



# Welcome to High Firs Primary School

## Presentation for Reception 2021 Tours



# A message from the Headteacher

We know how important it is for parents to get a feel of the school that they would like their child to attend and we would usually welcome prospective applicants for Reception places to join us for visits and tours in the Autumn prior to children starting school.

In light of the recent news that Kent will be placed in the highest risk level, Tier 3, from 2nd December until at least 16th December, we have reluctantly had to make the decision that school tours will not be able to take place in December. We apologise for any disappointment and inconvenience this may cause but we hope that you appreciate why we feel this is a necessary measure for everyone's health and safety.

The admissions application process for 2021 does not close until 15th January and we are hopeful that we may still be able to welcome prospective parents to tour the school in January before the closure of the application process. If further changes mean that we are able to do this we will let parents who have registered an interest know.

In the meantime, we are pleased to share with you the information from the presentation to parents which would have been shared with you during a visit. You will also find further information in our prospectus, which is available on our website, as well as lots of other information about our school. If you have any queries please do get in touch – details are on the final page.

Thank you for considering High Firs for your child; we hope to be able to welcome you to our school as soon as possible.

Kind regards  
Mr C Turtle



# About our School

- We celebrated our 40<sup>th</sup> birthday in 2015.
- Most of our classrooms are around a central activity area / library with Reception & Yr6 in our purpose-built extension building. Our school hall was enlarged in 2010.
- We are set in lovely grounds with playground, field and woodland learning area.
- We are a community school with a one-form entry.

## Our Parents Say...

*The school is a safe and happy environment for our child.*

*(Yr4 parent)*



# Our school values - decided by our children and at our core...



## Our Parents Say...

*We believe the school instils good values in the children. They are always polite and kind to each other. Regardless of age all the children integrate well and show genuine care towards one another.*

*(Yr2 parent)*

# Your school & community - parents

## Our Parents Say...

*Communication to parents is excellent.*

*(Yr3 parent)*

- Weekly newsletter to keep you up to date on events
- School website
- Home/school contact book
- Open Door policy
- Termly attainment and progress updates
- Parents are invited to assemblies & events throughout the year

- Our strong, welcoming & supportive “Friends Association” organise many social and fundraising events over the year.
- Many parents volunteer at the school on a weekly or event basis.
- We have a school Family Worker who is available to support families on a wide range of concerns.

## Our Parents Say...

*The staff are all friendly & approachable. My child is well supported by them and loves school.*

*(Yr2 parent)*

# Your school & community - children

## Our Parents Say...

*There is a lovely, personal feel to the school. We love the fact all the teachers make such an effort with all the children and know their names, even when not in their class. (Yr2 parent)*

- Children's pastoral, sporting & non-academic needs are a focus as well as their learning.
- We offer high levels of targeted support for children with specific needs.

- Children know and support each other across the school.
- Wide range of clubs and sporting opportunities.
- Variety of educational visits to support learning.
- Breakfast Club and After-School Provision.

## Our Children Say...

*I like lessons - they are fun and interesting.*

*(Yr4 pupil)*

There were no statutory assessments in 2020 due to school closures. However, we were pleased that in SATs 2019 -

- Our children reached a greater % combined higher standard in Reading/Writing/Maths than children nationally
- Our children reached a greater % higher standard in Writing than nationally
- Our children reached a greater % higher standard in Maths than nationally
- Our children achieved a higher scaled score in Writing than nationally
- Our children achieved a greater % expected standard in Science than nationally

**Our Parents Say...**

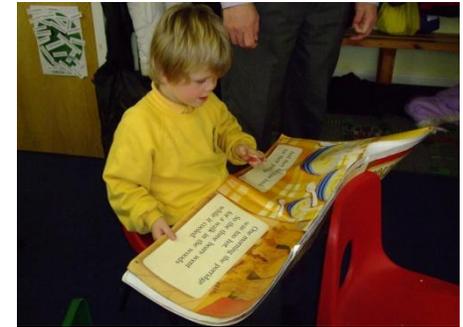
*My child is learning and progressing extremely well.*

*(Yr1 parent)*

# Ofsted says.... (Feb 2018)



- **This school continues to be good.**  
The leadership team has maintained the good quality of education in the school since the last inspection (2014).
- [The Headteacher has] created an environment which is ambitious for pupils, staff and the wider community.
- All members of the school's community are committed to living up to the school's vision of 'Achieving more together'.
- Pupils are enthusiastic about their learning. They enjoy a broad range of activities and are well behaved in and around the school. They are polite, well-mannered and show respect for each other and for adults.
- Good teaching, determined leadership and strong spiritual, moral, social and cultural development... remain highly effective.
- The teaching of phonics is good. Senior leaders have a clear strategy to ensure that pupils learn phonics effectively.
- Leaders make sure that those pupils making slower progress quickly receive support to help reinforce their understanding.
- [The school is] good at identifying how to increase pupils' progress.



# Ofsted says.... (Feb 2018)



- Relationships between staff and pupils are excellent.
- Pupils receive high levels of pastoral care which enable them to flourish and learn together.
- [Children] feel valued and know that every member of staff will listen to them. Pupils describe the school as 'safe, positive and welcoming'.
- [There is] a culture of safeguarding in the school in which pupils' well-being is at the heart of everything you do. A parent summed this up, saying: 'There is a real sense of family and belonging for all children and parents.'
- Support for disadvantaged pupils in and around the school is effective. You provide high levels of pastoral support to help develop pupils' emotional well-being. Your staff know these pupils well and provide extra support to help these pupils learn well in lessons.

# The Early Years Curriculum

The statutory Early Years framework was introduced in March 2012 which identified seven areas of learning and development, which are all important and inter-connected.

There are three **PRIME AREAS**:

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

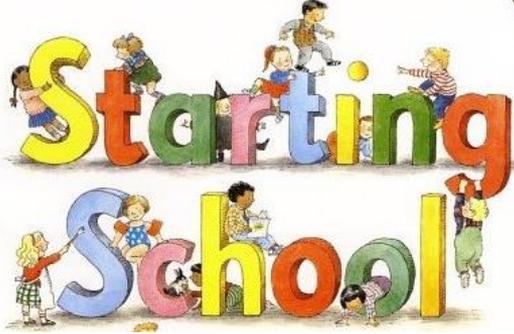
In addition, there are four **SPECIFIC AREAS** through which the three Prime Areas are strengthened and applied:

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



The EYFS at High Firs is delivered through a well planned play-based approach to learning & development in which all areas are of equal importance. We aim to develop a love for learning in a secure & happy learning environment, in which every child can make progress. This is achieved through a combination of teacher-directed and child-initiated activities.

The children are supported in this by their teacher and the Early Years Teaching Assistants. Our Reception classroom is spacious and is accompanied by an outdoor area with both grass & paved areas; both the inside & outside environments are used as learning areas and the children are encouraged to move freely between the two.



# Starting Reception – Parents’ Views

**Each year we ask our new Reception parents to share their views. Here are our most recent findings:**

- **A fantastic 100% of responses said the following areas were “Excellent” or “Good”:**
- ☺ Information for new parents prior to starting school
- ☺ ‘Taster visits’ for children to experience Reception in Summer Term (*where applicable*)
- ☺ The first day at school
- ☺ Child’s home learning/ “Learning Log”
- ☺ Child’s enjoyment of school
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- **At least 90% of responses said all the remaining areas were “Excellent” or “Good”:**
- ☺ Home Visits
- ☺ How well and how quickly your child settled at school
- ☺ Communication from school about your child
- ☺ Availability and response of staff at beginning and end of school day
- ☺ The Pop in and Play afternoon

# Admissions



- Complete & submit the RCAF form at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) from 5th November and before **15th January**.
- Parents can log on and make changes to their application at any time before this date but must re-submit the application.
- Remember to make **THREE** choices in your preferred order.

*Naming only one school does not guarantee your child a place at that school or give your child priority for a place over another child, neither does naming a school more than once.*

- **Places will be allocated on 16<sup>th</sup> April.**

*Places will be allocated in preference to –*

**FIRST - Children in Local Authority Care or Previously in Local Authority Care**

**SECOND - Sibling Association** – *at the time of entry and where the family continue to live at the same address as when the sibling was admitted or, if they have moved, live within 2 miles of the school*

**THIRD - Health and Special Access Reasons** – *such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.*

**FOURTH - Nearness of children's homes to school** – *measured by the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data.*

# What happens next?

If you accept a place for your child at High Firs, we have a comprehensive induction programme to welcome you & your child to the school and to help them to settle in. This may vary slightly each year but in previous years....

## BEFORE YOUR CHILD STARTS SCHOOL:

- Visits from school staff to Preschools
- Taster visit sessions in Reception in the Summer Term
- Opportunities for parents to meet current staff, school parents & the Friends of High Firs
  - Home Visits
- Invitations to join us for school events – Christmas / Fairs etc

## WHEN YOUR CHILD STARTS SCHOOL:

- “Tea & Tissues” on the first day
- Phased short start (max 2 weeks)
  - “Pop in and Play” session
  - “Meet the Teacher” event



# More Information?

- On our website

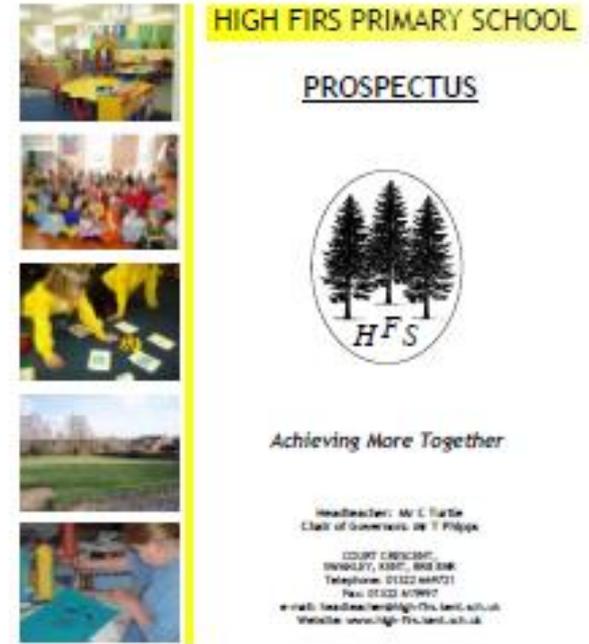
[www.high-firs.kent.sch.uk](http://www.high-firs.kent.sch.uk)

- In our prospectus

(available on website)

- Telephone: 01322 669721

- Email: [office@high-firs.kent.sch.uk](mailto:office@high-firs.kent.sch.uk)



Portfolios of this document are covered up to the date of distribution. Certain portfolios will be revised where necessary, if advised and we recommend that there will be no change attending these portfolios before the start of or during the year in question or in relation to subsequent years. 00873-4886-3010

## Any questions?