



Maple Primary School



PROSPECTUS 2018/2019

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Thank you for expressing an interest in Maple Primary School. This prospectus has been prepared in order to provide information for prospective parents and visitors to our school. I believe it answers most of the questions that are frequently asked, but if there is anything else that you want to know, please contact either a member of the office staff or myself at the school.

Timothy Bowen
Headteacher



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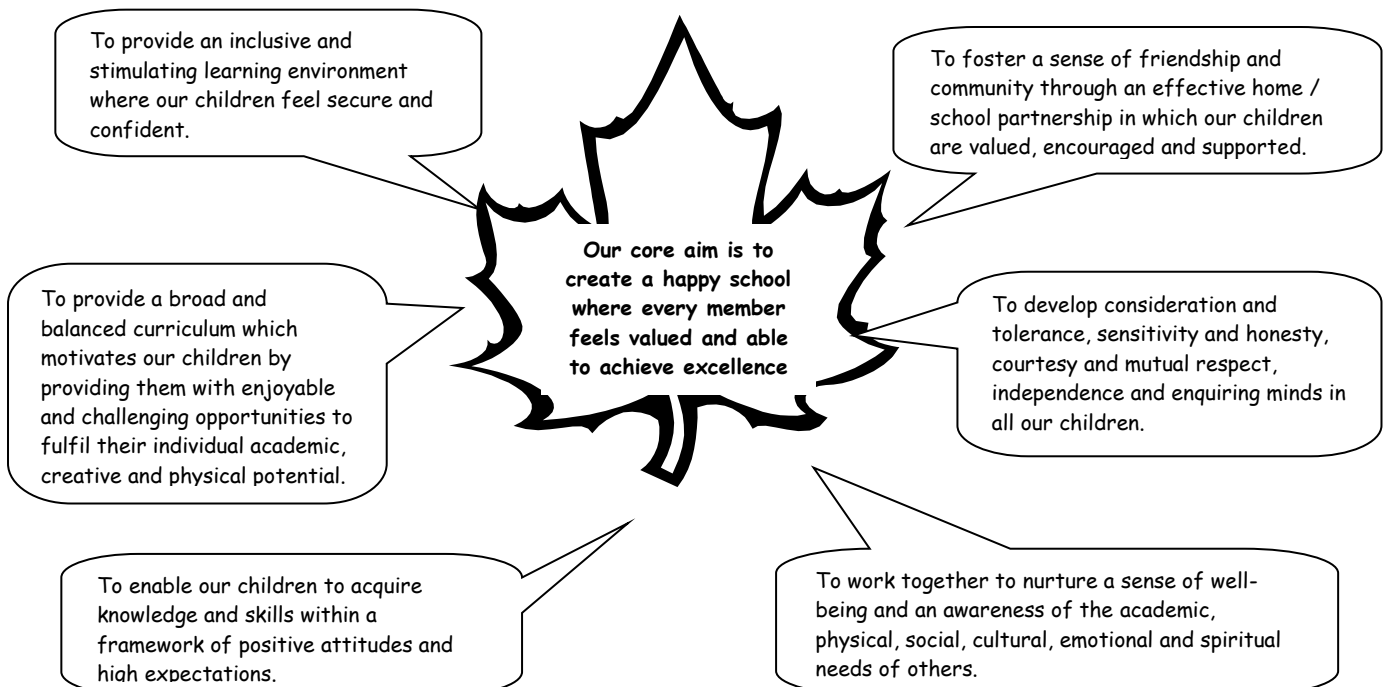
About the School

Maple is a county, co-educational, day school for children between the ages of four and eleven years. It opened in 1969 on the present site in Hall Place Gardens. The school takes its name from Sir John Blundell Maple, MP, who was a freeman of the city in 1894. The school building contains seven mainstream classrooms and a smaller classroom for teaching hearing impaired children. There is a large hall equipped for P.E. which is also used for assemblies, drama and music; and a separate dining room next to the kitchen where meals are cooked on site every day. The school has a central fiction and non-fiction library and a small room for instrumental lessons. Outside, Maple is extremely fortunate to have a large playing field, two playgrounds, a conservation area, and an outdoor learning / play area for the Reception Class.

The Maple Parent Teachers' Association (PTA) is extremely supportive and in recent years has provided the school with networked computers and new cooking facilities. In addition, five years ago the PTA funded the building of the new school library. Currently it is leading a 'Great Outdoors Project' to improve the outdoor leaning and play facilities.

The school is well equipped with four networked computers and an interactive whiteboard in every classroom, 75 laptop computers, 45 Ipads, and a variety of musical instruments. There is a resource area which is kept up-to-date with reference material and apparatus necessary to teach all aspects of the National Curriculum.

Aims of the School





Curriculum and Organisation

The curriculum consists of Religious Education and the ten subjects of the National Curriculum. The core areas are English, Mathematics Science and Computing. The foundation subjects are History, Geography, Music, Art, Physical Education, Design Technology and PSHE/Citizenship. French is taught to all KS2 pupils.

The curriculum is arranged in separate areas for ease of reference but is also sometimes taught through integrated themes or topics. These themes are used to cover the skills, knowledge and understanding required by the National Curriculum programmes of study.

Curriculum planning, for the whole school year, is carried out by all teachers in consultation at the start of the academic year. The year plan for each class provides a framework that allows each teacher to organise the activities, experiences and lessons that will develop children's knowledge, skills and understanding.

Staff (as at September 2018)

Name	Class	Co-ordinator Responsibilities
Timothy Bowen <i>Headteacher</i>		Health & Safety, Child Protection (Designated Teacher), Continuing Professional Development (CPD), Music
Val Kemp <i>Deputy Headteacher</i>	6	Inclusion (Special Educational Needs / Gifted & Talented), History
Julia Bowen		MfL
Marie Herbert	5	Physical Education
Julia Turner		RE & Collective Worship
Nan Younger	4	English (KS2), Library
Lindsey Noble		ICT, DT
Nicola Dowsell	3	NQT
Harriet Woodhouse	2W	PHSE, Assessment



Shanti Johnson	2J	Maths
Lauren Hitchcock	1	English (RWInc) & EAL
Emma Garland		Sustainability
Gemma Baylis	R	Foundation Stage, Art & Display
Veronica Wheen	HIU	Science, HIU Base leader
Fiona Baldwin		Geography
Gill Angel	ST	Year 6 'more-able' students in English and Maths; and one-to-one tuition.
Andrew Emeny		Covering maternity leave

- Reception class HIU - Hearing Impaired Unit
 ST - Support Teacher (teaching classes to enable the regular class teacher to receive non-contact time for Planning, Preparation and Assessment tasks and co-ordinator duties)

Peripatetic Music Teachers

Violin/Cello	Mr J Brennan	Mrs G Marshall	Woodwind
Guitar	Mr R Hill	Mrs E Akselberg	Piano

Support Staff

Office Manager Mrs. Clare Stanley (Mon to Thurs)
 Clerical Assistant Mrs. Wendy Doidge (Mon, Tues, Thurs, Fri)

Higher level Teaching Assistants: Mrs. Julia Gibson, Mrs. Helen Mann, Mrs. Suzanne Hobbs,

Teaching Assistants HIU: Mrs. Nicola Wells, Mrs. Amanda Moloney, Mrs. Lucy Drummond, Mrs. Lindsay Butler, Mrs Anne Scott

General: Mrs. Julie Turley, Mrs. Shonagh King, Mrs. Jacqueline Melvin, Mr Dominic Tyler, Mrs. Helen Kite, Mrs Oksana Yazdi, Miss Michelle Hobbs, Mrs. Elaine Martin, Mrs Fatheha Salam, Mrs Claire Hanscomb

ICT Technician Mrs. Amanda Moloney, Mr Dominic Tyler



Site Manager	Mr. Dave Meek
Cleaner	Mrs. Louise Davis
Cook	Mrs. Yvonne Riley
Assistant Cook	

Lunchtime Supervisors:

Senior Supervisory Assistant (SSA) Mrs. Viv O'Connor

Assistants: Mrs. Suzanne Hobbs, Mrs. Helen Mann, Mrs. Julie Turley, Mrs. Shonagh King, Mrs. Jacqueline Melvin, Mr. Dominic Tyler, Mrs. Lindsay Butler, Mrs. Helen Kite, Miss Michelle Hobbs, Mrs. Elaine Martin, Mrs Anne Scott, Mrs Lucy Drummond, Mrs Oksana Yazdi, Mrs Fatheha Salam, Mrs Claire Hanscomb

Contract Cleaners Churchill Cleaners

In the first instance, either Mrs Stanley (Office Manager) or Mrs Doidge (Clerical Assistant) will deal with queries from parents or members of the public.

The school has eight classes, one for each other age group (Reception to Year 6, with a double Year 2 cohort), and a Hearing Impaired Unit. Class teachers are responsible for planning a broad and balanced curriculum which takes account of individual needs based on the programmes of study in the National Curriculum. However organised, the children work and progress at their own level. This may involve them in individual, group and whole class teaching at various times during the school day. Within the school situation, children learn to work and play together. Helpfulness and consideration for others is encouraged.

Children's levels of ability, aptitude, initiative and their emotional development vary considerably. It is not expected that all of them will reach the same level within their year group. What is important, however, is that in school, as at home, expectations should be high and every effort made to help each child achieve his or her full potential. The teaching staff work regularly on the development of written school policies which reflect how teaching and learning take place at Maple School. Curriculum development needs are identified in the school's Development Plan, and policies are subject to review and updating in line with legislation and in the light of professional experience.

Ofsted Inspection

The school's most recent Ofsted Inspection took place in December 2006. The school was graded as being an '**Outstanding**' school overall, achieving the outstanding grade in nearly every area assessed. A copy of the Inspection Report is available from the link on the



school's website.

In the summer term 2010 Ofsted undertook an interim assessment of Maple School. They judged that the school's performance had been sustained and were therefore able to defer our next full inspection.

Hearing-impaired Provision

Maple School is one of only two primary schools in Hertfordshire which have special facilities and trained staff for hearing impaired children. Maple's Unit has places for up to 9 hearing impaired pupils, throughout the Infants (Foundation Stage and Key Stage One) and Juniors (Key Stage Two). Children are placed in the Maple Unit according to their overall needs - not just according to hearing loss. Children are assessed by the Hearing Impaired Advisory Service and their suitability for a place at Maple is decided by a multi-disciplinary panel.

All the children placed at Maple have been assessed as having the potential to develop speech and language without the use of a signing system.

The children have statements of Special Educational Need or Educational Health and Care Plans which are reviewed annually, or more often as necessary. Parents, children and staff are all fully involved in this process.

Hearing Impaired children placed in the Unit are full members of their mainstream class. They wear post aural hearing aids or cochlea implants and use radio aids to integrate. The Teacher of the Deaf works closely with class teachers, to ensure children have full access to the learning environment and National Curriculum.

Pupils are also timetabled to be supported and taught in individual or small groups, within the classroom or Unit. Teaching sessions follow the National Curriculum to develop the children's speech, language or social skills. There is also some time spent as a Unit group, to develop the pupils' understanding of deaf issues and the relationships between hearing impaired peers. A visiting Speech and Language therapist assesses the children and plans individual programmes of work with the Unit staff.

Special Educational Needs (SEN) and Inclusion

Special Educational needs may be learning, emotional, behavioural or medical, for varying lengths of time, and at varying stages of development.



Children's progress is constantly monitored and assessed and careful records are kept. Occasionally, we find that a child does not make the progress we expect. If this were the case, parents would be consulted and appropriate steps to support the child taken.

An Individual Education Plan may be made with individual targets, review dates, and ideas to help parents support their child at home. If the targets continue not to be met, outside agencies, such as Educational Psychologists, Speech and Language therapists or Behaviour Specialists may be called upon for extra support. When additional support is required, the Inclusion Co-ordinator becomes involved. A formal assessment may be requested involving an Educational Psychologist or another external professional.

The Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an Education, Health and Care Plan Statement of Special Educational Needs. This describes all of the child's needs and all the special help that should be provided.

Parents are always kept informed and are involved at every stage. Support from both home and school is essential for a successful, positive approach.

Pupils with Disabilities

Pupils with disabilities are treated equally at Maple School. There are ramps for wheelchair users, toilets suitable for both adult and pupil wheelchair users, and soundfield systems in every classroom and the hall (for children with a hearing impairment). The governors have recently had an Access Audit undertaken.

Parents can access from the school's website a copy of the school's SEN Policy and/or the Access Audit, which are updated on an annual basis.

More Able Pupils

Our assessment procedures will identify children of very high academic ability and work will be planned to meet the learning requirements of these children. Specific lessons and activities may be offered to these pupils at various stages of the year, occasionally at other venues, such as the local secondary schools.

Admissions

All children admitted to the Reception Class join in September, at the start of the



academic year. As part of our induction programme for the pupils we adopt a gradual build up towards staying for the full day. When the children start school in September they will stay for the morning only for the first two weeks i.e. they will finish at 12 noon. For the third week they will stay for lunch and go home at 1.20 p.m. From the fourth week they may spend the full day in school and go home at 3.15p.m. If parents wish, they may attend for the morning sessions only during the Autumn Term.

A comprehensive induction programme is provided for new Reception parents, to include guidance on how best to prepare their children for starting school.

If the school is oversubscribed with first choice preferences then the county criteria set out in the booklet, Starting School (available from the school office), have to be applied. As at the time of writing, these are as follows in priority order:

1. Children looked after and children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or a special guardianship order).
 2. Children for whom it can be demonstrated that they have a particular medical or social need to go to the school.
 3. In the case of junior schools, children who attend the linked infant school at the time of application.
 4. Children who have a sibling on the roll of the school or linked school at the time of application. *A sibling means the sister, brother, half brother or sister, adopted brother or sister, or child of the parent / carer or partner living in the same house from Monday to Friday.*
 5. Children for whom the school is their nearest Hertfordshire community or voluntary controlled school or own admitting school or academy using Hertfordshire County Council's admission rules. *These will be measured using a straight line method of distance measurement. Distances will be measured from the address point of a child's permanent home to the single address point of the school, in a straight line - it will not be to the school gates or main entrance.*
4. Children who live nearest to the school.

The Local Authority (LA) applies these rules in the order that they are printed above. If more children qualify under a particular rule than there are places available, the LA uses a



tiebreak by applying the next rule to those children.

Reporting to parents

Class teachers assess children's educational attainment and needs using their professional judgement and expertise, along with externally produced tests. Careful observation, record keeping and staff discussions ensure continuity and progression throughout each child's time in school.

To help achieve our aims it is important that parents and teachers maintain an open dialogue. Formal consultations are held in the Autumn and Spring Terms when all parents are invited to school to discuss their child's progress. An Open Evening is held early in the Summer Term when children have the opportunity to show their parents and friends around the school. In between times, if there is any concern about a child's progress or welfare, the Headteacher and staff are always willing to arrange to see parents about any matter.

Please note that when parents are separated/divorced, only one formal consultation meeting will be offered for their child each consultation term. Parents are expected to attend the meeting together or, if this is not possible, to agree for one parent to attend and then feedback to the other.

The same principle (of holding only one meeting) also applies to parents who are together but who cannot both attend a formal consultation (e.g. if one parent is away on a business trip).

All parents receive a mid-year progress update (for English and Maths) for their child; and a written report on their child's progress and achievement across the curriculum at the end of the academic year.

The school will also provide written reports/statements relating to attainment/progress/strategies about pupils in the following circumstances:

- For pupils who have an Individual Education Plan (IEP) due to their special educational needs (SEN). The plans will be reviewed at a termly meeting.
- In response to requests for information about pupils made by external professionals (e.g. Educational Psychologists) and with the agreement of parents.
- For pupils who have an Education, Health and Care Plan due to their SEN - a detailed report is prepared for their Annual Review meetings.



- For pupils who are applying to private schools, usually at the time of secondary transfer. Brief formatted reports will be provided when requested by the private school. Parents may request a copy of the report, if they wish.

Please note that no additional written reports/statements relating to attainment/progress/strategies will be provided for parents.

Formal teacher assessments occur at the start of Reception (Baseline Assessments) and at the end of Key Stage 1 (i.e. for children who are in Year 2). To comply with our statutory duty a table of 2016 Teacher Assessment Results is appended to show percentage attainment in the early levels of the National Curriculum (Appendix 1). Parents are notified of the outcome of these assessments before the end of the Summer Term.

Formal assessment, through National Curriculum Tests, at the end of Key Stage 2 (i.e. for children who are in Year 6) takes place in early to mid May. Parents and receiving secondary schools are notified of the outcome of these tests, and a table showing the summary of the results in 2016 is appended (Appendix 2).

Religious Education

Religious Education is taught in accordance with the Hertfordshire Agreed Syllabus. Whenever appropriate, R.E. is integrated into the thematic work but many aspects are also reflected in the overall ethos of the school which is built around supportive relationships and the recognition of the contribution every child and adult brings to our school community.

We aim to prepare all children for life in a multi-cultural, multi-racial society and to assist in combating racism in any form. Parents have the right to exclude their children from R.E. lessons if desired, by writing to the Headteacher to indicate this choice.

Collective Act of Worship

Each child attends a daily assembly which is planned to suit the ages, aptitudes and family background of the pupils. A particular theme is followed each week (e.g. caring for the environment, forgiveness, new life etc.) The general pattern for our assemblies is as follows: -

Monday	Whole School	Head - linked to weekly theme
Tuesday & Thursday	Class Assemblies	Linked to weekly theme and PSHE issues



led by class teachers

Wednesday	Separate Infants & Juniors Class Teachers on a rota	
Friday	Awards/Celebrations Class Presentations	Headteacher Each class in turn, once a year

A variety of beliefs is represented at Maple and the school has no particular affiliation to any religious denomination. In accordance with the Education Reform Act 1988 the majority of our assemblies reflect the broad traditions of Christian belief but this does not mean that exclusively Christian material has to be used. A modern song, which is appropriate for the assembly theme will often be sung. A prayer or quiet time will give the children the opportunity to reflect on what they have heard. Coming together in various size groups has a social and educational value in itself and it is hoped that all children will play a full part in our collective acts of worship. An annual Carol Service is also held in St. Peter's Church. However, if any parents wish to exercise their right to withdraw their child from collective worship this must be done by writing to the Headteacher.

The Festival of Halloween is not taught or celebrated at Maple School.

School based complaints procedure

The school aims to work closely with parents, and we hope that parents who have any concerns or anxieties will in the first instance raise these with the class teacher and then, if necessary, the Headteacher. We find that nearly all concerns or potential complaints can be resolved happily through early discussion. The governors of the school do have arrangements for considering complaints formally. A copy of the Complaints Procedure can be accessed from the school's website.

If a parent wishes to see a copy of their child's school record, any such request should be made in writing to the Headteacher. The school will provide a copy of the record within 15 term time working days. For safeguarding reasons the names of other pupils that may appear in the record (e.g. in a behaviour log) will be redacted.

Library

The school has a dedicated library where pupils have time each week to select a book to



borrow for seven days.

Music

Classroom music is supplemented by a variety of extra-curricular activities including an orchestra, as well as some specialist tuition. Peripatetic teachers for violin, cello, woodwind, guitar and piano instruments visit the school on a weekly basis. Fees are payable for these specialist lessons, whether held in groups or on an individual basis. Details can be obtained from the School Office. All Year 3 pupils are taught to play the recorder (with no charge being made), having a weekly group lesson. The school has an active choir for the junior pupils who sing at the annual Carol Service in St. Peter's Church; and to members of a nearby Day Centre. Also, each year, the choir perform in a Young Voices children's concert at the O2 Arena.

Charges for school activities

In accordance with the Education Reform Act 1988, no charges may be made for activities taking place in school hours unless they are run by a private organisation. All materials are paid for from the school's General Account, supplemented by donations received from the Maple Parent Teacher Association.

The Governors' policy with regard to this legislation is to ask parents for voluntary contributions towards activities that cannot be funded out of the school's budget, e.g. educational visits, visiting performers, swimming lessons, residential trips etc. These activities have great educational value but they can only take place if sufficient contributions are received to cover the costs.

Pupil Premium Funding

The Pupil Premium funding is used to support the families of Free School Meals (FSM) pupils on low incomes with the cost of uniform; and the costs of day / residential visits and other special activities.

All club providers offer a "free" place for FSM pupils, along with those from other low income families.

The above measures aim to ensure that FSM pupils have the same curricular / extra-curricular opportunities and are fully included in the life of the school.



Sport

Within the formal curriculum of Maple School, games skills are taught in both key stages to prepare children to play as individuals and participate in team sports. Skills and mini games are allocated time within the overall time budget of 2 hours per week, depending on the season and in line with a planned scheme of work. As implemented in Summer 2015, each class now also has an extra 30-minute fitness session per week to ensure all children get at least 2 hours of high intensity PE. All children have access to sports education in lesson time, including some study of healthy lifestyles and safety in games and sports. Teaching is aimed at developing a variety of skills, including moving, sending/ receiving balls and throwing which are essential in playing rounders, cricket, netball, tennis and football, and for athletics. Dance, athletics, outdoor pursuits and other P.E. activities increase the children's stamina, fitness and agility.

There are also opportunities for children to learn and play games in extra-curricular clubs. During 2017 - 2018 children were able to choose from the following sports activities: football, netball, tennis, athletics, gymnastics, team games, dodgeball, street dance, cheerleading, and fencing. Clubs are open to boys and girls. There are 2 football sides at Maple, who take part in League and Cup Matches; a netball team which takes part in the Inter-Schools league and end of season tournament; and an athletics squad which enters the annual Primary Schools District Sports. Teams are also entered into local events for sports including tag rugby, cross country and swimming.

Sports days for KS1 and KS2 are held in the Summer Term. Points are given for performance in a range of skill-based activities, with an overall House Point team trophy in Key Stage 2.

Children's success in sport, both in school competitions and individual sports such as judo, karate, tennis and swimming, is encouraged and celebrated through whole school congratulation in weekly assemblies.

Swimming

Pupils in Years 3 and 4 have a lesson once a week during the Summer Term only. This takes place at St Albans High School swimming pool. The cost is met by voluntary contributions from parents. The lessons are taught by a qualified swimming coach.

Residential visits

In the Summer Term each year, a 5-day residential visit to the Isle of Wight is arranged



for the children in Year 6. Year 5 children also have a 3-day residential visit to Gilwell Park, Chingford during the Summer Term. Both visits involve participation in a variety of outdoor and adventurous activities. The costs for both visits are met by voluntary contributions from parents.

Personal, Social and Health Education (PSHE) and Citizenship

PSHE begins in the home and the school's role is to support and promote practices and attitudes which are conducive to good physical and emotional health. This is achieved in an environment where emphasis is placed on the value of individuals and their social and personal development.

Areas of work include:

- Developing confidence and responsibility
- Preparing to play an active role as citizens
- Developing a healthy and safe lifestyle
- Developing good relationships and respecting differences between people.

These topics may be delivered as part of cross curricular themes; as discrete subjects or may be incorporated into general school life (within assemblies, performances, school trips etc.) Circle Time, School and Class Councils, Playground Squad and Playleaders. The pupil led Playground Squad and Playleaders organise various lunchtime activities to promote happy and safe playtimes. Out of School Clubs and Reading Partners are also a valuable way of delivering PSHE.

Sex and drugs education are an important part of the PSHE Scheme of Work. A module on these areas is planned as part of a topic for children in their final year at the school in line with school policy. Questions that arise earlier will be answered by teachers in a way that is suitable for the age and experience of the child. Any questions that arise on sensitive issues will be answered in a factual, non-judgemental manner. Year 6 pupils are also made aware of their legal responsibilities, through a Magistrates Court re-enactment.

Child Protection

The school works in partnership with parents to support children in every way possible. However, the Children Act 1989 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

As a result, if concerns are raised within the school or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would have to



be referred on to Social Services. This is in line with Government and Hertfordshire policy.

Parents are permitted to film / take photos at class assemblies, end of term musical productions, concerts, and sporting events (e.g. Sports Days and matches) and other special events providing that the images taken are for personal use only; and no images of children are to be put online. If in any doubt as to whether taking photos / filming is permitted, please check with the school office.

Under no circumstances are parents permitted to film or record meetings / conversations / incidents involving members of the school's staff and / or pupils, without the prior consent of all parties involved (to include those with parental responsibilities for the pupils).

Road Safety

Regular talks are given to the children by the Herts County Council Road Safety Team. Children in Year 5 have the opportunity to attend a Young Cyclists' Training Course (Bikeability), which involves knowledge of the Highway Code and practical sessions relating to both off road and on road safety. This is held in the Summer Term. Children in Year 2 and Year 4 take part in Pedestrian Skills Training, again in the Summer Term.

Outdoor Learning Opportunities

The school has attractive and expansive grounds, to include a wildlife area. The grounds are used to promote a variety of outdoor learning opportunities e.g. in science, geography and PE, as well as for extra-curricular activities.

Out-of-School Activities

Members of staff, parents and members of the local community organise lunch-time and after-school activities which are open to Junior and Infant children. These vary according to the time of year and the interests and expertise of the staff and availability of parents. At present extra-curricular activities include netball, football, tennis, cheerleading, fine art, computer coding, street dance, team games, Olympic sports, orchestra, magic club, craft club, fencing, handball, basketball, French, yoga and chess club. The school is represented by teams and groups of children at a variety of inter-school sporting and cultural events throughout the year. Many of these clubs are organised by external providers who charge for their services.



Breakfast Club and After-School Club

An organisation called Re:play run a Breakfast Club from 7.40 to 8.50a.m. and an afterschool club at Maple from 3.15p.m. to 6.15p.m. these are held on the school premises. Parents who are dropping-off and picking-up children for Re:play breakfast and after-school club may use the staff car park up to 8.00a.m. and after 4.30p.m, not between please. Further details relating to registration and payment can be obtained from Re:play on 07913 323608, email: replay5905@ntlworld.com.

Homework

Homework is given to every child from Yr.1 to Yr.6, increasing in amount as the children progress through the school. Homework tasks relating to the core subjects are set every week. There may also be other home study such as: -

- * Reading - sharing books for enjoyment and practice; reading for research.
- * Maths on-line age/ability appropriate tasks
- * Formal English exercises (KS2 pupils)
- * Looking for things or finding out information to do with a class topic.
- * Learning sequences (e.g. tables, spellings) for quick recall.
- * Writing practice and completing final drafts.
- * Preparing for classroom discussions, talks or debates through sharing ideas at home.
- * Learning words for songs and plays for a performance or presentation.
- * Organising kit for PE and materials for use in school. Remembering to bring these items to school!
- * Completing a classroom task where teaching and adequate time have been given. This may be voluntary or teacher-directed.

For further details, see the homework policy on the school website.

School Dinners

A cafeteria meal, which offers children a wide choice of well-balanced cooked meals, is served each day. Dinners are cooked on the premises by staff employed by Hertfordshire Catering Ltd. A choice of menu is available, including a salad bar, and the majority of children do have a school meal. Children starting school, eating school



dinners, tend to be less fussy eaters and enjoy the social side of eating a meal with others. Herts Catering Ltd (HCL) is able to cater for children with special dietary requirements, including vegetarians and allergies. HCL already cater for children with a number of medical dietary needs across the county, but in order to provide for children with medical allergies and intolerances, they need to undertake two important procedures before feeding your child. Firstly, you will need to get documentation from a medical professional outlining the extent of the allergy or intolerance, and the possible consequences of your child consuming food which may cause an adverse reaction. Once you have this information, you will need to complete an on-line application - (<https://hertscatering.co.uk/allergy-menu-application/>). You will be required to scan in a copy of the medical letter and a picture of your child. **Please note that this procedure will have to take place before HCL will provide your child with a school meal.**

Menu's rotate on a 3 weekly cycle and are changed twice in a school year (Winter/Spring and Summer/Autumn). Meal choices are made in advance at home via the Live Kitchen website. Parents will be given a login and should go on regularly to select their child's choice. Any changes must be made on Live Kitchen by 8.55 a.m. each morning for that day's meal, if needed.

All children stay on the premises during the midday break when they are supervised by a team of supervisory assistants.

Currently all Infant children (Reception through to Year 2) are entitled to receive free school meals, under the Universal Free School Meals Scheme. Payment for school meals begins in Year 3. Parents are encouraged to pay by Direct Debit, which can be set up in Live Kitchen, which saves time at home, in the school office and the kitchen. Payments are collected on a monthly basis in arrears for meals taken. Alternatively, parents can pay ad hoc via School Gateway, and emails will be sent out weekly from Live Kitchen to those parents whose dinner money debt is over £25.00. If neither of these options are suitable, the school office can receive cheques which should be made payable to **Herts Catering Ltd**. Parents in receipt of income support can apply for free school meals (further details can be obtained from the school office).

Some children may wish to bring a packed lunch on particular days of the week. Parents are asked to send such lunches in a secure container that is not too large as storage space is limited. If bringing a packed lunch, no nuts are allowed (this includes peanut butter). Drinking water is always available at lunch time.



Milk, snacks and water

All children may have a daily third of a pint of milk. This is drunk during the morning break. Milk has to be paid for by parents in advance for the term. Refunds cannot be given for occasional absences. Parents of Reception children are given details when their child starts school. Other parents are notified at the end of each term, when orders are placed.

Children in the Infants receive a free piece of fruit and vegetable each morning playtime (e.g. an apple, a banana, a carrot). The Juniors are offered any spare fruit/veg that has not been used by the Infants. Children in the Juniors can bring mid-morning snacks such as a small plain biscuit, a piece of fruit or something similar. Crisps and sweets are not acceptable. Parents are asked to provide a named plastic water bottle with a "sports style" top, which can be used for drinking water at any time. There are drinking water taps in each classroom and two drinking fountains in the playground. The children are encouraged to drink water regularly.

School Times

Children should not be on the school premises before 8.40 a.m. The whistle is blown promptly at 8.50am so that the children can be in their classrooms ready for registration, and to start work straight away.

8.50	Registration
8.50 - 10.30	Teaching time (including 15-minute Assembly)
10.30 - 10.45	Morning Break
10.45 - 12.00	Teaching time for Infants (12.15 for Juniors)
12.00 - 1.15	Lunch Break (12.15 - 1.15 for Juniors)
1.15 - 3.15	Teaching time (Infants have 15 min break 2.30- 2.45)

Teaching time is therefore 5 hours 10 minutes per day for Key Stage 2 and 4 hours 40 minutes per day for Key Stage 1 and Reception. Teaching time for the week is 25 hours 50 minutes for Key Stage 2 and 23 hours 20 minutes for Key Stage 1 and Reception.

If you are unable to arrange for your child to be collected after school please inform us as soon as possible of any change of arrangements, as a lack of communication can cause undue stress to child and teacher. Any children who are late being collected should wait by the school office. Children are not supervised after 3.15 p.m. except in cases of emergency or when they are involved in after school clubs. Parents or adults meeting children are asked to wait on the lower playground area.



Parents are asked to ensure that their children do not play on the apparatus or field before and after school.

Whenever possible, medical and dental appointments for the children should be made out of the usual school hours.

School Dress

It is expected that parents will send their children to school neatly and sensibly dressed, wearing the school uniform. The school colours of green, red and grey give a good combination. Sweatshirts and T-shirts bearing the Maple logo can be obtained from the School Shop organised by the Maple Parent Teacher Association, which also organises monthly second hand uniform sales.

Our policy at Maple is that all children must have both indoor and outdoor footwear to help keep our floors and carpet areas as clean as possible, so that children can sit or work on the floor in comfort. There is no rule that indoor shoes must be plimsolls. Parents are free to choose which type of footwear their children use, but it must be remembered that sports shoes are requested for some PE activities.

Plimsolls (or trainers for older pupils), a cotton T-shirt and shorts are required for PE and games. *Red shorts and white T-shirts are the preferred colours. Each child needs an apron or smock (an old shirt with elasticated sleeves) for art and craft activities.*

All items of clothing should be clearly labelled with the child's name. Apart from stud earrings that are permitted for older pupils, the children should not wear jewellery to school, and are certainly not allowed to do P.E wearing any kind of jewellery. (Stud earrings must be removed or covered by plasters supplied by the child's family.) Wristwatches are permitted but not for P.E. There are specific rules for what may be worn at swimming, and the older children are made aware of the safety regulations. Lost property is kept in the Resources Room. Any unnamed and unclaimed items of lost property will be disposed of at the end of term.

Parents are asked to ensure that their child's hair is kept clean, tidy, and natural in colour. For health and safety reasons, shoulder length/ long hair should be tied back. Dyed or bleached hair is not permitted. No nail varnish is permitted.



School Rules and Discipline

There are set rules but basically we expect children to show consideration, care and respect towards others at all times. If it is thought necessary to introduce any detailed rules, parents will be notified in the regular newsletters.

The children are helped and encouraged to set high standards of self-discipline. If a child does not respond to our efforts to master self-discipline then we will discuss the matter with parents to ensure that school and home have similar expectations.

Incidents of bullying and racism are rare, but any concerns, expressed by pupils or parents, are taken seriously and any alleged incidents investigated.

Toys and games should not be brought to school unless they are for the purposes of a Show and Tell session (in Infant classes). Teachers may occasionally confiscate items brought in by children that are not permitted in school (e.g. toys from home) or any items deemed to be unsuitable and / or unsafe.

Mobile Phones and Smart Watches

Pupils in Years 5 and 6 are encouraged to walk to school, when parents consider it appropriate for them to do so (sometimes in preparation for going on to secondary school).

They are allowed to bring mobile phones to school providing;

- a) These are switched off on entering the school grounds and
- b) Handed in to their classteacher for the duration of the day, and remain switched off.

The school cannot accept any responsibility for loss or damage to mobile phones brought onto the premises.

Smart watches are not, however, permitted to be worn in school and should not be brought to school.

Schoolcomms

We send information home using a service called Schoolcomms. Schoolcomms enables us to send letters and messages direct to parents by email and text message.

In order to use Schoolcomms, we collect parent email addresses and mobile telephone numbers when children start at school. If your email address or mobile telephone number changes, please notify the school office immediately in order to continue to receive correspondence.



Data Protection

The Data Protection Act requires publicly funded bodies, including schools, to be clear about the information they hold. We have created a privacy notice for parents and children setting out the types of data held, why that data is held and to whom it may be passed on. You can see this on the school website.

Governors

The Governors are elected for four years and hold a minimum of one full meeting per term. Various Committees report back on particular areas of responsibility. Representatives of the Governing Body are available to meet with parents informally at the Summer Term Open Evening.

The personnel on the Governing Body for Maple School for the 2016/2017 academic year were as follows:-

	<i>Appointed until:</i>	
<i>Mr Mike White (Chair)</i>	<i>2017</i>	<i>}</i>
<i>Mr. Peter Cullens</i>	<i>2019</i>	<i>}</i>
<i>Mrs. Judith Jackson</i>	<i>2019</i>	<i>}</i>
<i>Mr. John Hurley</i>	<i>2019</i>	<i>}</i>
<i>Mrs. Nicola Wells</i>	<i>2019</i>	<i>}</i>
<i>Mrs. Val Kemp</i>	<i>2019</i>	<i>}</i>
<i>Mrs. Susan Lonie</i>	<i>2019</i>	<i>}</i>
<i>Mr Martin Cook</i>	<i>2020</i>	<i>}</i>
<i>Dr Ash Merve</i>	<i>2022</i>	<i>}</i>
<i>Mrs Nicola Wong</i>	<i>2020</i>	<i>}</i>
<i>Mr Peter Foad</i>	<i>2020</i>	<i>} Parent Governors</i>
<i>Mr Keith Tang</i>	<i>2020</i>	<i>}</i>
<i>Mr Gareth Hodges</i>	<i>2020</i>	<i>}</i>
<i>Mrs Lauren Hitchcock</i>		<i>} Teacher Governor</i>
<i>Mr. Timothy Bowen</i>		<i>} Head Teacher</i>
<i>Mrs. Wendy Doidge</i>		<i>} Clerk to the Governors</i>



Maple Parent Teacher Association (PTA)

The school is fortunate to have a very active parent-teacher association which organises many fund-raising and social events throughout the year. All parents automatically become members of the PTA when their children start school. Everyone is informed of events by a regular PTA newsletter and email. Names of committee members and the PTA Constitution can be obtained from the office staff.

Parental Help

Parental help is much appreciated in and around school. Please let the school know if you can offer voluntary help with any of the following activities:

- * supervising small groups of children in art, craft, cookery, computers or other similar activities.
- * helping in the reference library and quiet reading area for a short time each week.
- * going on class day visits as a helper to the teacher.
- * providing occasional transport for sports teams and local visits.
- * helping occasionally with DIY and gardening jobs around the school

Any parents helping on a regular basis will need to complete a Disclosure & Barring Service Check and obtain clearance prior to working in school. They will also need to meet with the Headteacher. Further details can be obtained from the Headteacher or the office staff.

When providing occasional transport for children, it is the responsibility of the parents to ensure they have appropriate motor insurance. Appropriate child or booster seats are required for children up to their 12th birthday, or until they reach 135 cms, whichever comes first.

Accidents

Every effort is made to ensure that children are properly supervised at all times including playtimes. A number of staff are on duty to supervise in the playground. Accidents, however, do happen and it is important that we have up-to-date information on how parents can be contacted in cases of emergency. If possible, please give us the telephone number of a neighbour or a friend who is prepared to look after a child taken ill during the school day.



Parents are requested to let the school know of any change of home address, email address, telephone number or doctor. Also, if there are any changes in family circumstances it is important for all concerned that we are informed.

Health

Routine vision and hearing tests take place regularly, organised by the School Health Service, and parents are informed of any problems.

There is no longer a regular check for head-lice but we ask parents to be observant and to notify us of any signs of infestation.

Any child who suffers from asthma should have a **spare and up-to-date inhaler** in his/her classroom in a box kept for this purpose. Parents are required to complete an asthma card which informs the staff as to the dosage, etc. Each card is kept in the relevant class box with the inhaler. Parents are also asked to be aware of reports of pollution and high pollen levels, and on such days they are asked to ensure that their children have sufficient protection, medication, etc.

The School Nurse visits the school on a regular basis and any medical concerns can be brought to her attention. She is also involved in the training of staff in the use of epipen injections, as required.

Parents will be informed of any national issues and the procedures we will follow (e.g. swine flu).

Medicines

If your child is unwell, but able to be in school, and needs prescribed medication 4 times a day or more, we have the facility to administer this medication once a form has been completed by yourselves. Please complete this form with all the relevant details and we will then endeavour to administer the medication to your child. Please, however, be aware that we cannot 100% guarantee that the medication will be administered at exactly the right time, due to the everyday pressures of the school environment. You are, of course, welcome to come into school during the day to administer the medication yourself to ensure that your child receives the dosage at the correct time of day.

Any medication brought into school must be delivered and collected from the school office by the parent (NOT the child).



Medication that is required 3 times a day or less should be administered at home rather than at school.

Exemption: - medication for asthma which the child can administer for him/herself.

It is important that the school is notified of any special medical needs or concerns.

Absence from School

If your child is clearly unwell please keep him/her at home for at least 24 hours (48 hours if your child has been physically sick or suffering diarrhoea). This will help minimise the spread of infection. In the case of family illness or other circumstances, advising us by telephone or e-mail helps us accurately record authorised absences. Please note that the school and the LA's Attendance Improvement Officer now have a statutory duty to follow up frequent absences or persistent lateness that may affect a child's educational progress.

Parents should inform the school office by 8.50 a.m. if their child will not be at school.

Pupils are **not allowed** to take holidays or days off in term time, unless there is a special reason (e.g. attendance at a family wedding). If parents do wish to take their child out of school and believe that there is a special reason for doing so, they should request permission from the Headteacher well in advance.

Absence Rates of Maple School Children in 2017/2018

- a. The total number of registered pupils of compulsory school age on roll for at least one session during the reporting period to the end of the academic year **250**
- b. The percentage of half days missed through authorised absence 2.57%
- c. the percentage of half days missed through unauthorised absence 0.29%



MAPLE PRIMARY SCHOOL
DATES FOR THE 2018 - 2019 ACADEMIC YEAR

Autumn Term 2018

Starts: Tuesday 4 September
Ends: Friday 21 December
Half-term holiday: 29 October to 2 November

Staff Training Day (school closed): Friday 26 October

Spring Term 2019

Starts: Monday 7 January
Ends: Friday 5 April
Half-term holiday: 18 to 22 February

Summer Term 2019

Starts: Tuesday 23 April
Ends: Friday 19 July
Half-term holiday: 27 to 31 May

Occasional Day's Holiday (school closed): Friday 3 May
Bank Holiday (school closed): Monday 6 May



Maple Primary School (2364)

Subject	Cohort	A	D / U	BLW	PKF	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	31	0.0%	0.0%	0.0%	6.5%	12.9%	41.9%	38.7%	19.4%	80.6%	38.7%
Writing	31	0.0%	0.0%	0.0%	6.5%	29.0%	41.9%	22.6%	35.5%	64.5%	22.6%
Maths	31	0.0%	0.0%	0.0%	6.5%	12.9%	54.8%	25.8%	19.4%	80.6%	25.8%
Science	31	0.0%	0.0%	-	-	12.9%	87.1%	-	12.9%	87.1%	-
RWM*	31	-	-	-	-	-	-	9.7%	12.9%	64.5%	9.7%
RWMS*	31	-	-	-	-	-	-	-	12.9%	64.5%	-

A = Absent | D/U Disapplied | BLW = Below the standard of the pre-key stage | PKF = Pre-key stage foundations for the expected standard | HNM = Has not met the expected standard
 WTS = Working towards the expected standard | EXS = Working at the expected standard | GDS = Working at greater depth at the expected standard

* Multi-subject Indicators: Pupils working below expected standard (<EXS), at or above expected standard (≥EXS), or above expected standard (GDS) in all respective subjects.



Local Authority

Subject	Cohort	A	D / U	BLW	PKF	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	14,688	0.1%	0.2%	2.3%	3.6%	14.7%	47.4%	31.8%	20.5%	79.2%	31.8%
Writing	14,688	0.1%	0.2%	2.5%	3.8%	22.1%	50.5%	20.9%	28.3%	71.4%	20.9%
Maths	14,688	0.1%	0.2%	2.2%	2.9%	17.3%	52.3%	25.1%	22.4%	77.3%	25.1%
Science	14,688	0.1%	0.3%	-	-	14.0%	85.6%	-	14.0%	85.6%	-
RWM*	14,688	-	-	-	-	-	-	15.3%	15.6%	67.1%	15.3%
RWMS*	14,688	-	-	-	-	-	-	-	11.1%	66.8%	-

A = Absent | D/U Disapplied | BLW = Below the standard of the pre-key stage | PKF = Pre-key stage foundations for the expected standard | HNM = Has not met the expected standard
 WTS = Working towards the expected standard | EXS = Working at the expected standard | GDS = Working at greater depth at the expected standard

* Multi-subject Indicators: Pupils working below expected standard (<EXS), at or above expected standard (≥EXS), or above expected standard (GDS) in all respective subjects.

Maple Primary School - 2018/19 Prospectus



KS2 Test Summary (DfE)											DfE 2017		
Maple Primary School (2364)													
Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
Reading	32	0.0%	0.0%	0.0%	12.5%	34.4%	31.3%	21.9%		108.6	12.5%	87.5%	53.1%
GPS	32	0.0%	0.0%	0.0%	9.4%	46.9%	21.9%	21.9%		108.8	9.4%	90.6%	43.8%
Maths	32	0.0%	0.0%	3.1%	12.5%	50.0%	25.0%	9.4%		106.0	15.6%	84.4%	34.4%
Writing TA	32	-	-	-	-	-	-	-		-	9.4%	90.6%	62.5%
RWM	32	-	-	-	-	-	-	-		-	6.3%	78.1%	28.1%

<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
 In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects.



KS2 Test Summary (DfE)

DfE 2017

LA Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
Reading	13,188	2.7%	0.2%	4.1%	17.4%	45.7%	16.3%	13.6%		105.3	24.0%	75.6%	29.9%
GPS	13,188	2.6%	<0.1%	1.8%	16.3%	45.2%	17.8%	16.3%		106.6	20.3%	79.3%	34.1%
Maths	13,188	2.7%	0.1%	3.7%	17.0%	50.5%	17.7%	8.3%		104.7	23.1%	76.5%	25.9%
Writing TA	13,186	-	-	-	-	-	-	-	-	-	20.6%	79.0%	23.8%
RWM	13,186	-	-	-	-	-	-	-	-	-	11.7%	64.8%	12.2%

<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA

≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA

High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects.