to Britain in World War II. Children are taught history from a variety of perspectives with an emphasis on enquiry skills and the interpretation of evidence.

Geography
Initially children investigate their own surroundings and learn about their local environment. As they progress through the school, they learn about people, places and environments in other localities, both in the UK and in the wider world.

Educational visits to museums and different localities are arranged regularly, which provide a valuable stimulus to follow-up work as well as hands-on experience.

Art and Design
Art and design stimulates creativity and imagination. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They learn to explore ideas and meanings in the work of artists and designers and to develop their aesthetic appreciation. Skills are taught which range from printing to pottery, collage to computer art, sketching to sewing.

Design and Technology
Children are taught to design, make and evaluate working models and systems. The work allows them to experience the problems and properties of a wide variety of materials, including textiles, flexible materials, foodstuffs, wood, paper and card. They are taught to select materials suitable for the task and are given guidance and opportunity to use appropriate tools. There is an emphasis on evaluating their work and making modifications to improve it.

Music
A specialist music teacher teaches music throughout the school. The music curriculum aims to develop the children's musical awareness and appreciation through active participation in a range of musical activities. The children are given many opportunities to sing and to compose and perform, using tuned and
percussion instruments. Every child has the opportunity to learn the recorder through the national Wider Opportunities scheme.

The Abbey School has a long tradition of musical activity, and music is an important element of school life. We have a flourishing choir, recorder groups and a school orchestra, as well as optional instrumental tuition in wood-wind, brass and stringed instruments.

**Physical Education**
The school values the part that physical education plays in developing confidence, competence, sportsmanship and teamwork. It also promotes positive attitudes towards an active and healthy lifestyle. Working co-operatively is an essential part of our PE programme of study and is encouraged throughout the school.

Games, athletics, gymnastics and dance make up the PE curriculum, and pupils in Years 3, 4, and 5 participate in swimming lessons at St Albans School on a rotational basis. A specialist PE teacher is employed for two days a week to teach PE throughout the school for at least an hour per week per class. All children receive at least two hours PE a week.

A range of sports clubs, including netball, football, Kwikcricket and athletics, take place outside school hours, and matches are organised with other local schools. Key Stage 2 pupils have the opportunity to participate in inter-school athletics events.

**Personal, Social and Health Education (PSHE)**
Through PSHE and citizenship, children learn to develop confidence and an appreciation of themselves as individuals. They learn to take responsibility within the school community and develop awareness of their role as citizens within school and the wider community. Children are given a range of responsibilities during their school life from manning the school office during the lunch hour to monitoring our paper recycling scheme.

The children are taught how to develop a healthy lifestyle and to keep themselves safe. Drug education, coping with peer pressure and the dangers of smoking are built into the PSHE curriculum. They are encouraged to develop good relationships and respect the differences between people. Pupils are given the opportunity to explore ideas and consider choices both through lessons and Circle Time sessions. Many aspects of PSHE are reinforced through assemblies.

**Modern Foreign Languages**
French is taught in Years 3 to 6. These lessons provide an enjoyable introduction to a modern foreign language and give the children a sound preparation for studying French in secondary school.
Multicultural Education
The children are encouraged to develop an understanding of the multiracial, multicultural society in which they live. The contributions and worth of every human being are recognised and respected, and we aim to build up the children’s understanding and appreciation of other cultures through the curriculum, music, art and assemblies.

Sex and Relationships Education
Sex and Relationships Education is taught, as appropriate, throughout the school within the context of our overall provision for personal, social and health education. There are specific sessions for Years 5 and 6, which are usually led by the class teacher and aim to encourage the children’s understanding of their health, hygiene and physical development, aspects of sex education and how to build relationships based on mutual respect and responsibility. The children’s questions are answered sensitively and honestly, and all teaching is within the context of sound family values. Parents will be invited to discuss the sex and relationships programme for Year 6 before it begins, and may withdraw their child from these sessions if they wish.

Environmental Education
Environmental education is interwoven into the curriculum to give children a good understanding of environmental issues. Children will be taught how to take care of the world in which they live. Environmental messages are reinforced through lessons, assemblies and visiting experts. The school has an active Green Council and the school runs several recycling schemes, and children are encouraged to take responsibility for organising these.

Home Learning
In accordance with Government requirements, a range of homework tasks are set throughout the school appropriate to the age of the children. The homework programme for each year group is set out in the school Homework Policy. Parents are informed at the beginning of the school year about the organisation of homework in each class. Further information is contained in the termly curriculum letter for each year group.

The Extended Curriculum
Children are encouraged to participate in extra-curricular activities and after-school clubs. We provide a wide range of clubs which run during lunchtimes and after school. A charge is made for all clubs which run at the end of the school day and details are sent out to parents each term. Some clubs are run by teachers or by outside agencies and sports coaches. Sometimes numbers in clubs have to be limited to ensure safety and quality of provision.
THE ABBEY CE VA PRIMARY SCHOOL STAFF

Headteacher  Miss E Fenn
Deputy Headteacher  Miss L Felstead  Reception

Class Teachers  Mrs S Brooks, Mr L Silver and Mrs S Berrington  Year 6
Class Teacher  Mrs D Cole  Year 5
Class Teacher  Mrs C Yates  Year 4
Class Teacher  Miss C Dunn  Year 3
Class Teachers  Mrs J Kendall and Mrs L Easby  Year 2
Class Teacher  Mrs Berry  Year 1
PPA Teacher  Mrs S Berrington
Music Teacher  Mrs M Price
Special Needs Coordinator  Mrs L Yeldham
Sports Coach  Mr S Morgan

Office Manager  Mrs G Upton
School Business Manager  Mrs L Price
School Office  Mrs S Harris, Mrs A Percy and Mrs A Rowntree

Early Years Practitioner  Mrs B Duffin
Teaching Assistants  Mrs T Clarke, Mrs T Eames, Mrs S Harris, Mrs C Kelly,
Mrs D Kotecha, Mrs C Moorhouse, Mrs A Percy, Mrs E Curran,
Mrs L Sherwood and Mrs A Simpkin

Site Manager  Mr C Hollick

Midday Supervisors  Mrs A Mills (Senior MSA), Mrs G Ball, Mrs P Begum, Mrs K Harley,
Miss M Duckett, Mrs S Khan, Mrs C Lowe, Mrs S McClements,
Mrs R Popescu, Miss K Pullan and Mrs T Symes
Cook  Mrs S Rangasamy
Kitchen Assistants:  Mrs W Dormer and Mrs A Khan
### Breakdown of Applications and Offers in Recent Years

**Reception 2016 – 17**

<table>
<thead>
<tr>
<th>Category</th>
<th>Applications</th>
<th>Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Looked after children)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 (Children of teaching staff)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 (Siblings)</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>4 (Catchment &amp; Abbey)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5i (Catchment – Non-Abbey)</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>5ii (Abbey – Non-Catchment)</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>6 (Other Church)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>7 (Other)</td>
<td>47</td>
<td>0</td>
</tr>
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</table>

**Reception 2015 – 16**

<table>
<thead>
<tr>
<th>Category</th>
<th>Applications</th>
<th>Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Looked after children)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 (Children of teaching staff)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 (Siblings)</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>4 (Catchment &amp; Abbey)</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>5i (Catchment – Non-Abbey)</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>5ii (Abbey – Non-Catchment)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6 (Other Church)</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>7 (Other)</td>
<td>43</td>
<td>0</td>
</tr>
</tbody>
</table>

**Reception 2014 – 15**

<table>
<thead>
<tr>
<th>Category</th>
<th>Applications</th>
<th>Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Looked after children)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 (Children of teaching staff)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 (Siblings)</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4 (Catchment &amp; Abbey)</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>5i (Catchment – Non-Abbey)</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>5ii (Abbey – Non-Catchment)</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>6 (Other Church)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>7 (Other)</td>
<td>41</td>
<td>0</td>
</tr>
</tbody>
</table>
# End of Key Stage National Curriculum Assessment Results

## Key Stage 1 Year 2
July 2016

30 children in Year 2 - each child is 3.3%

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of children working at the expected standard</th>
<th>Percentage of children working at or above the expected standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>60%</td>
<td>77%</td>
</tr>
<tr>
<td>(Teacher Assessment) (National Curriculum test used to inform judgements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>43%</td>
<td>70%</td>
</tr>
<tr>
<td>(Teacher Assessment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>(Teacher Assessment) (National Curriculum test used to inform judgements)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Key Stage 2 Year 6
#### July 2016

30 children in Year 6 so each child is 3.3%

<table>
<thead>
<tr>
<th>Percentage of pupils achieving the expected standard in</th>
<th>Abbey School</th>
<th>Herts</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Writing and Maths combined</td>
<td>63.3%</td>
<td>58.7%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Percentage of pupils achieving a high level of attainment in Reading, Writing and Maths combined within the expected standard</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Test</td>
<td>76.6%</td>
<td>71.7%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Percentage of pupils achieving a high level of attainment in reading within the expected standard</td>
<td>47.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading average scaled score</td>
<td>107.0</td>
<td>103.9</td>
<td>103.0</td>
</tr>
<tr>
<td>Average progress in Reading</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of pupils achieving the expected standard or better in the Writing Teacher Assessment</td>
<td>80.0%</td>
<td>79.0%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Percentage of pupils achieving the expected standard in the Writing Teacher Assessment</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of pupils achieving a high level of attainment in the Writing Teacher Assessment within the expected standard</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average progress in Writing</td>
<td>-0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of pupils achieving the expected standard in the Spelling, Punctuation and Grammar Test</td>
<td>90.0%</td>
<td>76.3%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Percentage of pupils achieving a high level of attainment in Spelling, Punctuation and Grammar within the expected standard</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAG average scaled score</td>
<td>108.0</td>
<td>104.9</td>
<td>104.0</td>
</tr>
<tr>
<td>Percentage of pupils achieving the expected standard in the Maths Test</td>
<td>76.6%</td>
<td>72.5%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Percentage of pupils achieving a high level of attainment in Maths within the expected standard</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths average scaled score</td>
<td>103.7</td>
<td>103.6</td>
<td>103.0</td>
</tr>
<tr>
<td>Average progress in Maths</td>
<td>-0.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>