REDBOURN PRIMARY SCHOOL

Reception Prospectus 2026-2027

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WELCOME TO REDBOURN PRIMARY SCHOOL

Thank you for your interest in our Reception which is an integral part of Redbourn Primary School. Reception is the second year of the Early Years Foundation Stage (EYFS), the EYFS curriculum spans Nursery and Reception.

The governors, staff and pupils of Redbourn Primary School extend a very warm welcome to you. We hope all children who come here will be happy and successful, and we look forward to working with you in a constructive and mutually respectful partnership to support your children's learning.

Our priority at Redbourn Primary School is to establish a happy and caring learning environment and to enable each child to develop to his or her full potential in many fields. We pride ourselves on high expectations of behaviour and attitude to learning, but also place great emphasis on the development of the whole child and aim to prepare every child to take the next step in their education with confidence and with an understanding of the world in which they live.

This prospectus contains general information about the school, including our educational values and organisation. Further information can be found on the school website: www.redbournprimary.co.uk, including our latest March 2025 Ofsted report, where we were graded Good in all areas and our performance data, reflecting our drive for pupil's to achieve their full potential. Specific queries can be answered by the School Office admin@redbournprimary.co.uk .

We look forward to working with you and we hope you enjoy your association with the school.

Emma Fenn
Headteacher

Our School

Redbourn Primary School is a two form entry primary school. It caters for children aged 3 to 11 years-old. The maximum class size is 30, and there are approximately 360 pupils on roll. The children are grouped into 14 mixed ability classes. Pupils generally come from Redbourn village and the surrounding area including Harpenden, Hemel Hempstead, Markyate and Flamstead.

"Pupils at this school are calm, polite and friendly. Pupils and staff are supportive and show respect to each other. This helps to build a positive culture. Pupils are encouraged to be tolerant. They understand and celebrate each other's differences.

Pupils are proud to attend this school. They feel safe and know, if needed, they will be helped by trusted adults quickly."

Ofsted, March 2025

What is the EYFS?

The Early Years Foundation Stage (EYFS) framework covers children from birth to 5 years old (end of Reception year). It is a mandatory framework for all Ofsted-registered early years providers in England, including Nurseries, childminders, pre-schools, and school Reception classes.

Foundation Stage 1 (FS1) is a non-compulsory, play-based educational stage for children aged 3–4, typically called Nursery, designed to lay the foundation for future schooling. It focuses on nurturing social, emotional, physical, and communication skills through exploratory play to prepare children for school readiness.

Foundation Stage 2 (FS2), commonly known as Reception, is the final year of EYFS. It is a statutory, school-based year focused on preparing children for Year 1 through play-based, child-initiated, and teacher-led activities covering prime and specific learning areas.

Key Aspects of Foundation Stage 2:

- **Curriculum areas:** Learning is structured around seven areas: Communication and Language, Physical Development, Personal, Social and Emotional Development (Prime Areas), plus Literacy, Maths, Understanding the World, and Expressive Arts and Design (Specific Areas).
- **Activities:** Children engage in hands-on experiences, daily phonics sessions, structured reading and maths inputs and free-flow play between indoor and outdoor environments.
- **Assessment:** Teachers conduct ongoing assessments (formative assessment) throughout the year, culminating in an EYFS Profile assessment when children are 5, based on classroom observation rather than formal testing.
- **Aims:** The primary aim is building a secure foundation for school life, fostering independence, and developing key skills needed for the National Curriculum in Year 1.

Our EYFS Classes

Our Early Years cohort are split into two classes (Willow Class and Lime Class), with an even mix of Nursery and Reception children in each. Neither class will exceed 30 children.

Willow and Lime EYFS classes are led by a qualified teacher in each and are supported by highly experienced Early Years Practitioners (EYP's). EYFS Phase Leader, Mrs McLaren, is the teacher in Willow Class and Mrs Keith and Mrs Burton are the teachers in Lime Class. Additional staff on hand to support you and your child include the Headteacher, Deputy Headteacher, the SENCo (Special Educational Needs Co-Ordinator), the three-strong office team, two site staff and a PE Coach.

Our free-flow system allows Nursery and Reception children to mix freely, bringing benefits to mixed age learning in EYFS. Younger children are exposed to more advanced vocabulary, sentence structures and social language when interacting with older peers. At the same time, older children consolidate and deepen their understanding.

What does this mean for your child?

Your child's learning, happiness and individual needs remain at the heart of everything we do.

- **Learning Through Play:** Play is central to learning. Children benefit from mixed-age play opportunities which encourages kindness, empathy, patience and collaboration.
- **Learning Environment:** The learning environment and daily routines remain familiar and secure over the two years in EYFS, enhanced by experienced adult expertise and wider social interaction.
- **EYFS Curriculum:** We have designed a bespoke 2-year, topic-based curriculum which will ensure progression, breadth and flexibility across a 2-year cycle. Children will continue to enjoy daily phonics sessions, high-quality teacher-led sessions and rich learning experiences.

At Redbourn we THRIVE!

Redbourn Primary School has the highest expectations of all members of the school community and inspires positive attitudes to learning and behaviours. In order to achieve this, we give children and adults every opportunity to THRIVE**.**

T - **Team**
We are a team. We are honest and trustworthy. We are effective listeners and communicators. We co-operate with one another. We are helpful and we show empathy.

H - Healthy
We are healthy. We look after our physical and mental wellbeing. We are happy, we are resilient and we have a growth mindset.

R - Responsible
We are responsible. We work hard, we are determined and we challenge ourselves. We take responsibility for our actions, words and choices. We are reflective learners.

I - Innovative
We are innovative. We are creative, we love learning and we are curious. We are confident, we take risks, make mistakes and we are problem solvers. We are empowered to make changes.

V - Valued
We are valued. We are inclusive. We show respect, tolerance and equality. We are kind and show gratitude.

E - Empathetic
We are empathetic. We are well-rounded individuals, we support and inspire others and strive to be the best version of ourselves.

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which will prepare our children to be confident, happy citizens. Each half term we focus on one of our values and this forms the core of our assembly focus as well as driving our discussions in the THRIVE council.

The School Day

We have a soft start to the school day, enabling parents/carers to drop off their children at the classroom door during a 15-minute period. This ensures that children are settled and ready to start learning at 8.55am. At the end of the day, finish time is staggered to enable you to collect children in different year groups. Once children reach Year 5 and 6, you can give permission for them to walk home alone.

	Nursery	Reception to Year 2	Year 3 to 6
Drop-off	8.40am	8.40 – 8.55am	8.40 – 8.55am
Pick-up	11.40am (2.40 or 3.15pm for Treetops)	3.15pm	3.20pm

Learning in Reception

From the moment your child arrives in Reception, they are surrounded by learning opportunities. There is a robust transition programme in place which ensures that teachers and support staff have an understanding of who your child is and what they need to enable them to access our wonderful learning environment. We offer a fantastic, stimulating indoor and outdoor environment which enables children to access learning to cover the 7 Areas of Learning in the Early Years Foundation Stage. These areas are:

PRIME
Communication and Language
Physical Development
Personal, Social and Emotional Development

SPECIFIC
Literacy
Maths
Understanding the World
Expressive Arts and Design.

The outdoor environment includes a large sand pit, a bike track, a muddy kitchen and a stage. There are also role play sheds, a potions table and den building alongside construction activities, physical activities and much more.

The indoor environment enables children to learn through junk modelling, painting, literacy and maths games, small world and construction toys. Staff are guided by the interests of the child and will adapt their planning to meet the needs of the children.

During the day in Reception, children are taught through short adult led sessions and then have opportunities to consolidate their learning through Learning Through Play sessions. During these times, children can choose how they want to learn and adults are able to interact and

play with children to help them develop skills and understanding. Adult led sessions include, phonics, maths and English.

Phonics

Teachers use a DfE approved Systematic Synthetic Phonics programme, Monster Phonics, to teach early reading skills. This scheme is used throughout the primary school. Children have access to Monster Phonics reading books to support their learning. They enjoy reading about the different monsters and the sounds that they make.

English

The whole school, from Reception to Year 6 follows The Literacy Tree scheme for English. This provides children in Reception with a good foundation for learning English as they progress through the school. The book based approach offered by the scheme helps to foster a love of reading for pleasure from 4 years old.

Maths

When learning maths, children in Reception to Year 6 follow the White Rose Scheme of learning. In Reception, 'number' is a focus of learning and children have lots of opportunities to secure their mathematical understanding through both adult directed sessions and Learning Through Play.

National Curriculum From Year 1 upwards, children follow the National Curriculum. We provide a broad and balanced curriculum to ensure children gain the knowledge and understanding necessary to succeed at Primary school and beyond. Our extensive playing fields and

lovely grounds, including our outdoor learning environment, Woodlands, are used to support learning in all areas of the curriculum.

Developing Your Child

Throughout their time at Redbourn Primary, your child will have the opportunities to take part in a range of activities, including whole class assemblies, performances and productions, music recitals and story writing competitions. Children have regular opportunities to take their learning outside of the classroom with trips to a variety of locations including zoos, museums and places of worship. They also enjoy residential visits in Year 5 and 6. Every year, we also host exciting and engaging workshops in school to bring Curriculum subjects to life. We love it when parents volunteer to support us in these activities.

The Extended Curriculum

Children are encouraged to participate in extra-curricular activities and after-school clubs. We provide a wide range of clubs which run during lunchtimes and after school. A charge is made for some clubs which run at the end of the school day and details are sent out to parents each term. Some clubs are run by teachers and some by outside agencies and

sports coaches. Sometimes numbers in clubs have to be limited to ensure safety and quality of provision. Tuition in wind, piano and guitar is also available. Further information about our Curriculum and clubs on offer can be found on our website: www.RedbournPrimary.co.uk

Early Morning Club

The School operates an Early Morning Club which runs from 7:45am to 8.40am, five days a week in the ALPs. The club is available for all Redbourn Primary School children.

The club provides activities including craft, table top games, outside play and DVDs but **does not provide any food or drink**. It is therefore expected that all children attending will have had breakfast before arriving. From 8:30am the children are taken to their classes for registration.

Cost and Bookings

Timings	Cost for R - Yr 6
3:15-4:30pm	£8
3:15-5.30pm	£16
3:15-6pm	£19.50
4:30-5:30pm	£8
4:30-6pm	£11.50

Redbourn Childcare Club

Redbourn Childcare Club (RCC) runs every day from 3:15pm to 6:00pm, offering high-quality, reliable after-school care for all Redbourn Primary children. RCC is based in the ALPs classroom. Children also have access to the Key Stage 2 Hall (when not in use), the Key Stage 2 playground, and the school field during warmer months.

Activities
Children are provided with a variety of age-appropriate activities, which may include:

- Art and craft
- Cooking
- Sports and games
- Board games and puzzles
- Reading and storytelling
- Imaginative and role play
- Computing
- Homework support

There is a balance of indoor and outdoor activities, weather permitting. Children are regularly consulted and encouraged to share their preferences to help shape the weekly activity offering.

RCC Pricing

Fees are reviewed annually in line with the school's Lettings Policy.

Time	Cost for R - Yr 6
3:15 – 4:30pm	£8
4:30 – 5:30pm	£8
5:30 – 6:00pm	£3.50

Home Learning

In accordance with Government requirements, a range of homework tasks are set throughout the school appropriate to the age of the children. The home learning programme for each year group is set out in the school Home Learning Policy. Parents are informed at the beginning of each term about the organisation of home learning in each class.

Equal Opportunities

Our primary aim is to enable children to develop their full potential and to equip them for useful and creative lives in society. We promote equal opportunities by acknowledging and responding to individual needs and strengths. Hertfordshire County Council's guidelines and policies are followed, and the curriculum and all school activities are made accessible to all children regardless of race, religion, ability or gender.

Special Educational Needs and Inclusion

We provide a range of support for children experiencing difficulties in aspects of their learning or behaviour. The Senior Leadership Team, including the Special Educational Needs Co-Ordinator (SENCO), organise the provision for pupils who need extra support. Teaching and Learning Support Assistants work in each class; the amount of time in each case is dependent on the level of help needed by the pupils. Individual and group programmes of study are devised, and the teachers and the support staff work with identified children to help maximise their achievements. In some cases, external professionals will be asked to carry out an assessment of a child's difficulties and needs, so that appropriate support can be set up in school. Children on the Special Needs Register will be given a Support Plan which will identify targets to help them make progress. Parents will, of course, be fully involved in these arrangements. Redbourn Primary School is committed to the inclusion of all children and every effort is made to ensure all children have full access to the curriculum and school activities.

Bullying

Bullying, racism and prejudice in any form is not tolerated at Redbourn Primary School. Any incidents of bullying brought to the attention of the class teacher will be treated very seriously and investigated thoroughly. Parents of both the victim and the bully or bullies will be informed, and all incidents of bullying are recorded. The school's Behaviour and Anti-Bullying Policies are available on the website.

Home/School Partnership

We believe in developing a strong partnership between home and school. A positive relationship between parents and school has a crucial bearing on the child's progress, and we hope that parents will not hesitate to contact the class teacher about any areas of concern.

Attendance

Good attendance links to higher attainment and supports the development of strong relationships at school. Our teachers plan sequences of learning, making regular attendance vital for pupils' success.

Both Hertfordshire County Council (HCC), as the Local Education Authority, and parents, have legal responsibilities to ensure each child's regular attendance at school. We are required by law, to keep a record of your child's attendance at school. Our whole school attendance target is at least 96%. We will offer support to families where we feel absence is impacting on children's progress and/or mental wellbeing at school.

Holidays in Term-Time

Parents must avoid arranging routine appointments and family holidays during term time. Family holidays should be taken during the normal school holiday periods, which are available a year in advance on our website. Holidays in term-time will not be authorised unless there are exceptional circumstances, due to the disruption to children's academic and social education.

The Governing Board

The role of the Governing Board is to work with the Headteacher to determine the strategic direction of the school, to act as a critical friend

and to ensure accountability. The full Governing Board meets twice a term, but much of the work is done through committees dealing with, for example, finance, staffing, premises and the curriculum and standards. Each governor is also responsible for monitoring an area of the curriculum and will do this through meetings with the subject leader and visits to classrooms.