Ben Jonson Primary School

KEY INFORMATION FOR PARENTS/CARERS

Realising Potential

www.benjonson.towerhamlets.sch.uk

"Ben Jonson is the best school in the country."
Pupil

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Welcome from the Headteacher...

Ben Jonson School is a vibrant and exciting three-form entry community primary school, situated in the heart of the Ocean Estate, Tower Hamlets.

The energy and enthusiasm of our children are striking; they are eager to learn and relish opportunities to participate in our exceptional range of trips, projects and extra-curricular activities. They deserve educational excellence and we strive to ensure they receive the best provision and opportunities. Our parents support and engage with the school and share our vision for their children to achieve the highest standards of attainment.

We provide a well-resourced, innovative curriculum and rich opportunities to ignite a love of learning. This is further enhanced by our accomplished specialist teachers who deliver an exemplary education in their respective disciplines - information communication technology (ICT), design and technology (DT), music and art. The school is housed in a modern, purpose-built complex, which has been extended to increase the range of facilities and specialist teaching spaces. Our impressive landscaped grounds border the historic Regent's Canal and the wide open spaces of Mile End Park, and are just a short distance from the City of London.

Please do not hesitate to contact me if you have any ideas or comments. I look forward to working with you.

Monica Forty

Vision and Aims of the school...

Vision

Ben Jonson is a safe and stimulating environment where children encounter positive, challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Aims

Children are at the centre of all that we do

- We will create a welcoming atmosphere and give everyone the experience of school as a caring, supportive, secure community where life for each child is enjoyable, stimulating and rewarding.
- We will enhance self-respect and confidence, and encourage children to take responsibility for themselves and their activities.

High Expectations

- We will have consistently high expectations, creating opportunities for every individual to develop their maximum potential, regardless of gender, race, or disability.
- We will ensure the highest standards of behaviour and help children to understand and develop meaningful relationships in an atmosphere of respect and pride, where all can flourish.

Teaching and Learning

- We will provide a high quality, creative and inspirational curriculum, enriched through using the wider environment and those people within it.
- We will sustain a happy, challenging and professional learning environment, with outstanding teaching, excellent resources and supportive learning strategies.

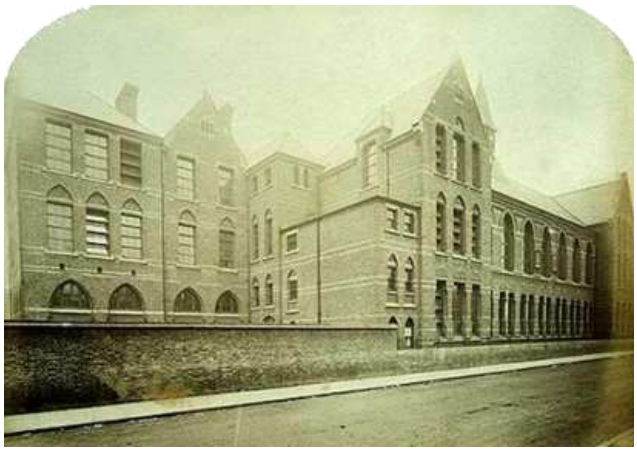
Parents and Community

- We will work closely with parents and our community, recognising the need for real partnership if we are to maximise children's development.
- We will help our children to develop as global citizens so they can, in turn, help shape their own community.

Always Learning

- We will provide children with opportunities to develop their aspirations and an understanding that life long learning will give them a wide range of choices.
- We will continually seek ways to improve every aspect of the school's work and life.

Ben Jonson and a history of the school...



Ben Jonson (1572 - 1637) was an English dramatist and poet, whose classical learning and gift for satire made him one of the most significant figures of English literature.

The first Ben Jonson School opened its doors in 1873. The building housed infant, junior and senior schools. The building was destroyed after being bombed during the Second World War.

In the years after the war, the Ocean Estate was built and a new school named Ben Jonson, after its predecessor, was completed. This junior and infant school was opened in 1952 on a site in Harford Street.

In recent years the school has been refurbished with the addition of a brand new extension which provides pupils with superb facilities in specialist areas to support their learning.

"For he that once is good, is ever great."

Ben Jonson

Safeguarding at Ben Jonson School...

All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Children's Social Care is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures.

Ben Jonson Primary School has a Child Protection Policy and this refers to Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures. Both of these documents are publicly available and can be consulted by parents/carers. The Designated Officers for Child Protection are:

Gillian Kemp, Headteacher/Lead Officer
Charlie Gorman, Deputy Headteacher
Hodo Dirir, Assistant Headteacher
Louise Hunn, Assistant Headteacher
Nichola Ahmed, Business Manager
Hena Begum, SENCO Assistant

"The behaviour and safety of pupils are outstanding."

Ofsted

Admission and transfer procedure...

Ben Jonson is a non-selective, state-funded school serving children of all abilities. Places will be allocated to those who live nearest to the school as well as, of course, providing for those with a statement of educational need and those who are in Local Authority care.

Applications for places at Ben Jonson are made via forms obtained from Pupil Services at Mulberry Place. Each year there are ninety Foundation Two (Reception) places. During the term before entry, parents/carers are sent letters to offer a place. A home visit will be undertaken and an invitation is made for the parents/carers and the child to visit the school. We have a maximum of ninety children in each year group which means that no class has more than thirty pupils.

Priorities for admission

- Children looked after by a Local Authority (children in care).
- Children for whom there is an identified special need - educational, social, emotional, physical or medical.
- Sisters or brothers of children already attending Ben Jonson, provided they live within 1.5 miles of the school.
- Children who live closest, measured by the shortest walking distance.

If you are unsuccessful in your bid for a place for your child at Ben Jonson, you have the right to appeal.

Secondary transition

During the autumn term, parents of children in their final year at Ben Jonson will receive information about transferring to a secondary school the following September. A parent/carer session is also arranged at the end of Year 5 to explain necessary procedures.

Years 1 to 6

If you have just moved to the area with children of school age, please contact Pupil Services at Tower Hamlets Pupil Admissions Team on 020 7364 5006.

All other admissions are coordinated centrally through that office. However, parents/carers can state a preference for the school which they wish their child to attend.

Arrangements for the admission of disabled pupils...

The Department for Education (DfE) has published non-statutory guidance on how schools can fulfil their duties under the Equality Act. Since 1 October 2010, the Equality Act has replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. In paragraph 4.13 of the departmental advice document, the DfE summarises the duty as:

- Where something a school does places a disabled pupil at a disadvantage compared with other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with non-disabled pupils.

The school's Disability Equality Scheme and Accessibility Plan set out the proposals of the Governing Body of the school to demonstrate how they are complying with personal, social and emotional development (PSED) and outline the school's equality objectives:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Ensuring that the ethos in school prevents disabled pupils being treated less favourably than other pupils.

For more detailed information, please refer to the *Accessibility Plan*.

Raising the standard...

Academic achievement

We have high expectations of academic achievement. Children are expected to work hard and recognise that each day at school provides the opportunity to gain new experiences, knowledge, understanding and skills. Children do better when parents/carers work closely with the school and we encourage parents/carers to take a keen interest in their children's education, making learning a part of everyday life.

Literacy

It is our responsibility to ensure that pupils become confident and competent users of the English Language. Our fundamental task is to teach your child to speak, read and write English effectively. Great emphasis is placed upon phonics -based literacy from the outset. Each day, for one hour, children in Foundation Two (Reception) are taught intensively, but appropriately, in groups of about six to eight children. This early emphasis on literacy development has proved to be successful in helping children to achieve very high standards.

Mathematics

Equal attention is given to pupils becoming numerate. Children are taught mathematics for one hour each day through a range of appropriate experiences.

The National Curriculum

All children study the National Curriculum (NC). In the Foundation Stage, children experience the seven areas of learning required as part of the Foundation Stage Curriculum which is delivered nationally. In Key Stage 1 and Key Stage 2, children are taught the 'core' subjects of English, mathematics and science and the 'foundation' subjects of history, geography, music, art, physical education (PE), design and technology (DT) and religious education (RE).

A cross-curricular approach is used to teach the 'core' and 'foundation' subjects. A theme is selected and applied across all classes and ability groups, adding extra dimensions to learning and to cultivating lateral thinking. This skills-based approach has proved to be highly effective and inspires learning and high achievement.

"Teachers provide pupils with a curriculum that interests and enthuses them."

Ofsted

Assessment, record keeping and reporting...

Detailed records are kept on your child's progress. Assessments are made by teachers throughout the school year, and progress records are regularly updated at termly pupil progress meetings. At the end of the Foundation Stage, a profile is completed on each child.

Following pupil assessments, individual and whole year results are available to parents/carers at the end of the summer term.

All records are available for you to see by appointment with your child's class teacher at the end of each term. Every child in Reception through to Year 6 receives a written report in early July. The summer parent/carer evening is arranged soon after this.

"My son has made excellent progress."

Parent

Class organisation...

We organise children in a number of ways for different educational purposes. Each year group has an additional teacher enabling children to be taught in smaller groups for mathematics and literacy. Children work in a range of learning arenas - in a large group, in small groups or in paired work.

Friendship and mixed-ability groupings are also used, particularly when children are encouraged to work together. Children who need extra support in literacy or mathematics will be taught for part of the day individually or in small groups.

A range of clubs are offered each term. These range from booster classes for core subjects, such as mathematics and literacy, to clubs for developing skills such as risk taking. A range of sports clubs is also offered.

"Classrooms are typically calm, friendly and engaging."

Ofsted

Children with special educational needs and disabilities (SEND)...

There are times when some children need additional support during their school life. Through our special needs programme and, with assistance from parents/ carers, outside agencies and local special schools, we endeavour to identify promptly a child's particular needs, so that individual programmes can be provided where appropriate.

We ensure that problems are identified as early as possible - the earlier that such action is taken, the more quickly support can be given. If a child has been identified as having a special educational need, they will have full access to the National Curriculum. Partnership work with parents/carers is crucial in this process. The school endeavours to make all adjustments to ensure that every pupil has access to all aspects of school life.

For further information about our provision for pupils with special educational needs and disabilities, see our *SEND Report* and *Local Offer* documents.

"Disabled pupils, those with special educational needs and those who speak English as an additional language… are given very good support."

Ofsted

Personal and social education...

Throughout their time at Ben Jonson, pupils are made aware of the importance of personal development, covering a wide range of issues. Many topics will be covered in the curriculum planning, but other elements are dealt with at the appropriate age and level, including relationships, personal hygiene, drug education, community cohesion, safety on roads and other contexts. The subject of conflict resolution may be undertaken using outside support. Parents/carers are kept informed of issues being addressed and are invited to be involved.

During their time at Ben Jonson, children are given the opportunity to learn about aspects of sex and relationship education, focusing on their changing bodies and the creation of new life. As children get older, this is presented in small single sex groups, in such a way that gives due regard to moral considerations and the value of family life. Children's questions are answered in an open, sensitive and honest manner in order to avoid confusion and anxiety.

Prior to the commencement of the topic, parents/carers are invited to meet with teachers and to view the teaching materials used. We respect the right of parents/carers to withdraw their child/ren from all or part of the non science-based lessons.

"Pupils play and learn in a highly positive and happy atmosphere."

Ofsted

Exceptional facilities accessible to all...

Ben Jonson is an inclusive school which is fully accessible for disabled children, parents/carers and staff. All entrances and exits have wheelchair access, there are lifts to upper floors and disabled access lavatories in all buildings. Convenient on-site visitor parking is available and there are plans and policies to ensure equality of provision for all children, regardless of gender, race or ability. All pupils have access to the school's excellent facilities, which include:

- bright and colourful classrooms, full of natural light and each equipped with an interactive whiteboard and audio system;
- a number of smaller classrooms for each year group, for group and individual work;
- a large, state-of-the-art information communication technology (ICT) suite;
- specially designed art and design and technology (DT) rooms;
- a music room with an array of instruments, including guitars, percussion, keyboards and two pianos;
- a large, dividable assembly hall complete with high-tech audio, visual display and lighting equipment;
- a well-stocked library;
- a dedicated 'nurture' classroom for children with SEND;
- a herb and planting garden;
- a nature area with pond;
- two large landscaped playgrounds with climbing equipment, ball games cage, slide, grassland and trees.

Moral and spiritual well-being...

Religious Education (RE)

By law RE is taught additionally to the National Curriculum. We aim to support the spiritual development of each child by providing knowledge and understanding of religious beliefs, practises and festivals. In addition, pupils are given the opportunity to explore concepts in order to understand themselves spiritually.

Collective worship

Assemblies are held daily in different groupings and they are seen as important social and educational occasions, as well as acts of worship. The celebration of various festivals helps us to focus on the moral and spiritual aspects of school life and to celebrate diversity (a particular strength of Ben Jonson), whilst recognising common beliefs and views.

Assembly themes encourage children to consider their community and to emphasise the need for everyone to improve their contribution to it, including skills of co-operation, respect for others and respect for property. There are opportunities to reflect quietly and to celebrate achievement and success. Parents/carers and visitors from the local community are welcome to participate.

SOOTHING
WONDERS

A partnership with parents/carers: our home-school agreement...

The school will:

- care for your child's safety and well being
- promote high standards of work and behaviour, and provide clear guidelines for students and parents
- ensure your child is given every opportunity to achieve their full potential as a valued member of the school community
- provide a balanced curriculum to meet your child's individual needs
- contact you if we have any concerns, and keep you informed about your child's progress and how you can help them at home
- be open and welcoming at all times

Parents/carers will:

- ensure their child attends school regularly, on time and properly dressed and equipped
- make the school aware of any concerns or problems that might affect their child's behaviour
- support their child with homework and home learning opportunities and ensure their child completes homework on time
- attend parents' evenings and discussions about their child's progress
- support the school with any disciplinary sanctions
- support their child in responding positively to the general expectations and regulations of the school

Students will:

- attend school regularly and on time and with any necessary equipment
- wear school uniform and be tidy in appearance
- do all class work and homework on time and to the best of their ability
- tell a member of staff if they have any worries or concerns
- behave in a manner which is respectful to people and property, both inside and outside school
- observe the school's rules and expectations

How you can help the school...

We welcome your involvement in your child's education. We need your help to ensure that your child makes the most of their time at Ben Jonson.

Homework

We believe that children learn best when home and school work in partnership. Children are given weekly homework with the expectation that tasks will be completed by the deadline given. This is a valuable opportunity to consolidate classroom learning. Please support your child with their homework by discussing their tasks and allowing time and space for them to undertake it. Do not hesitate to ask your child's teacher if you need any further advice.

Attend parent/carer meetings

We arrange a number of meetings throughout the year so that you can meet us. These include:

- termly parent/teacher interviews when you can discuss your child's progress
- parental workshops to support your child

It is vital that you attend these meetings

Newsletters

Termly newsletters provide information about class topics and current and future events at Ben Jonson. They are aimed to help parents/carers, provide support for learning at home.

Website

Parents can always find out more about our school by viewing our website at:

www.benjonson.towerhamlets.sch.uk

Educational visits and residential experiences...

Educational visits and residential trips are part of the school curriculum and are carefully planned to support the learning of your child. On entry to the school, you are asked to sign a form allowing your child to visit local places of interest where no transport will be required. For other visits, you will be asked to sign and return a permission slip.

Children are supervised very closely on all visits.

Charges

There will be some educational visits and residential trips that need transport and admission fees. We invite you to make a voluntary contribution to enable the school to continue providing valuable educational visits which enrich the learning of your child.

"The school's leadership has consistently pursued the goal of high performance in teaching and standards."

Ofsted

Punctuality and attendance...

It is very important that your child arrives at school by 8:55 am. Absence from school can usually only be justified when your child is ill.

Family holidays, outings and, where possible, medical and dental appointments must be arranged out of school time. In order to maintain safety for all pupils, the side gates are locked after 9:05 am. Please use the main gate after this time.

If, for any reason, your child is late or absent, a message or letter must be given to the school office explaining the reason for the absence/lateness. If you know your child will be absent, it is very important you call the school before 9:00 am.

Lateness and absence are monitored by the Attendance and Family Support Officer and the Local Authority, in addition to the Headteacher.

Children should be collected at 3:30 pm. If your normal collection arrangements fail, please telephone to let us know before the end of school.

Holidays during term time

In light of the governing body adopting the Tower Hamlets attendance policy and procedures, requests for leave are unlikely to be granted unless in exceptional circumstances. Request for leave forms can be obtained from the office.

Children who miss school for other reasons, will be marked with an unauthorised absence.

Please remember that, like you, the school wants the very best for your child. If you have any concerns, however trivial, please come and talk to us as soon as possible. We have translators/interpreters available during the school day.

"Parents and carers have good relationships with staff, appreciate the positive links between home and school and know that any concerns they may have will be rapidly addressed."

Ofsted

Child health...

Medicines

It is the Local Authority's policy that no medicines or tablets are brought to school and the administering of medicines should be undertaken out of school hours, unless a consent form (obtained from the office) is completed. In special circumstances, however, you may arrange to administer the medicines during school times. Any such medicines should be in a labelled box with instructions.

Asthma

Ben Jonson keeps a register of asthma sufferers and the type of medication the child takes - please let us know if your child is asthmatic. We would expect the blue inhaler to be kept in school in a labelled box and taken to all swimming lessons, visits and outings.

First aid

If a child has a minor bump or injury, they will be treated at school by a qualified first aider.

Emergencies

In the event of a more serious injury, parents/carers will be contacted immediately. It is important that you keep us informed of any changes of address or telephone number.

Equal Opportunities

We endeavour to ensure that all members of the school community have equality of opportunity and treat each other with equal respect irrespective of origin, belief, gender or ability. We recognise and value the diversity of culture and language, and aim to reflect this in all aspects of school life.

"The school fosters good relationships and ensures there is no discrimination."

Ofsted

School uniform...

Children must wear our school uniform. We recommend black or dark grey trousers, skirts and pinafores and white polo shirts. School shoes should be black, sensible and practical.

Items of school uniform can be purchased from high street retailers. However, items with the school logo can be ordered from:

Khalsa Schoolwear
388-390 Bethnal Green Road
London
E2 0AH
or at
www.khalsaschoolwear.co.uk

Book bag

Available from school on the first day (free to children starting Reception).

Bag with P.E. clothes

We recommend a white T-shirt, black shorts or jogging bottoms and plimsolls. PE kit can be purchased from high street retailers.

Please make sure that your child's name is clearly marked on all belongings and items of clothing.

Jewellery

For safety reasons, please do not allow your child to wear any jewellery to school, except stud sleepers.

Hair

Please ensure that long hair is tied up, away from the face.

BEN JONSON PRIMARY

School meals and healthy eating...

School Meals

Ben Jonson is a 'Healthy School' and balanced diets are encouraged as part of a healthy lifestyle. School dinners are prepared daily. All meat served is Halal and a vegetarian option is available everyday. The menu is displayed on the notice board in the hall. If your child has any special dietary requirements, please let us know.

Lunchtime is a very important part of our school day. Our Midday Meals Supervisors play a vital role in ensuring that the highest standards of behaviour are maintained. We aim to make lunchtimes relaxed and enjoyable, at the same time as providing a well-ordered environment.

Snacks

Ben Jonson recognises the benefits of healthy snacks for physical well-being and as an aid to concentration in class. Fruit is provided to Reception and Year 1 pupils and all year groups are welcome to bring in fruit from home to be eaten during playtime. Also, Ben Jonson is a nut free school.

The school does not allow the consumption of unhealthy snacks, such as crisps, sweets, chocolate, chewing gum or carbonated/fizzy drinks. Water is available throughout the day for all pupils. Milk is available for all Reception children, free of charge.

Breakfast Club

This is available for the children of working parents/carers or students at a small charge. Please enquire at the office for more information.

"The very well-attended and well-organised breakfast club provides a good beginning to the day for pupils of all ages."

Ofsted

Useful information...

School times

The school day for pupils is: 9:00 am - 3:30 pm.

Your child must arrive by 8:55 am. Registers are taken at exactly 9:05 am. Any child arriving after this time will be marked as late. Lessons begin at 9:05 am - children arriving late disrupt the teaching and learning of others. The playground is supervised from 8:50 am to enable children to be left safely.

Personal property

Children are asked not to bring any personal possessions to school, unless specifically requested by the teacher. The staff and governors cannot accept responsibility for damage or loss to personal possessions.

"Pupils enjoy school and feel entirely safe."

Ofsted

and finally...

Available documents

The following documents are available to borrow or read on the premises:

- All policies and curriculum maps in current use at school.
- Ofsted inspection reports which relate specifically to this school.

In addition, the following documents are available on the school website:

- SEN Report and Local Offer
- Governance structure
- Pupil Premium statement
- Sports Premium statement
- Equality objectives
- Behaviour statement

You will also be provided with the school prospectus free of charge.

Complaints

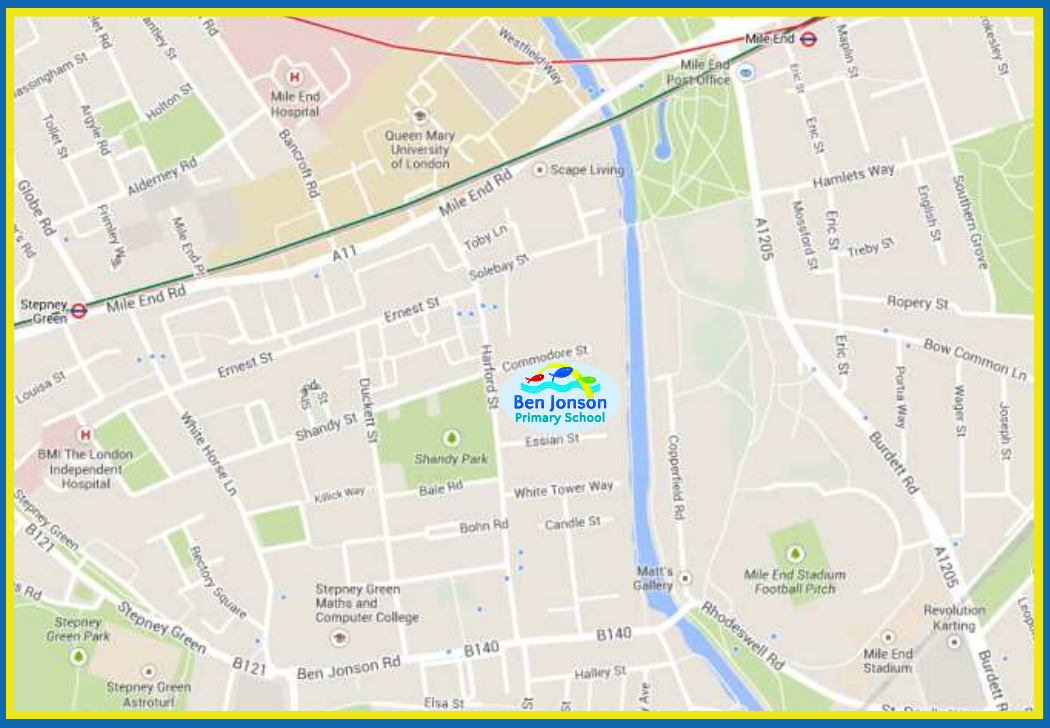
In the first instance, a concern should be addressed to your child's class teacher. If the complaint remains unresolved, please speak with the Deputy Headteacher or Headteacher. However, if it is felt necessary, the next step would be to contact the Chair of Governors at the following address:

The Chair of Governors, School Office,
Ben Jonson Primary School, Harford Street, London E1 4PZ

If the complaint is not satisfied, the Chair of Governors can write to the Department for Education. The DfE will look into the matter and give a written reply. A copy of the full complaints procedure for parents/carers is available from the school office.

This prospectus is not a legal document and does not form the basis of a contractual obligation. It is used for information only and is accurate at the time of publication. It is regularly reviewed.

Ben Jonson Primary School



Ben Jonson Primary School
Harford Street
London
E1 4PZ
Tel: 020 7790 4110 | **Fax:** 020 7790 7701
Email: admin@benjonson.towerhamlets.sch.uk

Interim Executive Headteacher:
Gillian Kemp

Realising Potential

www.benjonson.towerhamlets.sch.uk