

# BROAD HEATH

Primary School  
Prospectus

*To Gain*



Broad Heath  
Primary School

# WELCOME TO BROAD HEATH

*It is a pleasure to be the Head of such a caring, dynamic and vibrant school. We believe that our mission statement, To Gain underpins every learning activity.*

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*-Jane Frankish, Head Teacher*

**BROAD HEATH SCHOOL IS AT THE HEART OF THE DIVERSE AND LIVELY COMMUNITY OF FOLESHILL. THE SCHOOL WELCOMES THAT DIVERSITY AND AIMS TO ENSURE THAT ALL PUPILS “GAIN” FROM EVERY ACTIVITY THEY DO, FROM THE MOMENT THEY COME THROUGH THE SCHOOL GATES, TO THE TIME TO GO HOME.**

Broad Heath aims to offer high quality education that develops caring, confident children with enquiring minds.

We aim to achieve this by:

- Creating a positive, constructive and challenging atmosphere in which children can grow and develop their full potential.
- 
- Giving children a wide range of activities that develops independent skills and furthers their learning.
- 
- Providing children with opportunities to achieve high standards.

Originally, Broad Heath was in an old Victorian building in Broad Street, but in April 2000 the school moved to a modern building in St Paul's Road with airy classrooms. It has outstanding playgrounds and plenty of equipment where the children can exercise and have fun. The school is small enough to care for the needs of each individual child, whilst large enough to provide a full, rich and varied curriculum.

# BEHAVIOUR VALUES

## TO RESPECT AND GAIN

AT BROAD HEATH, WE LEAD BY EXAMPLE WITH OUR STAFF MODELLING THE VALUES WE EXPECT THE CHILDREN TO UPHOLD. RESPECT FOR THEMSELVES, OTHERS AND THE ENVIRONMENT ARE CENTRAL TO THE CORE BELIEVES OF THE SCHOOL.

With clear boundaries for behaviour, consistent with fair consequences throughout the school, our five school rules underpin the values we uphold.

1. Stop, look and listen please. (when asked to do so)
2. To respect and care for all things.
3. To give your best.
4. Speak to everyone respectfully.
5. To follow instructions to the best of your ability.

These rules help children to understand the parameters and ensure that children feel safe and happy in our school. Through nurturing good behaviour, building relationships with pupils and using exciting learning to engage them, we feel children will be confident and build self esteem in order to achieve.

We know that providing a rich and quality primary education provides children with the best possible start, but it also fosters belief in future learning. This is why, we place great emphasis on ensuring our children feel safe and welcome from day one. Throughout their time at Broad Heath, they will encounter a learning designed to follow their interests and each year builds on the experiences that they had previously making transitions from year to year as smooth as possible.

As a school, we pride ourselves on the range of opportunities we provide to children and their families. Competitions, peer collaboration, project weeks and school council meetings. The children are heard and listened to so they know their opinions are valued.







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# ENGAGING LEARNING EXPERIENCES



## WE STRIVE TO ENGAGE CHILDREN USING A VARIETY OF EXCITING LEARNING EXPERIENCES AIMED TO ALLOW CHILDREN TO ACHIEVE EXCELLENCE.

Our staff work together to develop lessons that immerse pupils in real and meaningful learning using the vast range of teaching environment we have in the school. The opportunities they receive include a wealth of problem solving, exploration and independence in order to create life long learners.

Learning at Broad Heath is matched to the needs of individuals or groups of children and differentiation is celebrated. Activities are planned to promote speaking and listening skills between adults and pupils as well as peer dialogues. To allow children to continue their learning journey, teachers guide the pupils through carefully tailored questions and opportunities. This leads children to clear end outcomes that where they can demonstrate their understanding and make progress.

Leadership and staff at Broad Heath look to raise professional standards through working with other schools and educational partners to provide children with the highest levels of care and teaching. Staff training enables practitioners to improve and develop already existing skills as well as acquiring new ideas and techniques.

OUR VISION IS ALL GAIN. WE ACHIEVE THIS  
AND REINFORCING THE FOLLOWING

CORE

VALUES

TEAMWORK

RESPECT

**GAIN** KNOWLEDGE

RESILIENCE

IMAGINATION

BRILLIANCE



HIS BY MODELLING, CHALLENGING  
LOWING CORE VALUES.



KINDNESS

EDGE EMPATHY

E HONESTY

TENACITY

E INDIVIDUALITY

# OUR SCHOOL

WE OFFER A FREE BREAKFAST CLUB **8 – 8:30AM** EACH DAY. CHILDREN NOT ATTENDING NEED TO ARRIVE AT SCHOOL BETWEEN **8:30-9:00AM** IN THE MORNING. ALL CHILDREN ARE ALLOWED IN CLASSROOMS FROM THIS TIME.

**Broad Heath learning is never dull we want it to be fun and memorable. The school day will incorporate individual challenge as well as collaborative opportunities so that every child is able to gain. Styles of learning will depend on the activity and the resources teachers plan to use.**

**Ultimately, we want every second of every day to make a difference and rapid progress to be achieved.**

Group work, is a regular feature of the school day. Each group of children have specified targets to support their learning needs. This way of studying allows children to share ideas and co-operate in solving problems and discussing options available to them. Children who are progressing more slowly in their studies and require extra tuition, or those that are more capable, will be grouped together also. The school recognises that some children are more able; at Broad Heath we try and recognise those gifts and talents by creating modules of work that are suited to their needs and which are taught each half term.

School finishes at 3:15pm. There are various after school clubs which change every half term. These can be found on the school website under calendar.

We do have lots of outdoor equipment and we welcome parents using it with your children. It is the responsibility of the parents/carers to supervise the children before and after school times and the school cannot be held accountable for this.



DAY



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# PARENTS

## AND SCHOOL



WE KEEP PARENTS INFORMED ABOUT THE WORK OF THE SCHOOL BY SENDING MONTHLY NEWSLETTERS ABOUT ALL THE THINGS THE CHILDREN HAVE DONE, AS WELL AS INFORMING YOU ABOUT IMPORTANT DATES YOU NEED TO KNOW. NOTICES ARE PUT ON THE TWO ENTRANCES TO THE SCHOOL. ALL KEY DATES ARE PUT ONTO THE CALENDAR FOUND ON THE WEBSITE.

We have an appointed team called our pastoral team that holds meetings, shares key learning opportunities and home visits to ensure protocol and procedures are followed.

The **Home School Agreement** is renewed each September and assessed with new parents. This clearly sets out the expectations of the child, the parent and the school. We do this because we feel it is very important that we understand and are clear about the role that each person is to play in the home/school partnership. Parents who have difficulty following it will be contacted by the school.

All children from Reception onwards are supplied with a homework book. Each half term parents will be given a forecast about the work their child/ren will cover. Each half term a planner is sent home with specific learning objectives in English and Maths. Homework is set to support these targets, as well as weekly spellings and reading. The extra practise that you can give is vital to success.

We encourage parents to ask questions and to give constructive feedback. You can do this by writing, phoning or visiting. Parents are welcome to visit the school at any mutually convenient time and we will always find someone who is willing to listen, support or advice. All we ask is that you are fair and allow staff to respond to matters that you raise. **Strong Parent/School partnerships are key for all 'to gain'.**



# CURRICULUM

## INFORMATION

THE SCHOOL CURRICULUM IS MORE THAN JUST A LIST OF SUBJECTS ON A TIMETABLE. IT IS ABOUT THE WAY WE TEACH AND DISCOVERING THE BEST WAYS FOR EACH INDIVIDUAL CHILD TO MAKE PROGRESS AND GAIN. EACH YEAR, EDUCATIONAL VISITS ARE PLANNED WHICH SUPPORT THE CHILDREN'S LEARNING TARGETS. THESE TOO ARE AN IMPORTANT PART OF OUR WHOLE CURRICULUM.

### **Each Year -**

All National Curriculum subjects are followed and further details about what is taught can be found on the curriculum section of our website. [www.broadheath.coventry.sch.uk](http://www.broadheath.coventry.sch.uk)

We know that our curriculum is exciting, rich and varied. You may also want to view the TV section on our website which shows you the types of work we do in 'Topic' Weeks which are held at the end of every half term.

### **PSHE (Personal and Social Health Education) -**

We have clear schemes of work and we give a lot of time to this subject, we believe that their personal qualities or individuals are worth sharing and reflecting upon. The school spends a great deal of time ensuring that we care for our pupils. Positive attitudes, respect and equality for all are extremely important at Broad Heath and are of high profile in the school. We also believe that Broad Heath pupils should be model citizens in school, in the community and in Great Britain.





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# CURRICULUM

## FOUNDATION STAGE





THE EARLY YEARS FOUNDATION STAGE IS FOR PUPILS AGED 3 TO 5 YEARS I.E. NURSERY AND RECEPTION. THIS IS A KEY PHASE OF CHILDREN'S EDUCATION. WE BUILD UPON THE BASICS SKILLS FOR MAKING OUR CHILDREN INTO SUCCESSFUL LEARNERS. WE VALUE PARENT'S SUPPORT IN HELPING THEIR CHILDREN, AND THE SCHOOL RUNS WORKSHOPS DURING THE YEAR TO DEVELOP THIS PARTNERSHIP.

### **Aims of the Early Years Foundation Stage**

- To provide a welcoming, happy and caring environment where each child is valued as an individual.
- To develop independence, self-confidence, self control and self discipline.
- To help each child relate to peers and adults.
- To encourage awareness of and sensitivity towards the needs of others.
- To foster and promote intellectual development through looking, listening and doing.
- To encourage fluency and coherence of speech.
- To foster initiative, curiosity and good humour.
- To foster good relationships between home, school and the community.
- To develop an enquiring mind, an interest in learning and enthusiasm towards the next stage of school life.

### **The curriculum for the whole Foundation Stage around 3 prime areas of learning:**

***Personal, Social and Emotional Development*** - this is a crucial part of a child's development in Early Years. Activities include circle time, games to learn social skills and teaching the children to be independent.

***Physical Development*** - this allows the children to develop their fine and gross motor skills both in the classroom and outside.

***Communication and Language*** - this focuses on listening and attention, understanding of language and speaking.

The prime areas of the curriculum are supported by four specific areas, which teach children key skills and knowledge for development: Mathematics, Literacy, Understanding of the World, and Expressive Arts and Design.

# CURRICULUM

## THE ARTS (MUSIC, ART, DRAMA, STEAM)

OUR APPROACH TO TEACHING THESE SUBJECTS IS SIMILAR TO THE ABOVE. ALL CHILDREN ARE TAUGHT SCHEMES OF WORK THAT ARE APPROPRIATE FOR THEIR AGE. THEY ARE ALSO GIVEN A VARIETY OF OPPORTUNITIES TO LINK IDEAS TOGETHER SO THAT LEARNING TARGETS ARE BEING REINFORCED IN DIFFERENT SETTINGS AND IN A FUN AND CREATIVE WAY.

Classroom work is on display for all visitors to see. We see the arts as something that enriches the whole child. We encourage children to paint, draw and perform. We believe that this approach fosters a child who is confident, a child who is positive and as child who wants to learn. All the experiences provided, whether they are: musical, dramatic or artistic are planned so that the children “gain.”

Information Technology will be used wherever possible, across the curriculum. The School has IT Suites, which are used by all classes as well as numerous iPads.

Each class has its own freestanding PC with colour print facilities. This means that skills learned in the suite can be expanded upon in the classroom context. The whiteboards are also used to broaden learning experiences. Children use them regularly as a class or a small group to support their learning. We also have a green room so that children can make exciting and creative blogs.





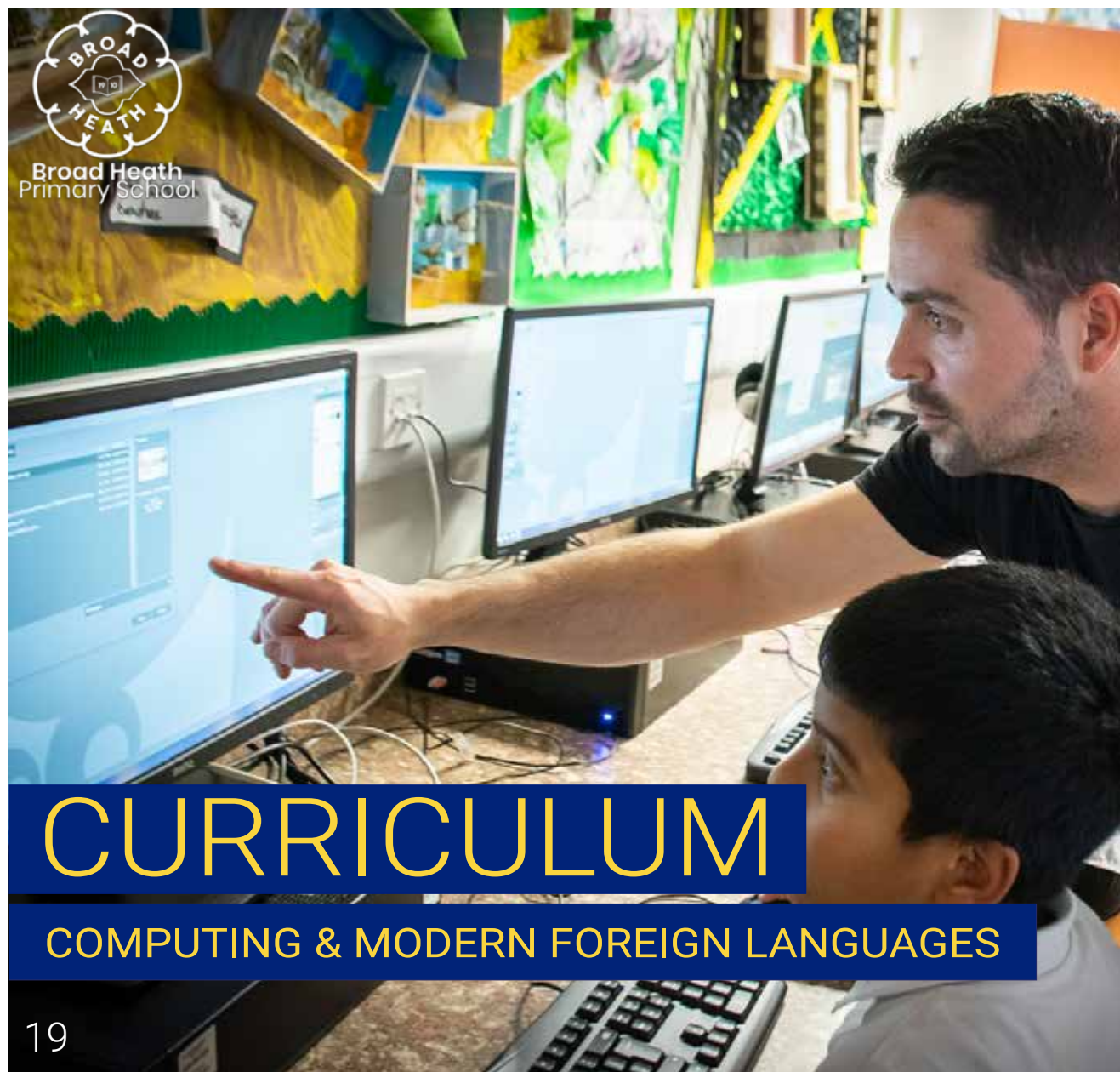


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# CURRICULUM

COMPUTING & MODERN FOREIGN LANGUAGES



COMPUTING EQUIPMENT SUCH AS IPADS & INTERACTIVE WHITEBOARDS HAVE BEEN INSTALLED THROUGHOUT THE SCHOOL. THEY ARE USED TO SUPPORT THE CHILDREN'S LEARNING AND BRING A SENSE OF FUN AND EXCITEMENT IN TO THE LESSONS.

#### **Computing -**

The school luckily has two ICT suites. These allow children to be taught as a class, but also pursue their work individually. These computers are loaded with great learning software that makes ICT enjoyable for the children.

Throughout the school the children have access to iPads. These iPads mean the children can independantly research and learn within their own classroom. There are many different apps on the iPads that enhance and expand the children's knowledge in many different areas.

We also have a Green Room which develops computing skills and allows us to create memorable videos many of which are on our website.

#### **MFL (Modern Foreign Languages) -**

In KS2 we teach another language and this is Spanish. The older children are also encouraged to visit Spain and apply their skills

# ASSEMBLIES

## SMSC

WE ENCOURAGE CHILDREN TO THINK ABOUT HUMANITY AND HOW TO LIVE IN HARMONY. ASSEMBLIES INCLUDE TALKS ON BEHAVING APPROPRIATELY AND SHOWING RESPECT TOWARDS TEACHERS, PUPILS AND ADULTS. WE BELIEVE WE ARE ALL EQUAL AND THAT DIFFERENCES DO NOT CAUSE PROBLEMS, RATHER THEY ENRICH OUR LIVES.

We offer an invitation to everyone, whatever their personal beliefs, to share in the development of a caring school community by attending a range of assemblies that celebrate various key religious events eg Diwali, Eid, Christmas. Class assemblies are held each term.

Assemblies are important, they set the tone for the whole school as a caring community. We often think about our own behaviour, hear about moral and human issues and share a sense of spiritual togetherness through stories, prayers and songs from all religions.

We hope that families will accept our invitation for their children to come to our assemblies and to share in the development of a caring school community. If parents have any worries or doubts, they have the right to ask for their child to be withdrawn from religious education and collective worship. Parents should contact the Head Teacher to discuss acceptable alternative arrangements.







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# RAISING STANDARDS



AT SCHOOL WE ARE CONSTANTLY CONCERNED WITH RAISING THE STANDARDS OF PERFORMANCE OF OUR CHILDREN. WE KNOW THAT YOU SHARE OUR AIMS AND HOPE THAT THIS INFORMATION WILL HELP YOU TO SEE HOW WE MAY WORK TOGETHER.

**Rewards include:**

- Stickers. Children are often sent to the Head Teacher to show their good work. They will receive praise, recognition and a sticker for their extra special efforts.
- Certificates. Good Work will be discussed in assembly and a certificate of excellence will be awarded. Certificates are also awarded to those children who show a caring attitude towards pupils.
- Extra privileges. These will include the option of choosing an activity they want to do, sweets and extra playtime may also be given.
- Trips
- Small gifts

**What happens when children do not do their best? Here are the methods we use:**

- Encouragement and targets set to improve on poor work.
- Extra completion time for unfinished in break/lunch or repetition of work may be used
- Letters are sent to Parents/Carers informing them of our concern about their child.
- Constant poor performance is discussed with Parents/Carers.
- Targets are devised to improve performance.
- Behavioural targets are set.

# SUPPORTING SPECIAL NEEDS

**YOUR SUPPORT FOR YOUR CHILD'S EDUCATION IS CRUCIAL TO THEIR PROGRESS. PLEASE TELL US IF THERE ARE ANY ADJUSTMENTS WE NEED TO MAKE TO HELP YOU SUPPORT YOUR CHILD, FOR EXAMPLE: LETTERS IN LARGE FONT; LETTERS IN DIFFERENT LANGUAGES; WHEELCHAIR ACCESS; EXPLAINING THINGS OVER THE PHONE; A DISCUSSION WITH A SCHOOL COLLEAGUE OF THE SAME GENDER.**

Children differ quite widely in their ability and rate of development. At Broad Heath, we strive to match the children's needs, with the kind of teaching that supports their development, at every moment of time. This approach to learning supports the more able children, as well as children whose academic, physical, social and emotional development is giving us cause for concern at any point in their schooling.

Children with Special Needs, are supported by a careful analysis of their requirements. In certain cases, this will involve the expertise and knowledge of specialists- e.g. health adviser or school psychologist. We strive to ensure that all children are supported and not excluded from whole class teaching, although there may be occasions when these children need to be taught individually or in small groups.





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# ENCOURAGING ACTIVITIES





IT IS OUR INTENTION TO GIVE CHILDREN AN OPPORTUNITY TO DEVELOP SKILLS IN A WIDE RANGE OF PHYSICAL ACTIVITIES. IN DOING SO, WE HOPE TO DEVELOP PHYSICAL AND MENTAL SKILLS, THAT CAN BE BUILT UPON IN LATER LIFE, AT SECONDARY SCHOOL AND BEYOND.

Physical Education is taught according to the guidelines in the National Curriculum.

The school enjoys playing a variety of different sports such as football, hockey and basketball. These are taught in PE lessons but occasionally, coaches will come to the school and coach the children. Sometimes these activities are free, but at other times, at a small cost may be incurred for such an experience.

Recorder lessons and drum lessons are given free of charge to children in KS2

The school has **excellent** I.C.T facilities, which include a fully fitted suite of Internet linked computers and whiteboards in each class. Children often use these facilities to support their learning at lunch times and our IT technician is willing to support children and parents if needs arise.

Throughout the year a variety of clubs will be available to KS1 and KS2 children run by staff members. At the moment these are free.

# SKILLS ACADEMY

## LEARNING WHILE HAVING FUN

**SKILLS ACADEMY IS A GREAT WAY TO HAVE FUN AND LEARN NEW SKILLS THROUGH ATTENDING CLUBS ON A FRIDAY AFTERNOON.**

Skills Academy is a great way to have fun and learn new skills through attending clubs on a Friday afternoon. Skills Academy happens within the school day and is accessed by pupils in Years 2-6. These are changed regularly so the children are given the opportunity to attend a variety of different clubs.

We host a variety of different clubs including mindfulness, swimming, programming, design & technology and mini golf to name a few. You can find these on the website.

Pupils learn a variety of new skills and consolidate existing skills around these six areas.

1. Creative
2. Physical
3. Innovative
4. Knowledge
5. Partnership
6. Enterprise

Every week there is a Skills Academy video posted to show you the insight of a club. Watch these and find out which club you'd like to attend next!





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# FACILITIES

## BROADENING MINDS





BROAD HEATH HAS A WIDE RANGE OF FACILITIES THAT ARE USED TO ALLOW THE CHILDREN TO HAVE A PHYSICAL OPPORTUNITY TO LEARN.

**The facilities we provide are:**

- Swimming Pool
- Science and Engineering Pod
- Green Room
- Library
- Outside Maths Area
- Large Sports Areas
- Mini Golf Course

**All of these facilities let the children learn key skills head on.** Such as the ability to swim; the swimming pool provides this excellent opportunity. The science and engineering pod gives the children an area to experiment and build with resources catered to the art of science and engineering. The green room offers a fantastic way for the children to learn technical ICT skills by using software provided on the iPads to put them anywhere. The library has a huge variety of books that the children can book out or read in the library.

The outside maths area offers children the opportunity to explore maths in a practical way outside the classroom. Teachers plan activities whereby children need to physically “feel” the maths, and develop their understanding of number, measures, shape and statistics.





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