



**NEWHALL**  
PRIMARY ACADEMY

## Prospectus 2017-18

*Please note the prospectus is still under development. Additional updates will be released in early 2018. (Version 1.0 - Nov. 2017)*

# ***‘Aiming high; Reaching higher’***

## **A message from the Headteacher**

Newhall is a brand-new, state of the art academy on the Newhall development in Harlow, which is being built with the capacity for 420 children.

At Newhall we aim to provide an exciting and challenging curriculum which is designed to engage and motivate all children. We want our children to become resilient, independent thinkers with a thirst for learning. Whilst we strive for high academic standards, we are also totally committed to developing the creative, physical, emotional and social aspects of all of our children’s lives.

We offer a safe, nurturing and stimulating learning environment, which enables us to ensure our children are supported, challenged, inspired and motivated through a breadth of learning experiences and opportunities. The school is committed to safeguarding and promotes the welfare of all children. It expects all staff to share this commitment.

We aim to be a school at the heart of this new community and will therefore endeavor to foster strong relationships between children, staff, parents, governors and the wider community of Harlow. We welcome the opportunity to work with you to develop bright, ambitious, confident and inquisitive children.

Newhall is an academy where every child is respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve with a ‘Growth Mindset’ approach. We believe in the potential of every individual, from whatever circumstance, to achieve and enjoy their time at our school. We do not ‘label’ children or group them by perceived ‘ability’; instead, we give all children equal opportunities to challenge themselves through the range of tasks and activities presented to them – empowering children to take ownership and responsibility for their own learning.

I look forward to meeting you, and showing you what a fantastic place of learning Newhall is.

**Debbie Gayler**

# Mission, Vision and Values

## Mission statement

Our mission statement, “**Aiming high; Reaching higher**”, underpins everything we do and strive to do.

## Vision

Children at Newhall will feel safe, valued and develop a love of learning.

This will be achieved by:

- Always being truthful, fair and inclusive.
- Respecting, listening to, valuing and recognising the uniqueness and achievement of every member of our academy family
- Providing outstanding learning and teaching which enables all students, regardless of gender, race, background or ability, to excel academically, emotionally, physically, socially, morally, spiritually and culturally.
- Equipping children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- Raising the aspirations of everyone within our academy community so everyone strives for **personal excellence** in everything they do
- Developing learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.

## Our Vision is underpinned by our six Core Values:

- Honesty
- Respect
- Responsibility
- Resilience
- Aspiration
- Reflection



## Admissions and Applications

To apply for a place at Newhall Primary Academy, you will need to apply through the Local Authority Admissions team who co-ordinate all admissions for Newhall. More information can be found here:

<https://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Admissions.aspx>

Our admissions policy is available on our website at: <http://newhallacademy.org/admissions-policy/>

## Organisation

Our Academy is a Primary school, organised into three key stages:

- Early Years Foundation Stage (EYFS) - children in our Reception classes
- Key Stage 1 (KS1) — refers to children in Years One and Two.
- Key Stage 2 (KS2) — children in Years Three, Four, Five and Six.

### Times of Sessions

#### Morning

Reception:

8.50am – 11.45am

KS1

8.50am – 12.00pm

#### Afternoon

Reception

12.45pm – 3.15 pm

KS1

1.00pm – 3.15 pm

## Assemblies

Assemblies are an integral part of our Academy life. Each day the children come together, either as a whole school or class, to sing, celebrate good work and reflect. Parents do have a legal right to ask for their child to be withdrawn from religious activities, including collective worship.

## Uniform

Our uniform, worn by all the children, is a distinctive feature of Newhall Primary Academy. We place an emphasis on maintaining high standards of dress and appearance because we believe it encourages the children to take pride in themselves and their Academy. We therefore ask parents to ensure that their children always wear the correct uniform and that it is clearly labelled. Children also need to wear the appropriate kit during PE lessons.

More details will follow soon. Please check our website: <http://newhallacademy.org/uniform/> regularly for further details.



# Our Curriculum Structure

## Teaching and Learning

The academy is committed to providing exceptional teaching and learning for all our pupils. We do this by encouraging collaborative working practices amongst our staff and providing support in order for all pupils to experience exceptional learning opportunities. Teachers plan together regularly to ensure a consistent focus on the pupil learning outcomes.

We ensure that lessons are tailored to meet the needs of each individual pupil and assess progress in lessons and over time to ensure the achievement of each pupil is maximized. We foster and develop a love of learning within the pupils, and throughout the year we celebrate all achievements both in and out of the classroom.

## Early Years Foundation Stage (EYFS)

At Newhall we follow the Early Years Foundation Stage framework. This is a curriculum deeply rooted in the foundations of play in order to support our children to develop their social skills working harmoniously together, whilst gaining a strong foundation in English, Mathematics and creative and physical skills. It is made up of four themes which are:

**A Unique Child:** Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships:** Children learn to be strong and independent through positive relationships.

**Enabling environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

**Learning and Development:** Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The themes of a *unique child*, *positive relationships* and *enabling environments* all feed into how we teach the *learning and development* theme.

### Learning and development theme

The Learning and development theme is split into 7 areas of learning:

1. **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
2. **Personal, Social and Emotional Development** involves helping children to develop a positive sense of

themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

3. **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
4. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. **Understanding of the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In Early Years we follow children's interests to offer them a stimulating and engaging curriculum. We use these interests to teach the seven areas of learning described above. Children are continually assessed through observations and focus groups and the provision supplied is a result of this assessment.

We have **60 Reception** places available for **September 2018**.





## Key Stage 1 and 2

At Newhall, we have designed a curriculum that equips our children with the skills and personal qualities necessary to lead a fulfilling and rewarding life. We aim for our curriculum to enable our children to achieve the core life values we aspire to for them, and allow them to be active, responsible members of their community.

Our curriculum is very practical, engaging all ability levels and is easily accessed by children at different stages of English language acquisition. Children work in a variety of ways: as a class, in groups, pairs or individually. Our emphasis is always on active and meaningful involvement of children in their own learning. Through this, we aim to provide meaningful and exciting learning opportunities, which ensures raised levels of achievement.

Newhall's curriculum is organised in two parts – the first is a core offer in English and mathematics, and then the remaining subjects are taught through a thematic approach, which include both RE and computing. Wherever possible, year-groups work in a cross-curricular fashion, and many aspects of English and mathematics will be linked to the current theme/topic that the children are learning about.

Newhall will have its own policy and implementation documents for each of the subjects, which will become available on the school website. A yearly curriculum map will be designed to show how themes/topics are organised to give continuity and ensure progression.

Children's learning will be carefully monitored as they progress through the curriculum. Records of achievement will be through individual children's work, group work, whole class work, shared books, displays, teacher's records and the child's individual portfolio.

## Physical Education

Physical Education promotes children's knowledge, skills and understanding of how their body moves so that they can perform with increasing competence and confidence in a range of physical activities.

Physical Development is taught both as independent weekly lessons with a PE teacher and through appropriate links in the creative curriculum. This gives children a chance to continue using their physical development throughout all aspects of the curriculum, putting into action specific skills learnt with the PE teacher.

Over the course of a year children cover a wide range of activities to give an understanding of their bodies in action. These include dance, indoor and outdoor games, gymnastics, athletics and striking and fielding games.

Through taking part in regular exercise, we promote the importance of making healthy decisions and encourage children to continue to make these positive choices for the rest of their lives.

# Newhall Community

## Pupil Voice

As our children are at the heart of everything we do, seeking their opinions and views and empowering the development of their leadership is vital to the success of our academy. With this in mind, we will develop the use of a School Council that meets regularly to discuss a range of issues. Through participating in School Council and other leadership roles, children will have a real influence in helping to develop 'The Newhall Way' – our ethos, our policies and our practices.

## Parental Partnership

We aim to involve our parents/carers in all aspects of school life; to keep them fully informed of school events, and of their child's progress. We do this through parent discussions, reading records, weekly newsletters, and our parent forums. We will also hold coffee meetings for parent & carers, in which the headteacher and members of the leadership team will meet with parents.

A parent/carer wishing to discuss any matter with a member of staff need not necessarily make an appointment. Staff members are generally available before/after school for a quick discussion. More formal contact is made during our termly parent/carer consultation evenings, when parents/carers are given the opportunity to discuss their child's progress with the class teacher. At the end of the Autumn and Spring term, parents/carers are provided with a short progress report about their child. A more detailed report is sent home during the final summer term.

There will be a parent/carer notice board in the school playground which provides useful information, including newsletters, reminders etc. Copies of all information can also be obtained from the school office or the website. Our Communications Policy gives further detail about how we keep parents and carers informed regularly.

Parents/carers are also encouraged to contribute to the life of the school by becoming a parent helper. We are very grateful to parents who can offer help in school. Help is invaluable with a wide range of activities including reading and playing games, cooking, computing, helping with art and craft activities, attending school trips and many more! If you can spare some time to help, please see the office staff to register your interest. Please be aware that as part of safeguarding all our children, the academy will undertake a Disclosure and Barring Service (DBS) check for parents/carers who volunteer on a regular basis.

## Staff

All of our staff at Newhall play an essential role in ensuring our school is a safe, healthy and inspiring place for all our children to learn.

We work closely with outside agencies such as occupational therapists, educational psychologists and speech and language therapists to ensure a well-rounded provision and support for our children making sure they are receiving any additional high quality professional care for their developmental needs if required.



## Governors

The Local Governing Body are committed to excellence; a team which make a real difference to the life of our school meeting regularly with staff, parents and pupils. If you are interested in becoming a Local Governor in the future, please do contact the academy.



## Safety and Security

### Child Protection

At Newhall, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our safer recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service (DBS) checks, in accordance with current legislation, and in addition to this teaching staff are monitored through the recently introduced national prohibition check service.

All entrances and exits to the school are secured during school hours, and the only access to the school is through the main school entrance which has a constantly monitored entry system.

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and “Keeping Children Safe in Education” September 2016, we have a Designated Safeguarding Lead for Child Protection, Mrs Debbie Gayler (Headteacher) who is a member of the senior management team, and has received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

Occasions do arise when our concern about a child mean we have to consult other agencies. Whilst we would always aim to work in partnership with parents, there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without a parents’ knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children’s Board, and the academy has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mrs Debbie Gayler or your child’s class teacher: the Policy can be found on our academy website.

## Medicine in School

We always seek to support children and parents. There are times where we will administer medicine to a child, for example if a child has a long-term illness or if we have put a 'Health Care Plan' in place with parents.

If you feel your child will require medicine during the school day, please inform the Academy at the earliest opportunity and we will be more than happy to discuss how we might help you. We would kindly ask you not send your child to school with medicines, without agreement from the academy. We are only able to administer medication that has been issued following a prescription, or that is accompanied by medical authorisation.

If your child is unwell and requires antibiotics they should have some time at home to recover and be certain that there will be no side effects to taking the medication. If your child has asthma please provide us with a labelled asthma pump and complete an information card from the school office. All children will be expected to become responsible for this, as soon as we feel they are ready to do so.

## Home Learning

We have a policy of providing ‘home learning tasks’ - opportunities that are enjoyable, manageable, interesting and extend and enrich and support the learning that has taken place in school.

Home Learning includes:

- Reading: Every child is asked to read for at least 10 minutes a day with a book that they enjoy. It is also expected that parents write comments in their child’s Reading Record when a child is heard reading.

- Mathematics: to rehearse and practice skills and build confidence.
- Thematic/topic learning: to support interest and engagement and to share with parents/carers.
- Spellings/Key Words: issued on a more personalised basis, comprising key words and topic-related vocabulary.

## Extra-Curricular Activities

We aim to provide our children with a breadth and depth of extra-curricular provision after school that allows them to experience activities they may not otherwise have access to. This provision is dependent upon the availability and specialism of our staff team and external providers we employ, and activities will occur before and after school, and on some occasions during lunch times.



## Educational Visits

Educational visits enrich our curriculum topics and bring them to life for our children, therefore we encourage teachers, where appropriate, to organise trips for the children that will enhance their learning experiences and ensure they are learning beyond the classroom.

In addition to these visits there will also be residential opportunities for all children over time.

## Behaviour

At Newhall we have the very highest expectations of behaviour. We have a consistent set of core principles and rules based on the school core values of Honesty, Respect, Responsibility, Resilience, Aspiration and Reflection. Children work towards achieving the highest standard each day both individually and as part of a team.

Everyone at Newhall has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The academy firmly believes in the power of intrinsic motivation in children, and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount for themselves.

We will, always, challenge any form of discrimination including racist or sexist behaviour, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

## Core Values

Newhall has six core values which underpin all aspects of academy life. Through assemblies and throughout the curriculum these values are made explicit. The core values for life which children will need to recognise and show:

- Honesty
- Respect
- Responsibility
- Resilience
- Aspiration
- Reflection

These values go hand-in-hand with the fundamental British values which children will encounter and learn about at Newhall. These are

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Children will discuss their meaning, not only in the academy, but for their lives in general and their implications.

For further information, please see our Behaviour policy.

## House System

Children are grouped into four House Teams. Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

Houses are named after the four elements:

- Fire – Represented by a dragon
- Earth – Represented by a lion
- Air – Represented by an owl
- Water – Represented by a whale

Each half-term there will be a minimum of one House activity or competition, so that children get the opportunity to work collaboratively and build relationships with members of their house across the school. For example, there may be House Music competitions, sports days or art and design presentations.

Children can be given Dojo house points which count towards their House Cup. Points that are awarded for recognition of children modelling one of the six core values.

Every week, the points are collated and a weekly winner announced during our Celebration Assembly each Friday. At the end of the year, the winning house will be awarded their ribbons on the House Cup. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.

## Attendance and Punctuality

We are committed to ensuring our children achieve to their absolute full potential at Newhall, and excellent attendance and punctuality are one vital aspect of ensuring this occurs. Parents/carers who ensure their children attend school regularly and on time demonstrate the importance of school to their children, ensuring that they then develop a healthy attitude towards their learning.

We therefore expect that children are ready for school, in the playground from 8.35am, ready to enter and begin learning at 8.40am. The academy school day officially begins at 8.50am, and children arriving later than this are marked as late.

If a child is unwell and unable to attend, a reason must be given in the form of a phone call or letter. Apart from very exceptional circumstances, parents should not take children out of school during term time. In such cases, permission must be obtained from the Academy.

For further information, please see our Attendance and Punctuality policy.



## Contact details

Headteacher: Debbie Gayler

Chair of Governors: TBC

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