



# Welcome to High View Primary School

Opportunities to Thrive

## **Head Teacher's Welcome**

We are pleased to welcome you and your child to the High View community. Thank you for choosing High View and for entrusting us with the opportunity, and the privilege, to nurture your child's learning and development. Your child's journey will be one of challenge, success, failure and triumph; each part of their journey enabling them to become an independent and inquisitive High View hero in their own right.

From your child's very first day in school, they will be encouraged, through child initiated, engaging and explorative opportunities, to socialise, communicate and express themselves through various platforms. They will be taught how to develop more sophisticated ways of articulating their thoughts and eventually understanding that others also possess an individuality unique to their own.

At High View, we recognise the deep importance of developing the whole child. Each child is supported and challenged by skilled teaching staff, striving for each child to realise their full potential. Our goal is to prepare children for the next step of their life's journey. This may mean overcoming and celebrating challenges from hour to hour, from week to week or from year to year and beyond.

Each child is expected to achieve and fulfil their potential. Our curriculum demands that children are given a range of opportunities to develop new skills and experiences. Children are stretched, intrigued and motivated to succeed. Our curriculum and investment in new technologies, allows children to learn through exploration and enquiry. Learners are empowered to ask questions in order to move their learning forward. We are pleased that music, drama and dance, Spanish, sports and outdoor learning are well embedded within our curriculum.

We firmly believe that achieving our aims is only possible through strong collaboration with parents. As parents you are your child's first and most influential teacher. Throughout your child's time at High View, you will be given opportunities to share your child's home learning with the class teacher. Children are encouraged to talk about their interests and achievements. This will ensure your child's experience at High View is personalised and relevant to their needs.

Although it may seem a lifetime away, your child will one day leave year six equipped and ready for the ever changing world we live in. We aim for all children to leave High View with the skills, confidence and knowledge to be able to thrive within the world they will one day help to create.

We are excited about your child's next step in their development and look forward to encouraging them to fulfil their colossal potential.

**Mr Robert Claxton**  
**Head Teacher**



## Early Years

At High View, we offer a robust, progressive and engaging Early Years curriculum for Nursery and Reception students. We recognise the importance of providing a well-rounded and exciting curriculum and ensure that the learning is relevant and fun for the children. We plan exciting learning experiences that appeal to the children's interests through a range of topics over the year. We undertake trips to our forest school area as well as some local walks to develop children's knowledge and understanding of the world. At the end of the year, reception children are invited to go on a school trip, which is relevant to the summer topic.

To best prepare your child for their early year's education the following skills make the transition easier. By practising these at home, children will be able to join our Early Years provision with confidence and independence.

When starting High View children should:

### Nursery Children

- be able to separate confidently from main carers
- be able to express their needs using words (e.g. I need...)
- be starting to manage the toilet independently, including recognising the sensation, using a toilet/potty, managing their clothes and washing hands
- be able to feed themselves independently
- be confident in socialising with children outside their immediate family

### Reception Children

- should begin to recognise their own feelings and be able to communicate their needs with adults
- should be able to go to the toilet independently
- should be able to put their own coat on and attempts to do the zip up

We pride ourselves in providing children with the learning experiences they need to be ready for year one. By the time your child finishes the Early Years, we aim for them to be confident learners who are ready to tackle new challenges. They will be able to listen, communicate and understand others, enabling them to become independent learners in Year 1. In the Early Years we recognise the importance of developing a love for learning and respect for others and ensure that learning opportunities take place to promote and develop children's personal, social and emotional skills, ready for the next step in their education.

Collaborating with parents is key to our practice as it helps to foster positive relationships between home and school. We work closely with parents and share each child's learning through an online platform called Tapestry. On Tapestry, you the parent are able to see what learning is taking place at school, have the ability to interact with the teachers, and can add photos of your children's achievements or exciting experiences from home. We welcome all contributions from parents and actively encourage you to regularly share all the information you can with our staff. Together, we can make sure that your child's experiences are relevant and meaningful and provide them with opportunities to lead their own learning based on their interests. We value every child and strive to ensure that they have all the opportunities needed to succeed at High View.



## **Admission Arrangements**

All prospective parents are encouraged to visit the school whilst it is in session. In this way it is possible to appreciate the true nature of our school. All children begin in reception in the autumn term of the year that they have their fifth birthday. Entry dates are staggered carefully throughout the beginning of the autumn term so that the children can be introduced and settled gradually.

Where the school is oversubscribed for any year group, applications for entry in will be ranked against the following factors:

1. Looked after children or previously looked after children.
2. Where there are professionally supported medical reasons or exceptional social reasons why a child should attend a particular school.
3. Where a sibling is already in the main school at the time of admission.
4. Straight line distance between the child's home address and the main school

Applications for school places are managed and processed by the Admissions team at Sutton Council. Any enquiries regarding waiting lists should be made directly to the school.



# Term Dates for Academic Year 2025 to 2026

## Autumn Term 2025

- **INSET - Monday 1st September**
- **INSET - Tuesday 2nd September**
- First day for pupils: Wednesday 3rd September
- **INSET - Friday 24th October**
- Half-term: 27th October - 31st October
- Last day: Friday 19th December – School Finishes 1.30pm

## Spring Term 2026

- **INSET - Monday 5th January**
- First day for pupils: Tuesday 6th January
- Half-term: 16th February - 20th February
- Last day: Friday 27th March – School Finishes 1.30pm

Note: Good Friday is on 3rd April and Easter Monday is on 6th April 2026

## Summer Term 2026

- First day: Monday 13th April
- Half-term: 25th May - 29th May
- Last day: Friday 17th July – School Finishes 1.30pm
- **INSET - Monday 20th July**

## INSET DAYS

Monday 1<sup>st</sup> September 2025  
Tuesday 2<sup>nd</sup> September 2025  
Friday 24<sup>th</sup> October 2025  
Monday 5<sup>th</sup> January 2026  
Monday 20<sup>th</sup> July 2026



## School Hours

We are operating a drop and go system, where you drop your child off at the designated gate in the morning and leave. There will be plenty of staff around to support your child's arrival at school.

At pick up times gates will be opened at the designated times and the children will be waiting in the playground to be collected.

Year Group	Drop off Time	Collection Time	Gate
Nursery			Gate 5
15 hrs only	8.40am	11.40am	
15 hrs plus	8.40am	3.10pm	
30 hrs only	9.10am	3.10pm	
30 hrs plus	8.40am	3.10pm	
Reception	8:40-8:50am	3:10-3:20pm	Gate 5
Years 1 & 2	8.35am to 8.50am	3.20pm	Gate 3
Years 3-6	8.35am to 8.50am	3.20pm	Gate 2

All gates will be closed at 8.50am and children arriving after this time will need to enter via the single gate near the school office. Parents will then need to come into the foyer to sign their children in. **The exception to this is for any nursery children starting at 9.10am. Those children and parents will need to line up outside the nursery gate in preparation for the gate opening and closing promptly at this time.**

Any children who have not been collected by their allocated pick up time, will be sent to the Independent Learning Area, awaiting collection via the office. Parents will need to notify the school office once they are here and the children will be brought out to you. If you think you will be late collecting your child, as a matter of courtesy we ask that you contact the school office, this enables the school to provide reassurance to your child and prevents the school office team having to contact you re non collection.

### Orchard Childcare

Orchard Childcare is an independent organisation, registered with Ofsted, which provides excellent childcare on the school premises, before school, after school and during the school holidays. Further details are available from [www.orchardchildcare.co.uk](http://www.orchardchildcare.co.uk).

This provision is based on site.



## Inclusion

At High View we believe that it is the responsibility of all who come into contact with children to personalise their approach according to individual needs. We understand that some children may face barriers that require a more coordinated and planned approach than their peers. Our Special Educational Needs and Disability (SEND) Policy is concerned with those pupils and aims to:

- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND,
- ensure that every pupil experiences success in their learning and achieves to the highest possible standard,
- enable all pupils to participate in lessons fully and effectively,
- value and encourage the contribution and inclusion of all pupils to the life of the school,
- work in partnership with parents,
- work closely with external support agencies, where appropriate, to support the need of individual pupils,
- ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

There are three stages:

**Monitoring** - where there are ongoing concerns about a child's progress the Class Teacher will highlight these concerns to parents. The Class Teacher, in conjunction with the Inclusion Leader, will decide on appropriate interventions; parents will be kept informed of interventions, including the outcomes which children are working towards.

**SEND Support** – If concerns remain after appropriate intervention, a child may be placed on the school's SEND Register. The Class Teacher continues to work closely with the Inclusion Leader, and retains a lead role in the cycle of Assess, Plan, Do, Review; this means that provision is continuously monitored, reviewed and adjusted. Parents are always involved in all stages, and are invited to termly SEND meetings if their child is on the SEND register. External support agencies may become involved if concerns around progress remain, or in order to help identify children's barriers to learning.

**Children with Education Health and Care (EHC) Plans**– in a very few cases, where children continue to make very slow or no progress in spite of high quality teaching and personalised provision, an application may be made for Statutory Assessment. If this is successful, allocated resources are deployed to provide support for a particular child; the Inclusion Leader takes more of a lead role and works closely with the child's parents, Class Teacher and external support agencies.

In addition at High View, when a teacher notices that a pupil is experiencing greater difficulty in accessing a particular aspect of the curriculum, they are carefully monitored and progress is reviewed each term with parents.

There is a range of provision available, aimed at improving basic skills in Literacy and Maths. Children may receive interventions without being on the school's SEND Register.

More information on provision and arrangements for SEND is available in the SEN Information Report on the school website.



## **EAL:**

Children for whom English is an additional language (EAL) settle quickly into High View and generally make very good progress. Staff are trained to support the children who are in the early stages of learning the English Language across the school.

## **Equal Opportunities**

At High View Primary we strive to create a welcoming environment for all and we are committed to creating a learning environment where all children can contribute fully and feel valued. These aims are implicit in everything we do;

- Help all pupils and staff to achieve their full potential
- Encourage pupils and staff to challenge racism and celebrate diversity and equality across all areas of the curriculum, and school life
- Utilise and value experiences and expertise of all children, parents, governors and the wider community
- Encourage parental involvement from all community and ethnic groups at all levels in the life of the school

The school is a two-storey building with wheelchair access to the ground floor. There is a specially designed toilet with wide doors and handrails. Admission arrangements for pupils with disabilities are in line with the Sutton criteria. Applications for jobs at the school from people with disabilities are also welcomed.

**Accessibility:** High View Primary is committed to inclusive education. We believe that the benefits of inclusive education are great both to the individual concerned and the wider school community. Our SEND and Medical policies set out to demonstrate how, wherever possible, we intend to provide for all pupils to be included in our school.

### **Access to Information:**

It is our aim to make access to the information that the school disseminates available to all. We will take active steps to:

Ensure that communications are wherever possible free of jargon

Ensure that communications are available in a variety of forms as and when the need arises e.g. separate languages, large print etc.

Ensure that we communicate verbally with parents as much as possible

Ensure that parents feel that they are able to approach us for information

The school sends most communication via email and text and copies of all letters are on the school's website. The school also uses Google forms for collecting information, feedback etc from parents. It is important that parents let the school know of any changes to emails or phone numbers.



## **Religious Education and Collective Worship**

At High View we have no affiliation with a particular religion or denomination. However Religious Education is taught in accordance with the locally agreed syllabus. This means that at the heart of our RE syllabus is Christianity although other major religions i.e. Buddhism, Islam, Hinduism, Judaism and Sikhism are also covered as well as aspects of morality. We do this through visits to places of worship which include a local church, mosque and synagogue. We also plan for visitors of different faiths and beliefs to address classes or whole phases on their approaches to life.

There is an assembly each day (whole, phase or in class) that centres on moral issues such as sharing, being kind etc. and uses other religious festivals and stories to reinforce a respect for one another. Parents have the right to withdraw their child from acts of collective worship. If you wish to do so, please write to the Head Teacher or member of the Senior Leadership Team making them aware of your intentions.

## **Behaviour Policy**

At High View we are committed to creating a positive atmosphere where good behaviour is expected. We believe, and research shows, that a shared and consistent approach between home and school regarding positive behaviour and sanctions ensures that children are more likely to engage in school and achieve in their learning. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour.

### **Behaviour Expectations**

Our emphasis is placed firmly on encouragement and praise, with a reward system shared by the whole school. Children are awarded dojos in recognition of their effort, achievement and positive behaviour rooted in our school values. Our Behaviour Hierarchy is used consistently by all members of staff across the whole school to encourage good behaviour. The aim is for the children to recognise their behaviours themselves and self-regulate. The system is designed to encourage positive behaviour and act as a reminder for all pupils.

### **Sanctions**

If children choose not to follow the behaviour expectations of our school and positive encouragement is not supporting the child to make the appropriate behaviour choices then sanctions are used.

Any sanction given to a child is followed by a restorative conversation to allow children and young people to understand the impact of their behaviours and make better choices moving forward. All staff understand that we are sanctioning the behaviour and not the child.

Parents will be notified if their child is given a reflection or detention (via a text sent by 3.00pm on the day it is actioned) and the reason for this will be included in the text. Where there are repeated behavioural concerns, parents of the pupil will be invited to a meeting to address these together.



## Personal Information and Contact Details

When joining our school parents/carers are required to complete a pupil information and consents form. This collates important information including emergency contact details, medical conditions and dietary requirements.

Please inform the school immediately if a contact number or email address changes. The School Office also needs to be notified of any change of address for a pupil or either of their parents/carers.

### Absences

At High View we have high expectations for all our children and to achieve this we expect that your child attends school regularly and punctually. By law, schools have to account for every single absence and their reasons have to be recorded. Therefore, we request that parents telephone us by 9.30am on the first day of a child's absence. If you do not call the school, then the school will contact you by phone or text to find out the reason as absence is monitored on a daily basis. If we do not hear from you, the absence will be marked as unauthorised and an attendance officer will contact you.

Where there is no response, a safe and well check in person to the family home may happen as a safeguarding procedure to ensure the welfare of the child at all times.

Frequent lateness or absence for children in Reception to Year 6 will be referred to the 'Attendance Committee' who will arrange to meet and discuss this with you.

### Appointments

All appointments should be made outside of school hours except for those where no other options are given (e.g. emergency and hospital appointments). Any appointment requiring a child to miss school or leave early must be accompanied by an appointment card, letter or text shown to the school office in advance.

### Term-time leave - Reception to Year 6 children

Parents are asked to arrange family holidays during the 13 weeks of school holidays. Holidays during term time are very disruptive for pupils. The school cannot authorise leave in term time for holidays.

Any parents who take their child out of school during term time may be fined.

If this is unavoidable and **the reason is exceptional**, permission has to be sought from the Head Teacher **before** leave is taken by completing the "Application for Special Leave of Absence form" obtainable from the school website.

**Other than exceptional circumstances, term time leave will be unauthorised and may be subject to fixed term penalty fines.**



## **Illness and Medication**

When children start at High View, parents are asked to complete a pupil information form, which includes details of any medical conditions. If needed a referral will be sent to the School Nursing Team, who may carry out a health check and refer any concerns to the school. If, at other times, parents have concerns about their child's health the School Nurse can be contacted via the office.

The school has several qualified First-Aiders on the staff and minor injuries are treated appropriately. When there is a possibility that an injury could be more than superficial, the parent or emergency contact will be notified. When there is an urgent need for treatment, a medical opinion, or in an emergency, the school will take whatever action it feels is appropriate, e.g., telephone for an ambulance or arrange for the child to be taken to hospital.

Prescribed medicines, such as antibiotics, **cannot be administered by school staff**. It is however possible for parents to administer medicine to their own children during the school day, or nominate another adult to do so. Please inform the school office and we will arrange for this.

The school is able to support children with asthma, diabetes, epilepsy and allergies in accordance with the care plan that must be completed for them. We are able to store inhalers/spacers etc. for each child in their classrooms. Further information is contained in our 'medicines in school policy' (copies available from the school office).

## **Personal Items in School**

If children bring items of personal property e.g., watches, to school, it is expected that they exercise responsibility for these.

All items should be named. Parents are asked to discourage children from bringing valuable or fragile items to school. There is a possibility that they could be lost or broken and the school cannot be responsible for these eventualities. No toys or jewellery are allowed at school unless of religious significance in which case this must be included in writing to the Head Teacher.

Children in years **5 and 6 only** are allowed to bring mobile phones to school. These are then handed in to the teacher for the duration of the school day. Parents are discouraged from purchasing valuable phones for their children as the school cannot be held responsible for the loss of such items.



## **School Meals and Milk and Fruit**

Parents may choose to provide a packed lunch or to purchase a school meal. School meals are currently provided by Olive Dining, an independent organisation. Meals are prepared on the premises. Because the meals have to be ordered before 10:00am each day it is important to request a meal if you know your child is going to arrive after this time. We ask parents to choose their child's meal pattern each term and you will be sent a google form to do this.

For 2025/2026 meals for children in Reception to Year 6 are free. The Mayor of London is continuing to fund meals for children in Years 3 to 6 and children in Years Reception, 1 and 2 are entitled to a free school meal under the Government's Universal Infant Free Meal Scheme. Children in our nursery have the option to purchase a school meal.

If your child brings a packed lunch, it should be in a strong, named container with drinks in plastic containers only. Sweets, chewing gum, chocolate bars etc. are not permitted in school. We are a nut free school so no food items such as any Nutella products, other chocolate hazelnut spreads, cereal bars which may contain chopped nuts or any other items with possible traces of nuts.

Milk may be ordered at the start of each term from [www.coolmilk.com](http://www.coolmilk.com) and paid for in advance. Milk is kept cool and is available at play time for children who have ordered it. Children under 5 years of age are eligible for free school milk, to do this they would need to register with coolmilk. Free fruit is available for children in Nursery to Year 2. If you receive Income Support your child may be entitled to free meals, free milk and other benefits (uniform vouchers and free trips). There are 2 ways to register either by phoning 020 8770 6953 (Option2) or online [here](#).

## **Complaints and Concerns**

It is important to let the school know of any concerns you may have. Minor complaints should be dealt with by the class teacher. Teachers can be contacted using the class name followed by @highview.school - for example classname@highview.school. If you are not satisfied contact the Head Teacher (head@highview.school) or member of the Senior Leadership Team. All serious complaints should be explained to the Head Teacher or member of SLT so that an investigation can take place. Parents who are unhappy about something should contact us at once. The Head Teacher or member of SLT will always meet concerned parents in order to resolve difficulties.

Should you feel the problem has not been satisfactorily resolved there is a formal complaints procedure which allows matters to be referred to the Governing Board and, if necessary, the Local Education Authority. The names and contact details for the Chair of Governors or Local Education Authority Officers can be obtained from the Office.



## **School Charging Policy**

To enrich the curriculum, we look for opportunities to take the children out into the environment or have visitors to school who can provide specialist expertise. We seek an annual voluntary contribution starting at £10 to enrich learning such as providing workshops in school. Parents can contribute more if they wish. Parents are asked to contribute for each trip as they occur. However, if these contributions are not made by all parents, then the trips cannot be confirmed. There is a residential school journey for children in Year 6 and Year 4. If your child is eligible for Pupil Premium free school meals, the cost of trips and residential is reduced.

## **Clubs**

High View Primary School offers a range of clubs. Some are organised and run by teaching staff in their own time and are free while others are run by outside agencies who charge.

Parents are informed termly about which clubs are running and asked to complete an online booking form at the beginning of each term. Parents of children wishing to participate will be asked to complete consent forms. In the last year the following clubs were available to children in selected year groups: football, athletics, martial arts, performing arts, ballet, singing, Lego, basketball, board games, arts & crafts, archery, macrame, multi sports and forest school. In addition, the school enters various sporting competitions.

## **Parent, Teacher & Friends Association**

At High View Primary School, we have an extremely active and hardworking PTFA and anyone with a child at the school is automatically a member. You may become a member of the committee, if you wish (it is informal and fun) or simply support the many functions the PTFA organises. The PTFA has its own Facebook page ([highviewprimaryschoolptfa](https://www.facebook.com/highviewprimaryschoolptfa)) and email address 'committee@highviewptfa.org.uk'.

Traditionally the social calendar includes events such as children's discos, quiz night, movie night and our biggest events - the summer and Christmas fairs.

Money raised by the PTFA is used in the school to provide equipment and additional facilities that benefit all the children. The PTFA have recently pledged funds for so many improvements and events including

- Refurbishing the performing arts room, including installing mirrors and electrical work and ballet bars.
- Funding pupil workshops to support theme weeks.
- Funding First Aid Training for pupils.
- Contribution towards Year 6 leavers events.



## School Uniform List

School uniform is compulsory for all children from Nursery to Year 6.

**Parents are asked to ensure that all items of property are clearly marked with the child's full name.**

### Early Years Uniform for Nursery and Reception Pupils

The Early Years uniform consists of: Dark green polo top (with or without logo)

- Black jogging bottoms or black shorts in warmer weather
- Children will have the option to wear the High View Sweatshirt (early years only) or dark green school jumper or cardigan over their polo top on colder days, (with or without logo).
- Items with the school logo can be purchased from our uniform provider, or plain items in the dark green colour can be purchased from any high street or supermarket supplier.
- Reception parents also have the option to purchase a school PE top for PE days but this is not compulsory.
- Black trainers, preferably with Velcro fastenings.

### Year 1 to Year 6 Uniform - School uniform consists of:

- A dark green jumper or cardigan (with or without school logo)
- A white shirt worn with the school tie\* or a white polo shirt (with or without school logo) worn with a
- A grey skirt or pinafore with black or grey tights or white ankle or knee socks or grey long or short trousers (traditional school cut) with black ankle or knee socks or a green/white striped or checked dress.
- Sensible low-heeled black shoes or sandals (no higher than 3cm with closed toe and heel) with laces, buckles or velcro fasteners, suitable for indoor and outdoor play.
- An optional green fleece is also available with the school logo.
- Year 6 have a special tie, which will be gifted to them by the school.

**P.E. kit Year 1 to Year 6** This is required to be worn to school on the days your child has PE. You will be advised of your child's PE day's.

- High View Branded Green PE Top - compulsory
- Black shorts or plain black jogging bottoms for colder weather.
- Black plimsolls (trainers may be worn for outside games)
- Black or white socks
- A High View branded Quarter Zip Long sleeved sports top - *this is not compulsory but we have introduced this option for colder days and during Forest School (Years 2 & 4). Children find wearing coats over their PE kits very restrictive. Parents who choose not to purchase this item must ensure their child wears a plain black tracksuit top over their PE kit on colder days, heavily commercially branded items are not permitted.*

Additional optional items with the school logo:

- Green book bag for Reception to Year 2.
- Green Drawstring Bag – Useful for children attending Forest School or after school clubs to bring changes of clothes into school.



## **UNIFORM PROVIDER – Schoolwear Inc**

Our PE Kit, school tie and items with the High View school logo are available to purchase from our school uniform provider schoolwearinc.

They have a store in Worcester Park, or you can order online – [www.schoolwearinc.co.uk](http://www.schoolwearinc.co.uk) - with the option to have items delivered to the school for free (during term time only).



## **High Street Shops and Supermarket Suppliers**

Uniform items without the logo can be purchased from any high street store or supermarket, as long as they are in the school colours of dark green for the jumpers/cardigans, grey for trousers, shorts, skirts, pinafore dresses, green gingham for summer dresses and white for shirts/blouses and polo shirts.

**\*the only logo items that are compulsory are the PE top and the school tie\*.**

Jewellery should not be worn although an exception for **plain stud earrings** can be made. Nail varnish must not be worn and children will be asked to remove it using removal wipes in the school office.

We request that parents ensure that children attend High View with a hairstyle appropriate for the school day. For boys and girls this means a neat modest style. Shoulder length or longer hair should be fully tied back throughout the day, this includes mufti days. Hair bands and scrunchies should be plain colours (green/white or black) and without additional bows, adornments or embellishments. Hair should not cover the face.



# The Governors

## What is a School Governor?

Governors are like a Board of Directors. They meet at least once a term at school and make decisions about how the school is run.

### Governors are appointed to help:

1. Monitor standards and make strategic decisions to impact positively
2. Decide what is taught
3. Ensure high expectations of standards of behaviour
4. Interview and select staff
5. Decide how the school budget is spent.
6. Ensure the school buildings, grounds and equipment are safe and well maintained

School Governors have legal duties, powers and responsibilities. They work together; they cannot act individually.

### School Governors can be:

1. Parents
2. Staff at the school
3. The Head Teacher of the school
4. Local authority representatives
5. Community representatives
6. Trust representatives

### Parent Governors:

1. Have a child in the school
2. Are elected by the parents of the school
3. Serve, as do other Governors, for four years, even if their child has left the school



## High View Governors

<b>Name</b>	<b>Category Role</b>
Mrs Kate Finnis	Trust Chair of Governing Body
Ms Jacqueline Woodcock	Co-opted Vice-Chair
Mr Robert Claxton	Head Teacher
Mrs A Taylor	Co-Opted
Mrs J Riches	Associate Finance
Miss Payne	Staff Governor
Ms A Howell	LA Appointed Governor
Mr A Tyeloo	Co-opted
Mr K Raham	Parent Governor
Mr B Walter	Parent Governor
Vacancy	Co-opted Governor (curriculum focus)



## School Vision, Mission, Values and Aims

<b>Vision</b>	High View provides an exciting and memorable journey, <b>where each child thrives and becomes the greatest version of themselves</b> . Our children discover and develop knowledge, talents and skills; creating <b>a positive and lifelong impact</b> .
<b>Mission</b>	Children are consistently <b>engaged in purposeful and exciting learning</b> ; giving them the knowledge and values needed to <b>thrive in the world we live in</b> today and the <b>world they will create</b> in the future.
<b>Values</b>	<ul style="list-style-type: none"> <li>○ <b>Responsibility - we do what is right</b>. We learn from achievement and we learn from mistakes; <b>taking ownership of our actions</b>.</li> <li>○ <b>Belonging</b> - we are a diverse community where <b>we all feel we belong</b>.</li> <li>○ <b>Perseverance - we are challenged</b>. We ask for help. We try again. <b>We succeed</b>.</li> <li>○ <b>Self-Belief</b> - we speak up, we are heard, <b>we create change</b>.</li> <li>○ <b>Respect - we respect</b> life, culture, property and opinions.</li> <li>○ <b>Creativity - we use our imagination</b> creatively, every day.</li> <li>○ <b>Curiosity - we ask questions</b> knowing there may be many answers, or no answer at all.</li> </ul>
<b>Aims</b>	<p>Through broad, balanced and diverse opportunities, our school values are instilled <b>within each child and throughout our school community</b>.</p> <ul style="list-style-type: none"> <li>● To establish a 21st century progressive curriculum that engages and challenges all learners</li> <li>● Develop and empower effective leaders at all levels (staff and children)</li> <li>● From their individual starting points, all children demonstrate excellent progress and outcomes</li> </ul>



## The Curriculum

**High View Primary School is committed to delivering high quality education. In doing so, we value the life-long learning for all the pupils in our care. We aspire to offer every individual the opportunities, challenges and encouragement to develop their potential and skills to the full.**

- The curriculum at High View is designed to provide a broad and balanced education that meets the needs of all pupils and which prepares pupils with the opportunities, responsibilities and experiences for adult life and to develop as global citizens.
- It ensures equal access to learning through: creativity and problem solving; responsibility and resilience; physical development, well-being and mental health, with high expectations for all pupils with appropriate levels of challenge and support.
- The curriculum aims to celebrate the diversity and utilises the skills, knowledge and cultural wealth of both the school and surrounding community whilst supporting the pupils' spiritual, moral, social and cultural development.
- Through the curriculum we nurture and celebrate what makes each and every pupil unique to enable them to enjoy who they are as individuals.

At High View Primary School, the aim of our curriculum is for pupils to have the skills to be successful, independent and motivated learners, who have a positive attitude towards learning with high aspirations, and gives each pupil the opportunity to maximise their full potential. We offer a curriculum which builds on the knowledge, skills, understanding and interests of all children. The curriculum embeds the statutory requirements of the National Curriculum 2014 alongside other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The teaching of maths for mastery is embedded throughout the school, which means we believe that every child can achieve in maths. As a school, we utilise an approach that teaches a deep understanding of concepts and values, reasoning and problem-solving skills.

High View's curriculum enthuses pupils' curiosity, allows for creativity, encourages resilience and responsibility. Pupils have a strong sense of self-belief and belonging all underpinned by strong basic skills for learning and life. These form part of the 'Seven Powers' (Responsibility, Creativity, Respect, Curiosity, Belonging, Perseverance and Self-belief) which are our core values. These values, alongside the spiritual, moral and cultural development of pupils empower them so that they become responsible for their own learning and demonstrate tolerance in the world around them. Pupils have the opportunity to be part of a range of pupil voice groups.

The curriculum has been carefully designed to ensure coverage of all subjects and clear progression in skills. It provides memorable experiences, diverse and rich opportunities, through themed weeks, hook days and high quality visits and visitors, from which pupils can learn and develop a range of transferable skills. Those who are most able are challenged and encouraged to expand their knowledge through varied curriculum opportunities. Those who find learning more difficult are encouraged and given targeted support to embed skills, develop at their own pace and learn in a style that best suits their individual needs. Throughout their time at High View, pupils are also given the opportunity to access extracurricular activities including a wide range of clubs and peripatetic music lessons.



Spanish is taught in Key Stage 2 where children not only learn the Spanish language but also have opportunities to explore the language in different contexts. Children in Years 1-6 enjoy forest school lessons throughout their time at High View. While learning about the relationship between humans and the environment, children develop an appreciation and respect for plants, animals and growing food.

Performing arts is taught by a specialist teacher to children Years 1-6. This provision supports children with their speaking and listening, confidence and self esteem. Dance, speech and drama sessions are very popular, often enabling the most and least confident children to shine!

Pupils have opportunities to share their learning with each other, their parents and carers throughout the year. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

### **Assessment**

Every child's progress and attainment is recorded and tracked termly in Reading, Writing and Maths. Teacher judgements are made through termly ongoing assessments alongside evidence of class work. Their attainment and progress are reported to parents via parent evenings in the autumn and spring term. In addition, each child receives an end of year report and we meet regularly with parents if there are any concerns regarding a child's progress.

Within the first 6 weeks of children starting Reception, they will be assessed by their class teacher. This assessment seeks to give the teacher an understanding of the child's starting points, in maths, literacy, and communication and language. This assessment process is known as the Reception Baseline Assessment (RBA).

The Early Years Foundation Stage Profile (EYFSP) is a statutory assessment completed at the end of Reception, which provides a well-rounded picture of each child's development across the 17 Early Learning Goals (ELGs)

We do our best at High View to give parents as much information as possible about their child's education throughout their school life as we believe that children make the most progress when home and school are working together.

At the end of Year 1 children take the phonics check as set by the government. Children who do not achieve the expected mark retake the check in Year 2 as required by the government.

By the time children reach the end of year 4 they are expected to confidently know all of the time tables up to 12. We ensure that children are progressively taught multiplication facts in each year leading up to year 4. Throughout the month of June year 4 children sit an online national test called the Multiplication Times Table Check (MTC). Year 6 children sit nationally set tests (SATs) in the summer term.



## **Training and Development Days**

High View is committed to continuous improvement through staff development and training which can only have a positive impact on the standard and quality of teaching and learning. Ensuring that our staff are well trained and continue to develop is one of our key priorities as it ensures that the high standards we provide for the children are maintained. Our work in this area is comprehensive.

### **In Service Training Days (INSET)**

Throughout the year, we have 5 INSET Days. These days form a large part of the professional development for staff and link closely to the School Development Plan. This year INSET Days have been used to address issues linked to the curriculum.

### **Parents**

We continue to work with parents to improve their understanding of how the school teaches the basic skills. We hold parent workshops on a variety of topics including Computing, online safety, maths, reading and phonics. All of the courses have been well received and parents have valued the opportunity to learn more about how their children learn and support their learning.

### **Parent Volunteers**

Volunteers play an integral part in the everyday life of High View. Parents are encouraged to join our register of volunteers and enrich the learning of our children. Each volunteer brings a unique skill set to High View. Whether hearing children read, supporting our themed days or conducting an assembly, parent volunteers are welcome at High View. Safeguarding training is provided and all volunteers are DBS checked. It is our policy not to place parent volunteers within their child's class.



## Destination Schools 2025

Below is a list of the schools to which year 6 children who leave in July 2025 will transfer to:

<b>Destination School</b>	<b>Number of Children</b>
Carshalton Boys Sports College	5
Carshalton High School for Girls	7
Greenshaw High School	2
Oaks Park High School	18
Oasis Shirley	1
Orchard Park School	1
Overton Grange School	5
Riddlesdown Collegiate	1
Sutton Grammar School	1
The John Fisher School	7
Wallington County Grammar School	1
Wallington High School for Girls	3
Wilson's	4
Woodcote High School	4

**Find us on X!**



High View has a Twitter feed! Find out what we've been up to by following us at @HighViewPrSch. You will be asked for permission to publish pictures of your child. We do not publish names with photos.

