



Learning Together, Learning for Life

# School Prospectus



Reed First School  
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On behalf of everyone at Reed First, I would like to extend a very warm welcome to our school.

We pride ourselves on the family feel our school offers – it is a happy place where the whole community works together to see enthusiastic and motivated learners. We look to provide the very best foundation for the growth and development of your child during their time at our school.

We work hard to provide all children with a broad and balanced, high quality education so that they can achieve their potential in every aspect of school life. The support of parents and carers and our relationship with them is much valued and we embrace any help offered in school, either on a regular or occasional basis.

This prospectus is to give you a short introduction and tell you more about us. Further information can be found on [www.reed.herts.sch.uk](http://www.reed.herts.sch.uk)

Vicky Wittich

Headteacher



## Our moto

*Learning together, Learning for Life*

## Our core values

- Independence
- Resilience
- Respect
- Aspiration

## Our Vision

We aim to be an inclusive school, a place where families are welcomed and involved as part of our community. Our children's experiences are memorable and take into account their individual needs, interests and aspirations. Staff encourage and model growing minds and celebrate those who independently seek challenge and show resilience as part of the learning journey. Pupils will become confident life-long learners who leave us ready for the next stage of their learning for life and a respect for everyone's future.

## We achieve our vision through:



- A happy, welcoming and safe environment
- Engaging indoor and outdoor spaces
- Active and inspiring learning
- Teaching of a skills based curriculum
- Opportunities which are rich and varied
- We recognise each member of our school as an individual
- High aspirations for all pupils
- Use of therapeutic support and nurture
- We demonstrate pro-social behaviours
- We work in partnership with parents, governors and the wider community



## A village school



Reed First School can be found nestled in the centre of the village of Reed, surrounded by farmland and a few residential dwellings.

We are lucky to have so many open spaces to enjoy and learn; both in our grounds and around the village. This makes our weekly Forest School sessions engaging and packed full of rich experiences. The outdoor space is very important to us and we have continued to ensure our resources outside

are as high quality as those inside. As a result, you will often find the children learning outside in every year group.





## Organisation of Classes

Reed First School is a maintained community school which is part of the Hertfordshire County Council Education Authority and caters for boys and girls between the ages of 3 and 9 years old. We have 3 classes taught in mixed ages. We take 12 children per year group, meaning our class sizes are a maximum of 24. You will find an up to date list of staff at our school on the school website.

Our classes are arranged as follows:  
Jackson Class – Nursery and Reception  
Bysouth Class – Year 1 & 2  
Layton Class – Year 3 & 4



## Our Curriculum

Reed First School offers a broad and balanced curriculum that builds on the knowledge, understanding and skills of all of our children. This includes a wide range of experiences unique to our school. We also provide workshops and visits for all year groups; including a residential trip for our children in Years 3 and 4. We ensure what we teach is meaningful and offer experiences which enrich and support the national curriculum. For example, a trip to the coast is planned before children learn about holidays in the past. This way, the children all begin with the same knowledge and experiences and equity in their starting points.







The curriculum incorporates the statutory requirements of the Early Years Framework, the National Curriculum and include experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. Our curriculum is arranged over a two-year cycle to ensure curriculum coverage in our mixed age classes while the focus of teaching subject skills builds year on year. Children are taught in practical, fun ways to make their time memorable and therefore remember more and make their learning 'sticky'. The aim of our curriculum is for pupils to have the skills to be resilient, independent and aspirational learners in readiness for their next stage of education.



Further details of our curriculum and how it is mapped out over the years can be found on our website in the curriculum pages.



Our children take enormous pride in their learning and enjoy sharing it with us and visitors too!

Visits from advisors include feedback to be proud of: *The curriculum is broad, balanced, ambitious and designed to give all pupils, particularly pupils in receipt of the pupil premium grant and pupils on the SEND register, the knowledge and cultural capital they need to succeed in life. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.*

*Teachers have good subject knowledge and present subject matter clearly. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.*

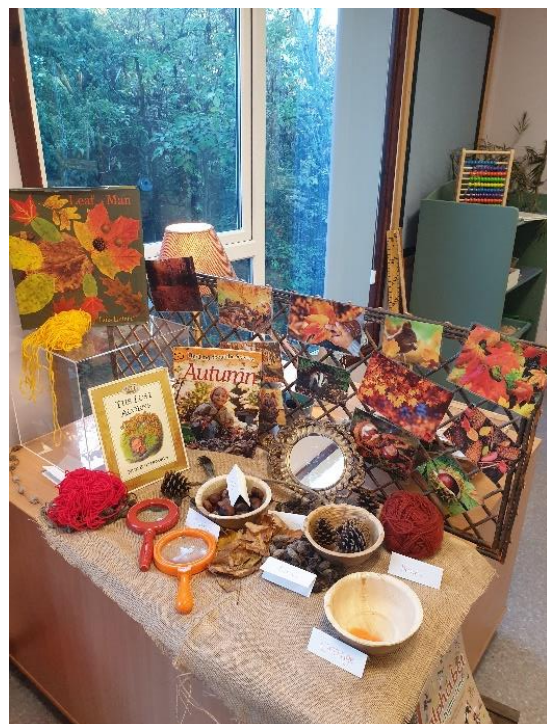
## School Hours

8.00am	The school opens for Early Birds
8.40am	The school gates are opened
8.45am	Bell rung & early work begins
9.00am	Register taken
10.20am – 10.40am	Break time KS1 and 2
12 noon	Lunch
1.00pm	Register taken
2.50pm / 2.45pm	Assembly / Friday Celebration
3.15pm	School ends
4.15pm	After school clubs finish
5.15pm	Night Owls finish & school closes for pupils

## Classrooms and learning areas

Our classrooms are light and airy and are well resourced, interactive and inviting. They showcase and celebrate the learning taking place and support the development of skills and understanding across the curriculum. They are arranged to encourage independent learning and resilience. Opportunities for creativity are seen in each class in a role play area. All classrooms have their own toilet facilities and safe access to our expansive outdoor areas.

All classrooms have an interactive whiteboard and a wide range of resources. Our children have access to Chromebooks to enhance their learning.







We encourage a love of reading in all of our children as soon as they start school. We follow the Little Wandle synthetic phonics scheme to successfully equip all children with the knowledge and skills they need to read fluently with comprehension and enjoyment. This includes star stories in every class and reading journals as well as regular visits to our modern and engaging library!



The children enjoy a wide range of fiction, non-fiction and poetry. Many of the texts stocked have been requested by the children.

All children bring a library book home to share along-side a book to develop their reading skills.



## Houses

Every pupil and member of staff is part of one of our three house groups: Barn Owls, Tawny Owls and Eagle Owls and are led by our House Captains who need to apply to make successful applications to get the job. The children across the school earn house points by demonstrating our school values.

There are house events and competitions through the year which the whole community enjoy. The anticipation of who wins the House cup and Sports Day trophy is taken very seriously! Lots of laughter is had though along the way!



House pancake races



Celebrating our values



Cross country races



Easter Hat competition



## Pupil Voice

What our children think is very important to us. Our school councillors lead sessions called Talking Groups where all children in mixed age groups discuss how to solve problems or improve their experiences further. This has included; choosing new play equipment, reorganising lunch times and as already mentioned choosing new books for the library.



We also benefit from children who take their roles and responsibilities very seriously. In addition to House Captains and School Council, we have play leaders, librarians, eco-committee members and a buddy system where Early Years children get to know a member of Key Stage 2 who helps them to settle into school life.





## Life Skills

At Reed First School, every child has a pupil passport to show the journey they have been on at Reed First School. These are opportunities which have supported their curriculum journey but also experiences to use in life.

It includes:

- Places I have been
- People I have met
- Experiences I have had
- Skills I have learnt
- What makes me unique
- My achievements

Some of the enrichment opportunities offered include:



First Aid skills



Hosting community events



Keeping ourselves and each other safe



Riding a bike





Performing to an audience



Sleeping away from home – whatever the weather!

### Support when it is needed

We understand and recognise as a school, that there are a lot of influences on the children in their lives. These will directly affect their demeanour and in turn their readiness to learn.

Our staff all take responsibility for the welfare of all the pupils in their care. At lunchtime there are Midday Supervisory Assistants who look after the children.

Our personal, social and health education and values ensure the pupils are able to share their feelings. We have worry monster interactive displays in every classroom to enable the children to share how they are feeling and flag any concerns or worries they may have. We also promote the use of 5 ways to wellbeing to enable the children to know how to maintain good mental health. Every child also has a trusted 5 of adults at school and home who they know they can talk to about anything. There are also areas in every classroom where children can go to self-regulate when needed.







The school works, as necessary, with other agencies regarding the best interests of pupils and co-operates closely as the need arises with Education Welfare Officers, Social Workers, School Medical and Psychological Services.

Safeguarding is of the upmost importance and our policies for the safeguarding of our children can be found on our website.

We also make use of Operation Encompass a charitable organisation who aims, by directly connecting police and schools, to secure better outcomes for children, to enable schools to better understand the impact living with domestic abuse has upon

children, to help schools to better understand a child's lived experience and to therefore be able to support and nurture each child, making a child's day better and giving them a better tomorrow.



Designated Safeguarding Lead: Mrs Wittich  
Deputy Designated Safeguarding Lead: Miss Wilson

The school has clearly defined responsibilities in relation to child protection and is particularly vigilant over child protection procedures when recruiting new staff.

Our SENCo Mrs Cottenden also works closely with pupils and their families to support any additional needs they may have or develop.

### **Pupil behaviour**

Reed First School children are exceptionally well behaved and develop a love of learning and an excellent attitude towards their learning. At Reed First School we follow a therapeutic approach to behaviour support which has been in place since our Headteacher became a Therapeutic Thinking trainer. Our central purpose is concerned with children's learning and their overall well-being in order to achieve their best through self-regulation.

Experiences outside school have a huge influence on children's behaviour and the school seeks full partnership with parents in providing support at all times.

Our full positive behaviour policy can be found on our website which will explain in full our rewards and sanctions.

We also ask parents and children to agree to our 'Home School Agreement' which sets out what is expected of the pupils, parents and school.



## Parents and Carers as partners

At Reed First School we aim to keep all parents fully informed about school activities and on the progress of their children. A newsletter containing information about school and community events is sent home on a monthly basis. The website is kept up to date and additional information is sent home on the Parentmail platform. We also make regular use of Google Classroom to post news, pictures and learning tasks for each class which parents have access to.

Our families also enjoy coming together every Friday to celebrate learning and achievements. These are also live streamed through the pupil Google accounts.

Every child has a home-school communication book which is used to record home learning and messages between school and home. The book is used daily in school and at home by teachers, parents or carers and where appropriate the children.

There are also workshops and meetings through the year for parents to find out more about how they can support their child at home.

Parent consultations take place in the autumn and spring terms. A written report is sent to parents in July. We also hold an open afternoon in July for all families to enjoy a tour of the school by their child.



## Collecting children

At the end of the school day at 3.15pm, the gate is opened and parents collect their child(ren) from the relevant classroom door, this offers a lovely opportunity for teachers and parents to make contact if needed and for children to share their learning in their classroom if they would like to.

We must insist that pets are not brought on to the premises unless carried, scooters and bicycles can be brought onto the premises providing they are not ridden on the site and are stored in the designated areas.

## Home Learning

Home learning is set for all of our children. The school has a Home Learning Policy which can be found on the website.

All learning set is carefully selected to support and embed learning at school. Teaching staff are always happy to discuss how our children are getting on at home and are ready to support when needed.





## **Wrap around care - These sessions must be booked via the school office only.**

### Early Birds

8:00am until start of school

£4 per session, per child

An early morning drop-off is available to support working families of our school.

### Night Owls

3:15pm until 5:15pm (1 hour sessions available)

£9 per 2 hours, £6 for 1 hour

£8 for 2 siblings attending together for 1 hour, £14 for 2 siblings attending together for 2 hours

An after-school provision to support families who may need a later collection.

The children are provided with a drink, fruit and biscuit.

The session provides a variety of fun and games for everyone. Home learning can also be supported at your request.

Staff who care for the children at wrap around are part of the Reed First School team.

Sessions are invoiced monthly.



## **Clubs**

We offer a range of clubs; run both by school staff and outside companies. These include: physical sports, creative skills, computing and sessions to enhance curriculum areas such as geography or science clubs. The school office can be contacted to find out more.

## **Parking**

There is no parking on site, but there is plenty of space on the adjacent road (Jackson's Lane). Please only park on the pavement side of the road and keep the area in front school clear to respect our neighbours and keep pedestrians safe.

## **Admissions Procedure**

Children may be admitted to the nursery for up to 5 morning sessions per week in the term after their third birthday, where funding, staff and space allow and up to 5 afternoons, if eligible for 30 hour funding. A charge of £3.50 will be made for lunch.

Children may be admitted to the nursery for up to 5 mornings and/or afternoons in the term of their 3rd birthday, at an hourly rate of £6.50 plus £3.50 for lunch.

**Parents/carers apply directly to the school for admissions at Nursery age.**

In the event of there being more applicants than there are places available, the Governors will apply the following criteria in the priority order of categories as listed:

- Children who at the time of entry are living in Reed.
- Siblings of children already at the school at the time of application. For the purposes of this policy, siblings are all other children permanently residing at the same address.
- Date of registration.

In the event of there being an over-subscription in any one of the above categories, the determining factor in that category will be the geographical proximity to the school as defined below, with the exception of note 2.

Note 1: Geographical proximity will be determined by the measurement of the shortest distance by road or public pathways as shown on an Ordnance Survey map, measured from the front of the home to the mail entrance of the school.

Note 2: There may be exceptional occasions when the governors are requested by the LA supported by the medical services or the health authority, to give a place to a particular child; in this case the child will be afforded exceptional priority.

Click here to check eligibility for 30 hour funding-  
<https://www.hertfordshire.gov.uk/services/schools-and-education/childcare-and-advice-for-parents/free-early-education-and-childcare/childcare-support.aspx>  
<https://www.gov.uk/30-hours-free-childcare>

### **Foundation Stage – Reception**

- In line with Hertfordshire County policy all children start full time Reception in the September after their 4th birthday
- Attendance at nursery does not guarantee admission to the reception class, where coordinated admission arrangements apply
- These exist throughout the country and the LA is responsible for coordinating the admissions process for all parent s/carers within their area
- Details are given to parents/carers in the ‘Starting School’ booklet distributed in September in the year prior to children starting in reception
- Parents should contact Hertfordshire Local Authority for all admissions arrangements
- Parents/carers apply directly to Hertfordshire Local Authority for a reception place
- Where there are more applicants than places available the admissions rules for Community and Voluntary Controlled Schools apply
- Parents/carers are informed by the LA of the school they have been allocated and have the right of appeal to the LA

### **Access to documents**

Relevant documents relating to school policies are available on request from the School Office and are available on the website. This includes information about uniform, including our uniform reusing scheme.

<https://reed.herts.sch.uk/parents/policies/>

### **Illness and Medicines**

In the event of illness during the school day, the school will inform parents using the contact numbers provided on the Data collection sheet. We do ask that if children have suffered vomiting or stomach upsets that are infectious, they are to remain off school for **48 hours** after the incident. This helps prevent infection and keeps other children and staff healthy. Children are not allowed to bring tablets or medicines to school. Any medication must be brought onto and taken off site by the child’s parent or carer. All requests for school to



administer medication should be directed to the school office, where parents will be asked to complete necessary forms.

### **Medical and Welfare Checks**

The Royston, Stevenage and North Herts School Nursing Team make regular visits to the school to organise eyesight, hearing, height and weight checks as well as dental hygiene talks. Parents are informed about these visits in advance.

### **Attendance and Punctuality**

It is of the utmost importance that your child's progress in school is not hampered by poor punctuality or inconsistent attendance. Parents are asked to contact school via telephone or email on the first day of an absence caused by illness. Unexplained absences are classified as unauthorised. If contact has not been made by close of register, the school will contact parents or carers. Children who attend school regularly and arrive on time have a more settled school life leading to better progress and attainment. The Headteacher is unable to authorise absences for holidays or day trips during term time. Absence during term time is only authorised in exceptional circumstances and you must complete a request form from the school office and submit this 4 weeks prior to the requested leave. Families should understand that requests for holiday absence is not considered an exceptional circumstance.

### **School Meals**

All children in school are able to enjoy a freshly cooked meal at lunchtime, which include hot or cold options. Some families may be eligible for free school meals, details are available on the [Hertfordshire County Website](https://www.hertfordshire.gov.uk/parents/childcare/childcare-choices/childcare-choices-2019-2020)

All pupils in reception, year 1 and year 2 are eligible for a Universal Free School Meal. Children may bring a packed lunch from home if preferred.

<https://reed.herts.sch.uk/parents/school-meals/>



### **Transition to Middle School**

The Year 4 pupils who move on from Reed First School at the end of the summer term transition to schools such as Edwinstree Middle School, Ralph Sadleir or King James Academy Royston.

There are opportunities to visit the schools during Open Days and we all adhere to the same transition day in July.

## Friends of Reed School (FoRS)

Our hard working PTA is vital to the wellbeing of the Reed First School. FoRS raises money from a variety of activities and resources during the school year including fayres.

The money raised in the past has gone towards the purchase of a variety of resources, coach costs and workshops. All parents and friends are welcome to attend meetings and events; your involvement is greatly appreciated. FoRS meet regularly and always welcome new members.



## Governing Body

Our Governing Body comprises of a group of committed individuals who ensure clarity of vision, ethos and strategic direction for the school. They come in to help too!

A full list of school Governors can be found on the school website.

<https://reed.herts.sch.uk/about-us/governors/>



We look forward to welcoming you to our school!



## Reed First School – A Parent’s Perspective

From the moment we saw Reed First School, we knew it was the ideal primary setting for our children. Approaching its beautiful main building in a spring thunderstorm, our 4-year-old daughter exclaimed, “It’s like a princess fairy tale castle.” The doors opened, we were warmly welcomed by the Headteacher Mrs Wittich and our daughter’s face told us everything we needed to know – she was enchanted and inspired all at once.

Now flourishing in Year 2, her younger brother is in Reception after a fantastic year in the Nursery class; we could not be happier with the outstanding quality of teaching and learning which the dedicated staff have consistently delivered. Being a small village school, Reed First enjoys the distinct advantage of responding to an individual child’s needs every single day. This is achieved by small class sizes, nurturing and innovative teachers, experienced teaching assistants and home-school communication books which are continually checked and updated.

All of the staff know every child on roll, and all of the pupils know each other from Nursery right through to Year 4. As a result, stepping onto the school site is always a friendly, supportive experience, and the children grow up understanding what a positive learning community feels like. They are also continuously encouraged to realise the school’s four core values of Aspiration, Independence, Resilience and Respect – these values are at the beating heart of the school, and the children are always immensely proud when recognised as embodying them.

Another reason that Reed First offers such an incredible provision is that it genuinely addresses ways of maximizing a child’s potential. Whether your child has a bias towards the performing arts, ecology, science, sport, art, reading, history, designing, geography, technology or maths, Reed First will find the spark that ignites the inner curiosity of a child. Its curriculum offers a diverse range of visiting speakers and workshops, as well as school trips and linked initiatives with several other local schools. Also, national events are marked and celebrated, and children are regularly encouraged to contribute towards countrywide charity events. As a result, no week is ever the same as the next, and the children enjoy an education rich in content. Alongside this varied curriculum, literacy and numeracy are taught expertly; the huge importance of phonics and well-crafted handwriting is keenly promoted.

Crucially, parents are encouraged to play a vital role in the life of the school. ‘Friends of Reed’ is an extremely pro-active parent-run committee which constantly raises money to enrich the experiences of the children. In addition, parents are invited to attend delightfully intimate weekly assemblies, as well as observing classroom activities and well-rehearsed drama performances. There is a genuine sense of community spirit at Reed First School, and new parents are immediately welcomed to join in with school life. Daily drop offs and picks ups are also friendly and personal, which further enhances the strong feeling of community at Reed First.

The quaintly rural location found in Reed naturally lends itself to a thriving forest school on site, and the children regularly spend whole days learning and exploring in the fresh air; this is a privileged opportunity that they have embraced with genuine enthusiasm. The children also love their fiercely competitive house system of Barn Owls, Eagle Owls and Tawny Owls, and relish winning points for their house through daily activities and the legendary summer sports day.

Reed First School is simply unique; no child is overlooked, no child is undervalued and no child is ever lost in a sea of faces. This is undoubtedly one of the reasons that Reed First School produces children who feel confident in interacting with the world around them. It is extremely well managed under strong leadership and offers a safe, caring and rigorous learning environment. I am so grateful that we visited it on that stormy spring day; it's giving our children the perfect start to their educational journey.