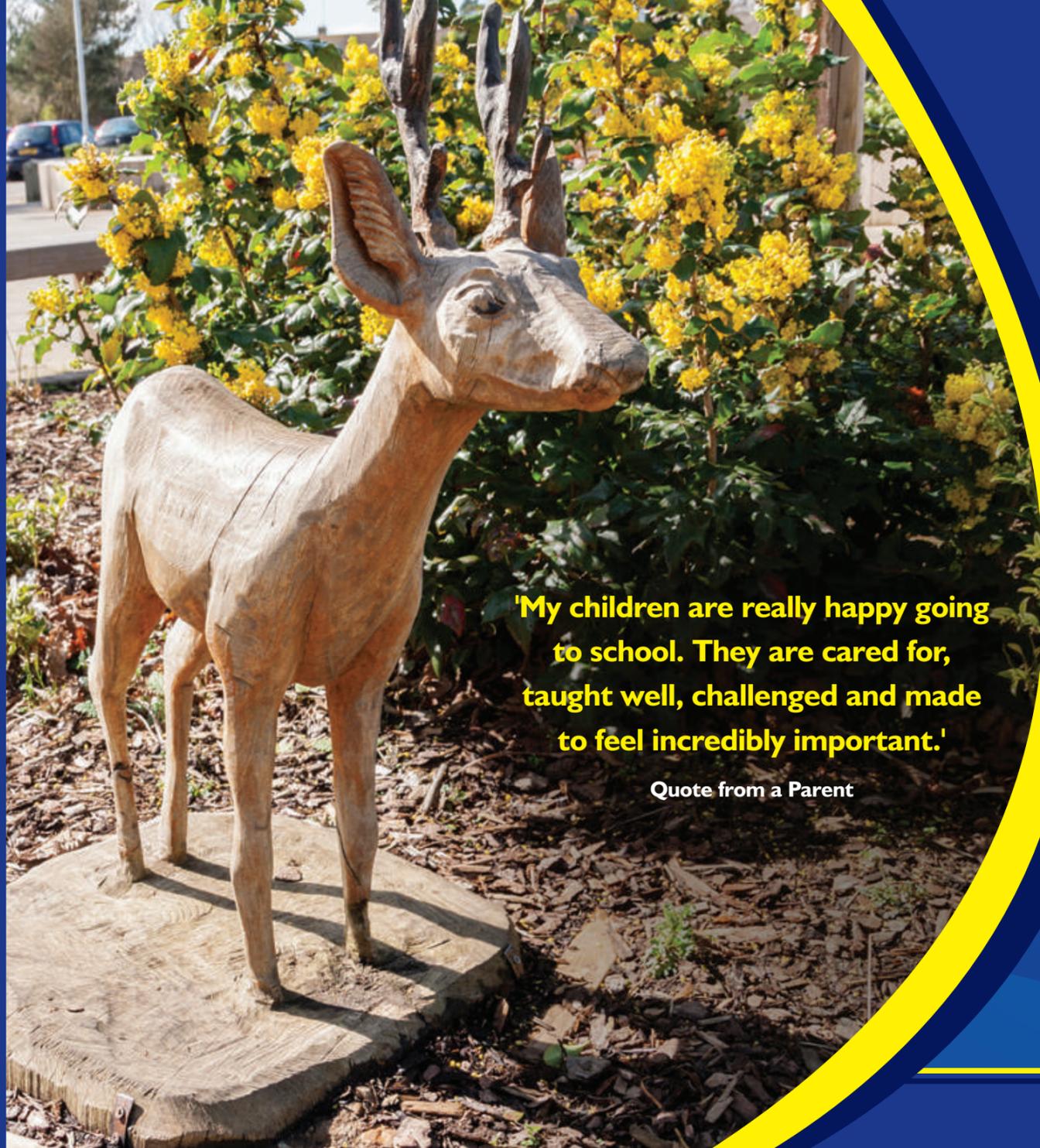




Roebuck

Primary School and Nursery





'My children are really happy going to school. They are cared for, taught well, challenged and made to feel incredibly important.'

Quote from a Parent

Welcome to **Roebuck**

Primary School and Nursery



We are a thriving and active school community situated in the south east of Stevenage. We provide a secure, happy and stimulating environment in which children enjoy learning and are able to fulfil their potential.

We provide a variety of learning experiences which enable our children to make choices, solve problems, become independent and set their own high standards.

We believe that we can only achieve the best for your child by close co-operation between home and school. Therefore, we welcome parents into the school to help, take part in activities and to share experiences.

We are proud of our modern, state of the art building and the wonderful grounds that we have. We are fortunate to be able to offer our pupils the ideal place to learn, explore, play and grow.

We look forward to getting to know you and your child. Should you ever wish to discuss any aspect of the school with us, please do not hesitate to get in touch.

Warmest wishes,

Mr R Fordham
Headteacher

Vision Statement

At Roebuck Primary School and Nursery, all members of our school community feel valued and motivated to succeed within a safe, caring and stimulating environment. We provide a wide range of opportunities to create curiosity and enthusiasm. Our high expectations ensure academic, personal and social achievement, enabling our children to leave as confident, independent and responsible citizens who will enjoy lifelong learning.



Dream - Believe - Achieve



Roebuck

Primary School and Nursery

'Children are very lucky to go to this school. They have wonderful facilities and are taught by wonderful staff.'
(visiting Headteacher)



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Primary School and Nursery

Aims

To achieve our vision, our aims are:

- Use imaginative ways of delivering a broad curriculum, embracing ICT and new technologies to enhance the provision of high-quality teaching.
- Develop thinking skills to enable children to become independent and effective learners.
- Treat children as individuals, tailoring teaching to meet each child's needs.
- Provide a safe and supportive learning environment.
- Promote mutual respect, responsibility and high standards of behaviour.
- Set goals for achievement, celebrate success and build children's confidence.
- Establish an effective partnership with parents.
- Strive for continuous improvement in all that we do.

Organisation of Admissions

Admissions to the school are controlled by Hertfordshire County Council. The Admissions Team is happy to advise parents on all aspects of admission to the County's Schools. Though this brochure aims to give you a flavour of the school, you can only truly appreciate the atmosphere of our school if you come and visit in person. If you would like to visit, please call in or telephone to make an appointment.

School Organisation

We have a morning Nursery from age 3 and children start school full time at the beginning of the school year in which they become 5. Timings of the school day are organised to meet the needs of each age phase. These can be found on a separate page which is included at the back of this brochure. Key Stage One and Key Stage Two classes are overseen by experienced Key Stage Leaders who liaise with the school's Senior Leadership Team, including the Headteacher, regularly.



'Thank you so much for giving the children such amazing experiences. The school always goes that extra mile.'
(parent)



Early Years

The Nursery and Reception classes work very closely together on the Foundation Stage curriculum in an Early Years' Unit. This unit is overseen by an experienced Foundation Stage Leader.

We aim to make the transition from home to school a smooth and enjoyable experience for all children. Through our strong partnership with parents we are able to work together to develop healthy and happy children who feel confident, safe and have a love for learning. We regularly invite parents in to school to meet the staff. Our Nursery teacher will visit young children in their current setting, all prior to them starting school.

We are very lucky to have a large outdoor space for the Foundation Stage so much of the learning can take place outdoors.

The prime areas of learning are:

- Communication and language
- Personal, social and emotional
- Physical development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



To ensure our children make significant progress, we deliver a good balance of child initiated and adult directed play where lessons and activities are varied, meaningful and stimulating for all learning groups. Through the use of continuous observations, our experienced practitioners are able to identify learning opportunities within play and make decisions regarding a child's next step in learning.

At the end of the Foundation Stage children are assessed in all these areas alongside the child's characteristics of learning. These assessments are shared with the Key Stage One staff as part of transition in to Year 1.



Roebuck

Primary School and Nursery



Key Stage One – Year 1, Year 2

Building on the foundations of learning, we continue to nurture children's educational journey. All children are encouraged to achieve high standards in their daily Literacy and maths lessons through the use of personalised targets which are reviewed and updated to ensure children take ownership of their learning in order to make significant progress.

In addition to this, we provide many opportunities to explore and develop pupils' creative, physical, cultural, spiritual, personal and social skills. We provide a wide range of real and relevant learning experiences through our broad, enriched and differentiated curriculum. Using our continual assessment and reporting procedures, we are able to inform future learning steps to further prepare and develop our children towards the next part of their journey.

Key Stage Two – Year 3, Year 4, Year 5, Year 6

Moving in to Key Stage Two, children continue to remain engaged, inspired, motivated and sufficiently challenged. Through providing memorable experiences and rich opportunities for high quality learning, children can thrive during these later years in the school. The curriculum is practical but carefully structured, providing a balance of transferable skills to equip our adult learners of tomorrow.



We believe passionately that Literacy, maths, ICT skills and personal development are crucial for enabling children to access a balanced and broad curriculum. As in Key Stage One, every child has a daily maths and Literacy lesson. Much of our teaching is cross-curricular. Teacher assessment is a continuous picture of assessment showing children's achievements during the course of the year and Key Stage. We formally assess the children three times a year in reading and maths, whilst writing, RE and Science are assessed on a continual basis. We carefully analyse the assessment results and we track each child's progress and attainment and plan any interventions needed. Teachers also use the results of these assessments to inform their future planning and to set targets for individual children.



The Curriculum

Our school recognises the rights and needs of every child and therefore aims to ensure the highest quality of education and equality of opportunity for each of its pupils. All aspects of the National Curriculum are taught, with much of our work stemming from first hand, practical experiences. Our curriculum is lively and interesting. Interactive teaching methods are used and the use of ICT is integrated throughout the curriculum. Our range of ICT equipment gives staff and children access to high quality ICT resources from everywhere in the school.

Teachers and support staff work together to provide work that is appropriate and challenging for each child. They may, for example, set different tasks within the same lesson or they may set a task which is open for children to interpret or develop at their own level. Staff use highly effective questioning skills throughout lessons and develop children's thinking skills so that they can learn and develop further. Pupils are assessed on a continual basis in school, so that the teacher and the child are both aware of personal achievements and next steps that are needed in order to make progress.



Religious Education

At Roebuck Primary school, we follow the Agreed Syllabus of the Local Authority, which is based on the Christian faith but also considers the main beliefs and features of other world religions.

Collective Worship is held daily and is broadly Christian (though of a non-denominational character) and makes reference to other religions. Collective Worship and Religious Education also helps the children to think about the part they play in influencing their own lives and those of others and offers the opportunity to think about feelings and the effects of our actions.

Parents who wish to withdraw their children from Religious Education and/or Collective Worship should state their wishes to the Headteacher and discuss an alternative programme of work.

*'Pupils are considerate and respectful.
They value the views of others
and show a clear understanding of
different cultures and faiths.'*

Quote from Ofsted

Roebuck

Primary School and Nursery

Sex Education

Sex, Relationships and Drugs Education is part of the overall provision of Personal, Social and Health Education. It is concerned not only with the knowledge of facts but also with the development of attitudes and values. Children's questions are answered honestly and sensitively, at their own level of understanding, as and when they arise. Parents have the right to withdraw their child from the parts of sex and relationships education which are not covered by the National Curriculum for Science. We would hope that parents would discuss any concerns with us in the first instance.

Special Educational Needs and Inclusion

We follow the Special Educational Needs Code of Practice and have our own Inclusion Policy. We believe that parental support is essential to the success of our special needs children.

Most Able and Talented Children

All children are encouraged to be independent and self-motivated and develop their abilities. We believe that the role of the school is to provide a wide range of challenging learning opportunities which will enable each individual, including those with exceptional abilities, to develop to their full potential.

At Roebuck we aim to create an ethos which encourages children of all abilities to achieve, to establish a culture where children want to achieve and have high aspirations, and celebrate and reward high levels of performance.

Early recognition of the most able and talented children is extremely important. We keep a register of such children which is continually monitored and updated. When planning work for the most able and talented children, one of our main aims is to encourage higher order thinking skills. We endeavour to extend and enrich the children's learning and in doing so, we take advantage of links with outside agencies wherever possible.





Keeping Healthy and Lunchtimes

We aim to ensure that children are encouraged to lead a healthy lifestyle by supporting healthy eating, the enjoyment of exercise/sport and taking care of everyone's emotional well-being. We have a full time pastoral support and attendance worker who works closely with children and families when the need arises. All our aims are bolstered by maintaining good relationships with families to ensure good support of our philosophy and practices.

Water is freely available throughout the day. All children are given a water bottle at school. We encourage them to drink water regularly. Children are encouraged to eat fruit at break time. Younger children are also able to drink milk every day. Break times are a time for children to play and enjoy themselves.

Our school kitchen staff provide the children with a well-balanced meal at lunchtime. School dinners have to be paid for in advance. The children who have a school meal have a choice of three different options and these change daily. School dinners prove to be a popular part of the day!



We have staggered lunchtimes at Roebuck where the younger children eat first. There is a team of skilled Midday Supervisory Assistants who supervise the children in our dining room and a team who interact with the children when playing outside. Lunchtime is a happy, safe and important time of the day.



The school is proud of its Healthy Schools status.

Roebuck

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Extended School and Extra-Curricular Activities

We have a morning and after-school club called Buccaneers which runs daily during term time. To find details for this club, please visit our school website or contact Buccaneers by phoning the school.



There is a wide and varying range of after school and lunchtime activities which are led by staff and are free of charge to our children. These clubs differ termly and include options such as: cookery, sewing, dance, gymnastics, art, music, ICT and a wide range of different sports. The school has a community focus and is sometimes used by external organisations.





Roebuck

Primary School and Nursery

Behaviour

We believe that good behaviour stems from:

- Positive relationships between children and between adults and children
- A well planned, relevant curriculum
- High expectations
- A commitment by all staff to the policies and ethos of the school
- A positive relationship between home and school
- Praise and celebration of achievement

At Roebuck Primary School, it is expected that children from an early age behave well and show respect for other people and their property. As a school, we have a Code of Conduct which all children abide to. The Code of Conduct is decided and regularly reviewed by children and the staff together.

Many positive reward systems are used in school, such as special achievement awards, certificates, stickers and special treats. All our children enjoy receiving praise! We also believe that behaviour is shown through a child's attitude towards their learning. We want children to love their learning and have a thirst for knowledge. At Roebuck, we challenge and drive for all children to have an outstanding attitude to learning.

In cases of persistent misbehaviour, we hope to work together with parents to resolve the problem and put matters right. In the case of continuing bad behaviour, a series of carefully staged sanctions exist, the final one being exclusion from school in exceptional circumstances.



School Council

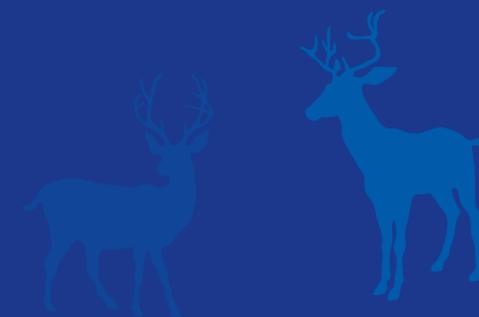
At Roebuck, we believe that children's voice is important. We like our pupils to be independent, reflective and to plan for the future. We believe in listening to children and allowing them to have their own opinions and beliefs. Each year, every class votes for their class councillors. These children then join together to form our School Council. The School Council meets regularly to discuss school improvement and to share the opinions of their classmates with school staff. The School Council are also heavily involved in organising and delivering various events throughout the school year. We are very proud of our School Council.

Child Protection

Roebuck Primary School is committed to ensuring the welfare and safety of all children in school. Roebuck School follows the Hertfordshire District safeguarding procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Workers and/or the Police without parental knowledge (in accordance with Hertfordshire District safeguarding procedures). The school will, of course, always aim to maintain a positive relationship with all parents/carers. The school's child protection policy is available on request.

Illness or Injury

Many of our staff are first aid trained. However, should your child become unwell, you will be requested to collect them from school as soon as possible. Children who have been absent from school due to a sickness bug must remain at home for 24 hours after the symptoms have subsided. Should a child have a serious accident at school, a parent will be contacted and medical help sought if necessary. All minor accidents are recorded as well and these are reported to parents either verbally or by an accident slip. Children who feel unwell should not be sent to school. It would be helpful if parents could notify the school of any infectious illnesses. Eg: whooping cough; measles; etc. Should a parent require a child to remain indoors during school break-times for health reasons, then a request should be made in writing, or by telephone, to the school to inform the class teacher.



'The teacher shows exceptionally high expectations for behaviour for learning.'

Quote from a Teaching and Learning Advisor.





Parents Learning Together

There are regular opportunities for parents to come in to school to learn new skills. We work with other agencies to provide adult education in a relaxed, supportive environment. We regularly hold parental workshops in maths, reading, writing, phonics, Internet Safety, healthy lives and Sex and Relationships Education and many more. Notice of these dates will be on the website and in the parent newsletters.

Home Learning

All children receive home learning, which will be related to learning in school. Tasks and ideas are provided by teachers and we hope that parents will support their children with this important work at home. We expect all children to read daily. Younger children need to read with an adult whilst parents should question, and have a discussion with, older children about their reading. We also expect all children to do daily practise of spellings, times-tables and number bonds. Class teachers will support you with any questions you may have about home learning.

Roebuck School Association (RSA)

When a child joins the school, their parents automatically become a member of the RSA. A group of parents meet regularly to plan and implement fund raising and social activities, such as discos and fairs. Should you have any new ideas or would be willing to give up some of your time to help, we would be delighted to hear from you. Just pop in to school and ask for further details from the office.

Broadwater Children's Centre

Roebuck Primary School and Nursery is joint lead agency with Shephalbury Meadow Federation (Longmeadow Primary School and Shephalbury Park Primary School) of Broadwater Children's Centre. Further information about this can be gained from the website or from our school office.

Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. Details for this school can be found on the school's website and is given to parents when their child first starts attending the school. Also, you may get a copy from the school office at any time.

Comments and Complaints

We aim to do the best for all our pupils. Any comments you have will be helpful to us to ensure that we achieve our aims. We all like to hear praise about our work and any compliments will be very welcome, but equally if you have a problem or something concerns you, we want you to tell us about it. If you have any concerns about your child's education, you should contact the Headteacher who will be pleased to arrange an appointment with you.

Information and Communication

We like to keep you informed and hear your views. This is achieved through:

- Daily contact with your child's class teacher
- Regular newsletters
- Parents evenings twice per year
- Written school reports
- Questionnaires or consultation with parents
- An open door – parents are welcome in school at any time. Just call in or telephone to make an appointment



Roebuck

Primary School and Nursery



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St. Margarets, Stevenage, Hertfordshire SG2 8RG

Tel: 01438 311937

Email: admin@roebuck.herts.sch.uk

Website: www.roebuck.herts.sch.uk

Enclosed with this prospectus, you will find more information about...

- The times of the school day
- School uniform
- Staff list
- List of Governors
- Our policy on Charging for school visits
- Our National Curriculum assessment results from the most recent year at the time of writing

If there is anything else you would like to know, please ask!



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