

The Heights Primary School



Prospectus 2023 - 2024



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Foreword

Welcome to The Heights Primary School. As staff, pupils and governors we are very proud of our school which has been made possible through a strong commitment and partnership between members of The Heights Trust, Governors, staff, parents and members of the local community.

School is a place in which children will experience the meaning of care, concern and love of community and the wider world. At The Heights emphasis is placed on the development of attitudes, relationships and values fundamental to the ethos of the school. Each child is encouraged to respect themselves and others, regardless of gender, creed, ethnicity or ability. The Heights aims to provide a community where everyone is valued for their own talents. We encourage the children to recognise these strengths in themselves and others and 'be the best version of themselves'.

With a strong commitment to educating the whole child spiritually, morally, physically and socially we believe that we are helping prepare them to become compassionate, caring and confident citizens in today's challenging society.

We moved to our permanent site in August 2021 and are fortunate to have fourteen spacious and very well furnished and equipped classrooms. These have been carefully designed to ensure there is free flow from internal to external areas to facilitate our youngest children's learning through play. We also have a learning resource centre and nurture resource room on the first floor, which we use to help support individual and groups of children at different times during the day.

Each classroom is equipped with interactive smartboards and stand-alone PCs. iPads and Chromebooks are also used to develop the children's IT and computing skills and enhance every aspect of the school curriculum. We have a large hall, which is used for Breakfast and After School Clubs, lunch, assemblies and indoor PE. We have our own production kitchen and are delighted that our caterers are able to cook nutritious, healthy meals from scratch. There is a large activity studio next to the hall with an oven that can be used for food technology sessions, as well as a small music room.

Outside, to the south of the school site, there is a large Multi-User Games Area (MUGA), an adventure play area made from natural resources, further artificially turfed play areas and we have developed a sensory garden in the raised area to the east of the school building. We have access to and use of grassed areas on Mapledurham Playing Fields for PE and after school clubs.

It is a privilege for me to be the Head of such a warm and vibrant school and we love welcoming visitors and prospective parents. We have so much to share with you.

Karen Edwards
Headteacher

Mission Statement

ASPIRE: Achieving Success Promoting Individual Responsibility and Excellence

The Heights Primary School enables children to fulfil their own unique potential, helping them to grow and become confident, capable individuals ready to thrive and achieve success in secondary school and beyond. We care for each child in a safe, inspirational and inclusive learning environment. We instil within our pupils a love of learning and support their academic, social, moral, intellectual, emotional and physical development by delivering on our core values:

- Thoughtfulness
- Respect
- Responsibility
- Trust
- Compassion
- Commitment
- Co-operation
- Courage
- Positivity

At The Heights Primary we care for your children in an engaging, caring and secure environment. We provide a full and varied curriculum delivered by outstanding qualified teachers to prepare your children for the future, as well as equipping them with the skills and enthusiasm they need to pursue learning for the rest of their lives. We encourage the children to become an integral part of the local community and have a sense of individual responsibility and worth through our commitment to build and foster close relationships with all of our families and a strong community network.

The school is a community where all find acceptance and where diversity is celebrated and one which recognises that rights can only be enjoyed through the fulfilment of duties.



School Information

Address:	129 Upper Woodcote Road Caversham Reading Berkshire RG4 7LB
Telephone:	0118 357 0123
Email:	info@theheightsprimary.co.uk admissions@theheightsprimary.co.uk
Website:	www.theheightsprimary.co.uk
Pupils on roll:	350 pupils
Type and age range:	Primary School, 4-11 years
Head Teacher:	Mrs Karen Edwards
Deputy Head Teacher:	Mrs Emma Fallon
Chair of LAB:	Mrs Anne Bajorek
Office Manager:	Mrs Amneesh Kheti-Heer
School Hours:	08.40am – 3.15pm



1. Introduction

The Heights Primary School is a mainstream primary school and provides school places for children aged 4-11. It opened in September 2014 in response to Reading Borough Council's school place consultation and is a free school.

The school moved to its permanent location at Mapledurham Playing Fields (at the heart of the catchment area) during the summer of 2021. Following the original ethos of the Founding Trust Members, The Heights promotes sustainable travel to and from school and parents will be strongly encouraged to support the School's Travel Plan.

The Heights has a vision to ensure all children ASPIRE: Achieving Success Promoting Individual Responsibility and Excellence. The Heights aims to be an innovative and dynamic place to stimulate young minds and ensure the best quality teaching staff and resources are used to achieve ambitious targets.

This policy has been developed by the governors in consultation with parents and the school's Academy Trust. The Heights is committed to straightforward, open, fair and transparent admissions arrangements and every effort has been made to ensure that these arrangements fully comply with the School Admissions Code 2014, the School Admissions Appeals Code and admission law as they apply to academies.

This policy is reviewed on an annual basis. The school last consulted on the Admissions Policy for the 2021/22 academic year.

Although the School participates in Reading Borough Council's centralised co-ordinated admission's process, the Admissions Authority is the school's Academy Trust which has delegated the taking of all decisions required to be made under this policy to the Governing Body.

This policy was determined on 13th October 2022.

2. Published Admissions Number (PAN)

For the 2024/25 academic year the Published Admissions Number (PAN) of The Heights Primary School is set at 50 for admission into Reception.

3. Application Process

Applications will be processed in accordance with the current coordinated admission scheme – <https://brighterfuturesforchildren.org/schools/admissions/arrangements/>. In accordance with these arrangements, applications to The Heights Primary School must be submitted to the child's home Local Authority ('LA'), which may or may not be Reading Borough Council. The common application form provided by the relevant LA will need to be completed in order to apply for The Heights Primary School.

Parents/carers should complete the common application form provided by the relevant LA online (or paper copy by request) by the agreed deadline date.

4. Applications for Entry in 2024/25

Reading Borough Council's composite prospectus (guide for parents and carers) gives information about the school and assists parents in expressing their preference for a school. This can be obtained from the Brighter Futures for Children School Admissions webpage or from the Reading School Admissions Team at the Civic Offices, Bridge Street, Reading, RG1 7LU.

For 2024/25 admissions, the application must be submitted by 15th January 2024. Applications received after 15th January 2024 will be considered as a late application and considered in accordance with the co-ordinated admission arrangements of the home LA.

The normal admission round ends on 31st August 2024. After this date, any waiting list will be treated as In-Year admissions and the waiting list will be transferred to the school.

Applications will be considered for children whose fifth birthday falls on or between 1st September 2024 and 31st August 2025 and summer born children (whose fifth birthday falls on or between 1st April 2024 and 31st August 2024) who have not yet commenced full time education.

Parents will be informed by their home LA on 15th April 2024 if a place is offered by The Heights Primary School.

School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school before they reach compulsory school age:

1. Although children do not need to be in statutory education until the September, January or April after their fifth birthday, places offered are on a full-time basis from September 2024.
2. Parents may delay entry into school until their child reaches compulsory school age, being January 2025 or April 2025 following their 5th birthday.
Parents considering this are asked to contact the Headteacher as soon as possible.
3. Parents of children born on or between 1st April 2019 and 31st August 2019 ('summer born children') may seek a place for their child outside of their normal age group to be admitted into Reception rather than Year 1 in September 2025. In such cases, applicants should submit an application on the common application form by the agreed deadline and also complete an offset request form. In these circumstances, the governing body is responsible for making the decision on the basis of the circumstances of the case and in the best interests of the child concerned. Parents should note that whilst there is in general no statutory barrier to children being admitted outside their normal age group, parents do not have the right to insist that their child is admitted to a particular age group.

If such a request is granted:

- (a) The original Reception place will be reallocated to another child; and
- (b) The parents/carers will need to reapply for a Reception place in the next school year in the normal way. If the child receives a place in the following year, they will usually progress through the school in this year group, i.e. out of their normal age group.

Parents considering delayed entry are asked to contact the Headteacher as soon as possible.

4. Parents are also entitled to request part time education until the term after the child reaches the age of 5.
In such instances they should discuss details with the Headteacher.

The school will organise a transitional programme of visits and induction, details of which will be released shortly after Offer Letters have been sent out by the LA.

5. Over-subscription

If there are more applications than places available priority for places will be given according to the following over-subscription criteria. The over-subscription criteria take no account of the parents'/carers' order of preference and applications for each school named by the parents/carers.

Please note that children with a statement of special educational needs (SEN) or Education Health & Care (EHC) plan that names The Heights Primary School will be allocated a place above all other applicants.

In the event of over-subscription available places will be awarded in the following order:

- 1) Looked after Children or Previously Looked after Children – Please see Note 1.
- 2) Children who have strong medical or social grounds for admission to The Heights School in particular. Please see Note 2.
- 3) Children whose permanent home address is in the catchment area of the school and have a sibling who is expected to be attending the school when the child starts school. Please see Note 3.
- 4) Children who have a sibling who was attending the school on 3rd October 2014 (the first national school census day for 2014/2015) and have a sibling (not necessarily the same sibling) who is expected to be attending the school when the child starts school. Please see Note 4.
- 5) Children whose permanent home address is in the catchment area of the school.
- 6) Children whose permanent home address is not in the catchment area of the school but have a sibling who is expected to be attending the school when the child starts school. Please see Note 3.
- 7) Other children.

6. Notes Relating to the Over-subscription Criteria

Note 1 – Category 1 – Looked After and Previously Looked After Children

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

Appropriate evidence needs to be submitted.

Note 2 – Category 2 – Medical / Social Reasons

Children with a chronic medical condition or strong social grounds in the family will be considered in this category provided a written request from a professional (i.e. Educational Psychologist, Social worker, Doctor) supporting the child or family is submitted. The request must state that The Heights is the only school suitable for the child because of the medical or social reasons of the child or family and that no other school can meet their needs. It is not sufficient for the professional to report what the parent/carer told them.

Note 3 – Category 3 and 6 – Divert rule

Where the child was admitted to The Heights Primary School as a lower preference school to their catchment area school, or the parents/carers did not apply for a place for their child at The Heights but were allocated a place at The Heights by Reading School Admissions Team, and, in either case, at the date the place was offered the child's home address was outside the catchment area of The Heights, the application for any younger siblings for The Heights will be treated as within the catchment area of The Heights and within category 3.

However, please note that the usual tiebreaker will continue to apply, so in the case of more applicants than places in category 3, places will be allocated to those living closest to the data point of the area.

The divert rule does not apply if the older sibling joined the school as an In Year Transfer.

Please mention this category on your application form if it applies to your child.

Note 4 – Category 4 – Siblings of founder pupil

Please mention this category on your application form if it applies to your child.

7. Definitions

Catchment Area and Data Point

The catchment area is shown on the school website. The data point is the school building at 129 Upper Woodcote Road, Caversham, Reading, RG4 7LB.

Tiebreaker

If it is not possible to offer a place to all children in a particular category, places will be allocated to those living nearest to the data point of the area, as defined in the above Catchment Area section. The distance is measured as a straight line between the Ordnance Survey data point for the child's home address and the identified data point above. In the rare event that it is not possible to decide between the applications of those pupils who have the same distance measurement then the place will be offered using random allocation.

Parent/Carers

A parent/carers is any person who has parental responsibility or care of the child. Parental responsibility for a child is set out in the Children Act 1989.

Home address

This is the permanent address of the parent/carers and their child, subject to the following criteria:

1. The home address is taken to be the address on the offer date (15th April 2024 for normal on time applications) and any change of address after submitting the application must be notified to the Admissions Team at Reading School Admissions Team and the application will be reviewed using the new address.
2. The governors reserve the right to seek additional evidence of proof of address. If such additional evidence is required it must be provided within 2 weeks of the request being made.
3. Should the child regularly spend nights during the school week at more than one address the following rules will apply:
 - (a) the Home Address is taken to be the address where the child spends the most of these nights; and
 - (b) Should the child regularly spend nights during the school week (Sunday to Thursday nights) at more than one address and spend an equal number of nights during that time at more than one, the home address will be that of the parent/carers in receipt of child benefit for the child, or, (if child benefit is not receivable or if this is not one of the addresses at which the child spends most nights), that at which the child is registered with their GP
 - (c) Where a family claims or it is evident that a child is resident at more than one address, justification and evidence of the family's circumstances (e.g. legal separation) will be required
4. Temporary addresses cannot be used to obtain a school place whilst retaining a previous permanent home unless evidence is produced to show that this address is no longer available to the family i.e. the property has been rented out. Where an application has been submitted which shows a new temporary address evidence of a rental agreement of at least a year that goes beyond 1st September 2024 will have to be submitted.

Any place offered based on misleading information and/or with the intention of deception or fraud concerning a permanent home address will be withdrawn.

Siblings

Siblings are older siblings for purposes of admission criteria during the routine admission rounds. Siblings are children who have either the same mother or father, or they are children who live together in a family unit and with their parent/carers(s). Siblings include adopted or foster brothers or sisters. Siblings must live at the same permanent home address as each other. If they do not live at the same address, then they are not treated as siblings.

Multiple births (twins, triplets etc.) and siblings with a different date of birth in the same year group - Places are offered according to the over-subscription criteria. In the event that this would result in splitting up children each case will be considered and in most cases the other child/children will be offered a place provided the admission will not prejudice the provision of efficient education and efficient use of resources.

8. In Year Applications

The In Year admissions arrangements for the school year 2024-2025 will use this Admission Policy 2024/25.

In Year Applications should be made directly to the School Office via admissions@theheightsprimary.co.uk who will advise if a place is available. In the event that no place is available the applicant may choose to join the waiting list. Should places subsequently become available it will be allocated to those on the waiting list in accordance with the over-subscription criteria in Section 5 above.

The waiting lists for In Year Transfers are reviewed at the end of each academic year. Applicants are asked to confirm whether they would like to keep their child on the waiting list. If an applicant does not reply they are removed from the waiting list.

9. Waiting Lists

After 15th April 2024 a child's position on the waiting list is determined according to the over-subscription criteria and will be re-ranked when new children are added to the list as a result of late applications, change of preference or change of address. When a place becomes available this will be offered to the next child on the waiting list. After the 1st September 2024 children identified for placement as part of Reading Borough Council's Fair Access Protocol can be placed above those on the waiting list. Positions on the waiting lists may go up or down due to pupil withdrawals, new or revised applications. The waiting list will be kept open until end of July 2025.

Any change of address after 15th April 2024 must be notified to the Reading School Admissions Team as the over-subscription rules will be applied to the applicant's circumstances at the date the offer is made.

10. Admissions Appeal

Parents who are unsuccessful in obtaining a place have the right to appeal against the decision to an Independent Appeal Panel and the appeal will be considered according to the School Admissions Appeals Code.

How to appeal will be explained by the home Local Authority.

The Appeal Panel has the power to make a decision to admit the child. That decision is legally binding upon the school. Appeals should be made within 20 days from the date of notification that their application was unsuccessful.

Parental Responsibilities – what you need to know

This section gives key information about our school, parental and child responsibilities providing day-to-day information which we hope will help to ensure the smooth running of our school and minimise misunderstandings.

The school day:

Gates open	8.35am	
Doors open	8.40am	
Registration	8.45am	
Morning break	10.10-10.30am	(Years 1-3)
	10.40-11.00am	(Years 4-6)
Lunch	11.45-12.45pm	(Reception)
	11.55-12.55pm	(Years 1-2)
	12.05-1.05pm	(Years 3-4)
	12.20-1.20pm	(Years 5-6)
School day ends	3.10pm	(Reception)
	3.15 pm	(Years 1-6)

All children should be in school for registration at 8.45am. All children should be collected no later than 3.10pm (Reception) or 3.15pm (Years 1-6) unless they attend an after school club. Pupils will remain in the school building until they are collected.

On the rare occasions when you may be late to collect your child/children, please telephone the school office to enable us to advise them that they haven't been forgotten!

We do ask that you give consideration, to our local residents when dropping off or collecting your children from school. We are deeply committed to reducing our impact on the environment and to sustainable travel. We strongly discourage children being driven to school.



Food at School

Under the Government's scheme all children in Reception and KS1 are eligible for free hot meals at lunchtime. Our hot meal provider is Caterlink and an example of their rolling three-week menu can be seen overleaf. We aspire to be a Healthy School. This is reflected in our Healthy Eating and Packed Lunch Policies, which we ask parents/carers to support.

A fruit or vegetable snack is provided for morning break for children in Reception and KS1. Children can also bring their own non-sugary, nut-free and healthy snack for consumption at break time along with children in Key Stage 2.



caterlink feeding the imagination		The Heights Spring/ Summer Menu 2022				
		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 WC 28/02/22 WC 21/03/22 WC 25/04/22 WC 16/05/22 WC 13/06/22 WC 04/07/22 WC 29/08/22 WC 19/09/22 WC 10/10/22	Option 1	Tomato & Vegetable Pasta	Jeck Chicken with Rice	Roast Chicken, Roast Potatoes & Gravy	Chinese Chicken and Lentil Curry with Rice	Breaded Fish with Chips & Tomato Sauce
	Option 2	Spanish Omelette with New Potatoes	BBQ Quorn Fillet with Rice	Vegetable and lentil Wellington with Roast Potatoes & Gravy	Sweet & Sour Haddock	Vegan Mexican Ball with Chips & Tomato Sauce
	Vegetables	Cucumber Rainbow Slaw	Sweetcorn Mixed Peppers	Cabbage Broccoli	Green Beans Cornish	Pears Baked Beans
	Dessert	Carrot & Courgette Cake with Custard	Apple & Raisin Flapjack	Fresh Fruit & Yoghurt Station	Orange & Cinnamon Cookie	Peaches & Ice Cream
	Or a choice of Yoghurt & Fresh fruit available daily					
	Option 1	Macaroni Cheese	Beef Bolognese with lentils with Spaghetti	Roast Turkey, Roast Potatoes, & Gravy	Chef James Chicken Joll of Rice	Fishfinger or Salmon Fishfinger with Chips & Tomato Sauce
	Option 2	Vegetable and lentil Curry with Rice	Vegan Spaghetti Bolognese	Roast Quorn, Roast Potatoes, Stuffing & Gravy	Vegan Burger in a Bun with Wedges & Tomato Sauce	Cheese & Bean Pasty with Chips
	Vegetables	Sweetcorn Cauliflower	Mixed Peppers Green Beans	Carrots Peas	Broccoli Sweetcorn	Pears Baked Beans
	Dessert	Apple & Berry Crumble with Ice Cream	Lemon Drizzle Cake	Fresh Fruit & Yoghurt Station	Chocolate & Biscoff Brownies with Chocolate Sauce	Apple, Cheese & Crackers
	Or a choice of Yoghurt & Fresh fruit available daily					
Week 3 WC 14/03/22 WC 04/04/22 WC 09/05/22 WC 06/06/22 WC 27/06/22 WC 18/07/22 WC 12/09/22 WC 03/10/22	Option 1	Potato with Lemon & Herb Couscous	Chicken Fajitas with Rice	Roast Chicken, Roast Potatoes & Gravy	Pork Sausage Hot Dog with Potato Wedges	Fish in Batter with Chips & Tomato Sauce
	Option 2	Cheese & Tomato Pizza	Vegetable Enchiladas with Rice	Lentil & Basil Puff Pasty, Roast Potatoes & Gravy	Vegan Sausage Hot Dog with Potato Wedges	Cheese & Red Pepper Fajita with Chips & Tomato Sauce
	Vegetables	Green Beans Carrot & Baked Potato Slaw	Coleslaw Sweetcorn	Carrot Broccoli	Sweetcorn Tomato Salsa	Pears Baked Beans
	Dessert	Lemon & Mixed Berry Cake	Raspberry Jelly & Mandarins	Fresh Fruit & Yoghurt Station	Pineapple Loaf with Custard	Chocolate Shortbread
	Or a choice of Yoghurt & Fresh fruit available daily					

Added Plant Power
Vegan
Wholmeal
Chef's Special

Available Daily:
- Freshly cooked jacket potatoes with a choice of fillings (where advertised)
- Bread freshly baked on site daily
- Daily salad selection

ALLERGY INFORMATION:
If you would like to know about particular allergens in foods please ask a member of the catering team for information. If your child has a school lunch and has a food allergy or intolerance you will be asked to complete a form to ensure we have the necessary information to cater for your child. We use a large variety of ingredients in the preparation of our meals and due to the nature of our kitchens it is not possible to completely remove the risk of cross contamination.

Pupil Premium

Children are eligible for Pupil Premium if a parent is receiving certain welfare benefits. Registering for Pupil Premium could entitle your child's school to an additional £1300 of funding per child this academic year which could be used in a variety of ways, such as funding additional tuition in music or other subject areas, school trips or after-school activities. More information and application forms can be obtained from the school office.

School Uniform

Our policy is to have a uniform that does not restrict the choices available by gender.

Please ensure your child/children are dressed smartly in the correct uniform.

Any combination of the following:

- Red polo shirt with or without crest *
- White shirt
- Grey shorts, trousers, skirt, skort or pinafore
- Red checked dress/playsuit
- Grey, white or navy socks, navy tights
- Navy school sweater or cardigan with crest *



PE

Navy polo shirt with crest *

Navy shorts or skirt

Navy sweatshirt/fleece

Navy tracksuit trousers for outdoor games in winter

Trainers



Please note that plimsolls are not part of the PE uniform. When children participate in Gym, Movement or Dance indoors, they should do this in bare feet unless there are medical reasons not to. All outdoor activities require the children to wear trainers.

SHOES

Sensible black school shoes (not trainers) that you can run and play in.

** All starred items plus book bags are available from Marks & Spencer at <https://www.mandsyourschooluniform.com/>*

JEWELLERY, WATCHES & HAIR

All jewellery should be removed and earrings covered with tape for PE lessons. Watches should be removed and long hair should be tied back.

Please ensure all items (including lunchboxes) are clearly labelled with your child's name to minimise loss, confusion and distress to your child.

Absence and Lateness

The Government has issued legislation concerning absence and lateness, which places responsibility on parents to ensure that children both attend school regularly and arrive on time. The school has procedures to record absence and lateness and to publish statistics at the end of every academic year. Parents should inform the school by letter, telephone (absence line) or personally on the first day of a child's absence and should bring a note to his/her class teacher upon return.

Medical, dental or other appointments should be made out of school hours whenever possible. However, if this is unavoidable, please inform the class teacher and collect your child at the required time from the school office. No child will be allowed to leave the premises during school hours without written consent.

If a child arrives late, after registration, they must report to the school office before going to class and notify their lunch arrangements; similarly, children returning from appointments during the day must report to register. Lateness can cause children a great deal of distress and arrival in good time in the morning is encouraged. Parents are asked not to enter the classroom before the start of the day to allow a prompt start.

With regards to holiday absences, Government Regulations stipulate that family holidays should be taken during the school holidays. The Headteacher will only grant any leave of absence during term time if there are **exceptional** circumstances. Parents will be expected to sign a home-school partnership agreement to this effect.

Any request for leave of absence should be made in writing to the Head Teacher **at least 2 weeks prior to the desired absence**. Forms are available at the school office. She will then invite parents/carers to school for an interview to discuss the request.

Attendance target for 2023-24: 97%



Pastoral Care

We have a therapeutic approach to behaviour. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mind-set. We have high expectations of all our pupils, both in relation to their education as well as behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours. The purposes of pastoral care at The Heights are:



- To help children develop positive relationships with individuals, groups and the school community.
- To help children learn to respect themselves and their belongings, and to respect others and their property.
- To help children recognise the importance of freedom with responsibility.
- The behaviour of pupils is outstanding. Pupils are expected to behave well at all times. Pupils, parents and staff all agree that behaviour is excellent (Ofsted June 2017)
- Praise, commendation and house points are given for good work, effort and pro-social behaviour. The school's Jigsaw PSHE programme, assemblies and class show and tell are used as forums for creating awareness of the school's values and for celebrating achievement.
- Behaviour which is anti-social will be addressed in line with the school's Behaviour for Learning Policy.

The Behaviour for Learning Policy clearly sets out the school's expectations and support for children making positive behaviour choices and support and sanctions when they may not.

Parental Support

There is a flourishing and passionate PTFA which supports the whole school. It provides a variety of social and educational events for parents and children throughout the year. These events raise considerable funds for the benefit of the school as well as being enjoyable for all participants.

We believe that education is a partnership between school and home, and the school is very keen for parents to be involved in their child's education. The school website is also an online tool which helps keep pupils and parents informed of important school and educational information as is the Reception Tapestry Portal which informs parents of their children's progress. A parent planner is sent home to parents every Monday via Parentmail explaining what the children will be learning and focussing on that week. The weekly newsletter (Heights Highlights) is also sent to parents via Parentmail every Friday and posted on the school website. We also post regular updates on our school Twitter Feed (@AtHeadteacher) and individual class pages on our school website.

In September there is an early opportunity to 'meet the teacher' for an information session about what will be taught through the year and how best you can support your child at home which will help form the basis for the discussion parents have at the Parents' Consultation.

There are Parents' Consultations in November and March with your child's classteacher and you will receive an end of year report in July.

If anything is causing you anxiety, please do not hesitate to contact the school and discuss the matter with a member of staff.

The Headteacher, Karen Edwards and Deputy Headteacher, Emma Fallon have an 'open door' policy and are always happy to meet with parents to discuss any matters of concern. The school greatly appreciates the involvement of parents in the classroom. Please speak to your child's Class Teacher if you would like to help. Every Class has two Parent Representatives who meet with the Headteacher and Deputy Headteacher on a half-termly basis.



Complaints

Many complaints or potential complaints can best be resolved in an informal discussion with the Class Teacher or Headteacher. However, if this fails, the complainant will be encouraged to contact the Governing Body (see Complaints Policy).

Health and Welfare

Safety in School

The school Governors recognise their responsibility as an employer to ensure (where practical) the health and safety of all persons on site.

The school follows advice on systems and procedures that is reasonable to establish and maintain high standards of health, safety and welfare within the school. Please note the Safeguarding Statement below.

Jewellery

We do not encourage the children to wear any jewellery at school. Parents wishing their child to wear small sleeper or stud-earrings do so at their own risk.

Footwear

Children should wear black, flat sensible school shoes, which are not trainers.

Medicine in School

If a child requires medication at school, the appropriate form must be completed (please refer to our First Aid and Administration and Management of Medicines Policy for full details). Forms are available from the school office.

Child Protection and Safeguarding Statement

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils at The Heights.

The procedures laid down in our Child Protection and Safeguarding Policies clearly demonstrate our commitment to helping every child achieve their full potential and make a positive contribution. Copies of these policies are available on request from the School Office or directly from the school website (www.theheightsprimary.co.uk).



The Designated Safeguarding Lead is Mrs Karen Edwards and the Deputy Safeguarding Lead is Mrs Emma Fallon. The Safeguarding LAB is Mr Nigel Anderson.

We provide an inclusive, broad, balanced, creative curriculum, which is enjoyable and carefully planned to meet the needs of each individual and meets the requirements of the National Curriculum. We aim for the children to develop a lifelong love of learning, Parents are encouraged to take an active role in their child's education.

The Early Years Foundation Stage

The Early Years Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs.

Our Foundation Stage classes will follow the Early Years Foundation Stage (EYFS) framework. This curriculum is based on the following four themes and principles:

- Unique Child: Every child is a unique child who is constantly learning and should be supported to be and feel capable, confident, resilient and self-assured.
- Positive Relationships: Children learn to be strong and independent throughout positive relationships.
- Enabling Environments: Children learn and develop well in enabling environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners, parents and carers.
- Learning and Development: Children learn and develop in different ways. The Framework covers the education and care of all children in early years, including those with particular needs, difficulties or strengths.

The Foundation Stage Curriculum is organised into seven areas of learning:

Three Prime Areas: Communication and Language
 Physical Development
 Personal, Social and Emotional
and Four Specific Areas: Literacy
 Maths
 Understanding the World
 Expressive Arts and Design

What children learn is important but how children learn is even more important. Through play and exploration in a safe and secure environment both inside and outside, the children will have the opportunity to engage with the world around them, keep trying to solve problems and enjoy their achievements. They will become creative and active thinkers and learners.

The teacher and teaching assistants keep records of children's experiences and attainments. Assessments of development and learning needs are ongoing throughout the school year. During the first six weeks of the autumn term the teacher carries out a baseline assessment for every child. This establishes where they are in aspects of their learning and development and helps future planning. The results of this early assessment are shared with parents at the parents evening in the autumn term. By the end of the year the teacher has built up an accurate profile of each child's development to pass on to the child's next class teacher.

Phonics

Phonics and early reading skills are taught through the Twinkl Scheme.

Reading is taught through the Oxford Reading Tree structured scheme with a wide range of books, from textless through to a range of fiction and non-fiction. These books are organised in a graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by hearing them read on a daily basis. We are always pleased to discuss ways in which they can help their child at each stage of their reading development with parents. Pupils are encouraged and supported to read widely across the curriculum.

National Curriculum subjects taught at The Heights are:-

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science

Children also study the subjects below as part of the National Curriculum.



These are called foundation subjects.

- Art and Design
- Computing
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- Languages (at KS2)
- Religious Education

Children are also taught Personal, Social, Health and Citizenship Education through a scheme called JIGSAW. Many of the above subjects will be linked and taught through a creative topic and skills based curriculum. We encourage and help the children to develop a 'can-do' attitude.

Pupil Roles and Responsibilities as members of the school and wider communities

Pupils from Year 2 and above will have the opportunity to assume 'whole school' responsibilities. They can be chosen by their peers to be their Class School Council or Eco Council Representatives or interviewed and selected by staff to become a Buddy, Class Representative or Lunchtime Helper. We have Pupil Ambassadors in Year 6.

We aim for our caring and socially concerned pupils to aspire to take on these roles and responsibilities and for the younger pupils to 'look up to' these positive role models.

Our Community

Parents and relatives will be invited to some of our Whole School Assemblies which are held on Friday mornings. Parents and Grandparents are invited to join us for different school events throughout the year and local residents are warmly welcomed to our school fêtes. We also support and fundraise for different charities, local, national and international including Reading Launchpad, Caversham Good Neighbours, Reading Family Aid, Jeans for Genes and Children in Need.

Homework

At the beginning of every term a newsletter is sent out by each teacher giving details of the work that will be covered in the coming term and the nature of the homework involved. Parental support is very important to maximise the benefit of homework.

Please note that homework cannot be provided by teachers if a child is absent on any holiday taken during term time.

Parental Assistance

Our school is happy and thriving due to the partnership between teachers and parents. Parents are encouraged to come in to school and help. Some examples where parents can assist are:

- School visits
- Classroom help
- Reading
- Music
- Art
- Computing and IT
- Sports activities



We welcome your help, so please contact the school office or your child's teacher if you can offer your time.

Challenge and Achievement for All



At The Heights Primary we recognise that all children have strengths and skills in different subject areas and our aim is to provide opportunities for developing these to their full potential. We believe that this can be achieved both within the school environment and in the wide community. It is the aim of the school and responsibility of all staff to challenge all pupils physically, intellectually, socially and spiritually to become confident and contributing members of the community in which they live.

As staff, we recognise that every child has the right to receive support to achieve his/her potential by making learning challenging, stimulating and enjoyable. The school acknowledges that strengths and skills can manifest themselves in various ways and all talents are valued.

Our objective is to actively identify strengths and interests including exceptional abilities in children as early as possible. We build up a comprehensive picture of each child's abilities by gathering as much information as we can.

We will draw this information from:-

- Pupils themselves
- Parent questionnaires and discussions
- Foundation stage profile
- SATs results
- Staff observations and ongoing assessments
- Good communication between staff
- Targeted testing using outside agencies
- Participation in school clubs and outside clubs

Provision

The aim of The Heights is to provide quality learning experiences for all pupils by adopting the following approaches:

- Providing a climate within the school which makes the children feel positive about achieving high standards and where success is celebrated. It is essential that the environment encourages them to question, exercise independence and use their creativity in order to achieve their potential.
- Adapting the content of the curriculum, in response to the individual needs of the children. This can be done through acceleration, variety or the use of more advanced or complex concepts.
- Raising the level required by ensuring that activities for children with specific strengths should be more intellectually, physically or socially demanding. They need to be challenged by questions that require a high level of response or by open-ended questions that stimulate inquiry, active exploration and discovery through investigative and problem solving activities.
- Providing extension activities and teaching and learning opportunities both inside and outside of the school which allow children to experience the curriculum in its broadest sense.
- Differentiating appropriately for these children with our class planning.
- Providing information about and opportunities for children to participate in clubs, activities and events outside of school hours.

Where possible the needs of all children are considered when formulating our subject based activities and schemes of work. In order to maximise the opportunities we provide, we incorporate themed weeks, such as music or science in to our long term planning.

Special Educational Needs and Disability (SEND)

The Heights welcomes the rich and diverse range of strengths and needs of all its pupils. We work to ensure that each pupil is valued and that all are included in the curriculum and the life of the school. We recognise a child's right to an inclusive, personalised, broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. By the appropriate identification, assessment and monitoring of pupils with special educational needs, we aim to ensure that all pupils are included in a secure environment where all can maintain their self-esteem and confidence and achieve their full potential.



The majority of children and young people with SEND will have their needs met through mainstream educational provision and should make good progress through high quality teaching and support. Every teacher is a teacher of every pupil and is responsible for making their lessons accessible to all pupils by providing work at an appropriate level through differentiation and varied teaching styles.

They are also responsible for the early identification of pupils with SEND through the school's approach to monitoring the progress and development of pupils.

Staff will be offered high quality professional training (CPD) to ensure they have the knowledge, skills and expertise to support a wide range of pupils' needs.

When a need is identified, a profile of support is developed by the class teacher and discussed with the pupil and parents.

In some cases, pupil profiles are developed, and reviewed every term. Parents of pupils are warmly invited to attend reviews and pupils are involved in the process of setting targets.



Where pupils make inadequate progress despite high quality, targeted teaching, the school will consider involving specialists and outside agencies.

The Special Educational Needs Coordinators (SENCOs) are Mrs Kathryn Potter and Mrs Tanja Van Schie. Class teachers and appropriate specialists will consider a range of effective teaching approaches, strategies and interventions to support pupils' progress towards agreed outcomes (see the Local Offer).

Equality Policy

The school has a specific policy that sets out the commitment of The Heights in the pursuit of equal opportunity principles and practice. The policy focuses on issues of ethnicity, gender, racial awareness, disability, human rights and is available on request from the school office.

Access for Pupils With Disabilities

The school has good accessible access to the main school entrance. All the exits are wide, push pad doors and there are accessible toilets on both floors. There is a lift and all areas of the school building including the school's community spaces are accessible by all.

The school's access plan is available from the school office.

Before and After-school Activities

A timetable is put together at the beginning of each term and we endeavour to offer a widely varied and inclusive programme such as Street Dance, Netball, Cricket, Multi-Skills, Cross-Country, Hockey, Tag Rugby, Football, Rounders, Multi-Skills, Gardening, Art & Craft, French, Mandarin, Musical Theatre, Tech Club and Photography.

School Visits and Residential

The children will be invited and taken on visits and trips which enrich their learning experiences. These may include visits to local historical places of interest, the annual pantomime at Hexagon Theatre, the local library, Bucklebury Farm, The Earth Trust, Warwick Castle, Lepe Country Park, Winchester Science Centre, Fishbourne Roman Palace, Imperial War Museum, Marwell Zoo, a Year 4 two-day outdoor education experience at Longridge Activity Centre and a Year 6 five-day Residential to Skern Lodge in Devon. The school also invites visitors and 'experiences' into the school such as mobile farms, Professor Bubbleworks and Living Eggs.

Parents will be asked to make voluntary contributions for any visits organised by the school and approved by Governors. Although the matter of a voluntary contribution will not be a factor in deciding whether a pupil is allowed to participate in such an activity, the level of voluntary contributions may be a factor in deciding whether the activity can take place.



Modeshift – Sustainable Travel

We are actively involved in the Modeshift Stars National Awards Scheme that has been established to recognise schools that have demonstrated excellence in supporting cycling, walking and other forms of sustainable travel. The scheme encourages schools across the country to join in a major effort to increase levels of sustainable and active travel in order to improve the health and well-being of children and young people. We are delighted to have achieved our Modeshift Stars Gold Award for sustainable travel to and from school and to have been awarded Reading School of the Year for the last five years. We are working towards achieving our Platinum Award. More information about the scheme can be found at <https://modeshiftstars.org/>



Staff and Governors

HEADTEACHER

Mrs Karen Edwards

DEPUTY HEADTEACHER

Mrs Emma Fallon

OFFICE STAFF

Mrs A Kheti-Heer –Office Manager

Mrs A Moore – Admin Assistant

Miss T Rowell – Admin Assistant

Mrs Slavka Stonham – Admin Assistant

Mrs L Dabbs – Finance Assistant

TEACHING STAFF

Mrs S Bentley (EYFS Lead)

Mrs S Farina (EYFS)

Mrs Sue Houghton (Y1)

Miss H Parsons (Y1)

Mrs H Kennedy (Y2)

Mrs D Kingshott (Y2) (KS1 Lead)

Mrs E Sanigar (Y3) – Job Share (Lower KS2 Lead)

Mrs K Wells (Y3) – Job Share (Lower KS2 Lead)

Miss C Feehely (Y3)

Mrs E Cook (Y4)

Mrs H Richardson (Y4) – Job Share

Mrs A Cahill (Y4) – Job Share

Mrs C Thomas (Y5) (Upper KS2 Lead)

Mr B Cook (Y5)

Mr M Griffiths (Y6)

Ms M Rogers (Y6)

Mrs Z Abraham & Mrs F Barker (Cover Teachers)

LEARNING SUPPORT ASSISTANTS

Mrs A Toro Baeza

Miss A Boyd

Mrs P Callaghan

Mrs Q D'Silva

Miss P Jerman

Mrs H Kendall

Mrs T Miller

Mrs Y Nicholls

Mrs A Sonaike

Mrs I Yarwood

Mrs S Bareham

Mrs R Brown

Mrs S Challis

Mrs N Howell

Mrs S Jones

Mrs T Marshall

Mrs J Morgan

Mrs J Sleath

Mrs J Wicks

Local Advisor Board Members

Mrs A Bajorek	<i>(Chair)</i>
Mr M Gale	<i>(Vice Chair)</i>
Mrs L Glithro	
Mr D Pagella	
Mrs Aimee Croft	<i>(Parent)</i>
Miss Jess Tyrell	<i>(Community)</i>
Mr B Smith	<i>(Parent)</i>
Mrs E Tiplady	<i>(Parent)</i>
Mr N Anderson	<i>(Community)</i>
Mrs Laura Tudor	
Mrs K Edwards	<i>(Headteacher)</i>

READING BOROUGH COUNCIL

Director of Education: Brian Grady

Address: Civic Centre, Reading, RG1 7AE
Tel: 0118 937 3737
Text: 81722

School Admissions: 0118 937 3777

TERM DATES 2024-2025

INSET Days	Tuesday 3 rd and Wednesday 4 th September												
Term 1	Thursday 5th September <table><tr><td colspan="2">New Reception Children</td></tr><tr><td>Home Visits</td><td>TBC</td></tr><tr><td>Half Day (am or pm)</td><td>TBC</td></tr><tr><td>Mornings Plus Lunch (1.30pm finish)</td><td>TBC</td></tr><tr><td>Full Days Begin</td><td>TBC</td></tr></table>	New Reception Children		Home Visits	TBC	Half Day (am or pm)	TBC	Mornings Plus Lunch (1.30pm finish)	TBC	Full Days Begin	TBC	To	Friday 25th October
		New Reception Children											
		Home Visits	TBC										
		Half Day (am or pm)	TBC										
		Mornings Plus Lunch (1.30pm finish)	TBC										
		Full Days Begin	TBC										
October Holiday	Monday 28 th October	To	Friday 1 st November										
Term 2	Monday 4 th November	To	Friday 20 th December (1.30pm finish)										
INSET Day	Friday 22 nd November												
Christmas Holiday	Monday 23 rd December	To	Friday 3 rd January										
Term 3	Monday 6 th January	To	Friday 14 th February										
February Holiday	Monday 17 th February	To	Friday 21 st February										
Term 4	Monday 24 th February	To	Friday 4 th April (1.30pm finish)										
Easter Holiday	Friday 7 th April	To	Monday 21 st April										
Term 5	Tuesday 22 nd April	To	Friday 23 rd May										
May Day Bank Holiday	Monday 5 th May												
Late Spring Holiday	Monday 26 th May	To	Friday 30 th May										
Term 6	Monday 2 nd June	To	Tuesday 22 nd July (1.30pm finish)										
INSET Days	Monday 16 th June Wednesday 23 rd July												