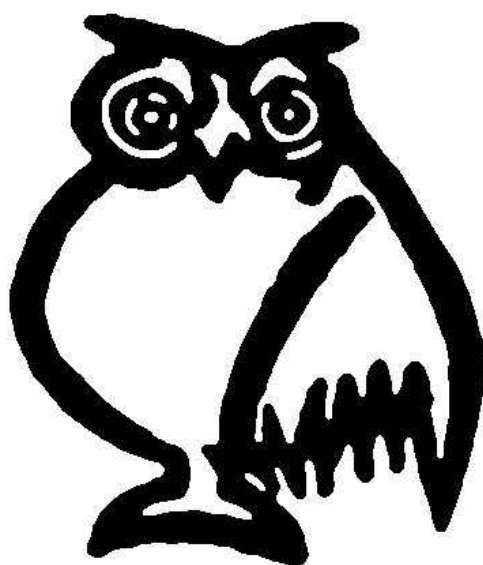


# **Danbury Park Community Primary School**



## **School Prospectus**

*Be wise, be happy, belong*

*An Outstanding School - Ofsted 2013*



# Danbury Park Community Primary School



**Well Lane  
Danbury  
Chelmsford  
Essex  
CM3 4AB**

**Telephone 01245 224994**

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**Email: [admin@danburypark.essex.sch.uk](mailto:admin@danburypark.essex.sch.uk)**

**Website: [www.danburypark.essex.co.uk](http://www.danburypark.essex.co.uk)**

**Headteacher: Mrs Carol Gooding  
Deputy Headteacher: Miss Donna Johnston  
Chair of Governors: Mrs Brenda Wray**

**Status: Primary (5 to 11 year olds)  
Number of Pupils as at Sept 2021: 257  
Published number of pupils to admit: 37**

The information in this prospectus was correct as at 15<sup>th</sup> September 2021

*Be wise, be happy, belong*



## **Letter from the Governing Body**

### **WELCOME TO DANBURY PARK SCHOOL**

***“Be wise, be happy, belong”***

We are delighted that you are considering Danbury Park School for the education of your child.

Choosing a school for your son or daughter is one of the most important decisions that you ever take. The most appropriate school for your child is the one which will best meet his or her individual needs. Judging this can be difficult for parents/carers, as schools offer differing experiences; weighing the merits of one school against another can be daunting.

We are here to help you to learn as much as possible about our school. We urge you to read this prospectus carefully, to make an appointment to talk to the Headteacher and to visit the school, as we recognise that you need to be well informed in order to make the right decision. The purpose of this booklet is to explain what we, the Governors and Staff, believe is the way to provide a balanced education which incorporates major educational changes, whilst retaining traditional values.

Your child will receive a broad and balanced curriculum based on his or her needs. We have an extensive record keeping system charting every child's progress, which is under continual review.

Parents are encouraged to take an active part in school life and we operate an open door policy. In addition there is a lively Parents' Association which raises funds for the school but also involves itself much more widely in a number of school activities.

We celebrate the school's achievements including our Outstanding Ofsted inspection reports, our status as a Healthy School and holding the Sainsbury's Silver School Sport Award and the achievements of our pupils in our newsletters and assemblies. However, we are never complacent for we always seek ways to raise our standards further.

It is impossible to describe adequately our school in a brochure and we strongly urge you to take the opportunity to assess us for yourself, to talk to teachers and to bring your child to visit the school. You may be sure that you will receive a warm and friendly welcome. Perhaps your child will indeed be wise, happy and belong here.

**Brenda Wray**  
**Chair of Governors**



## The School Premises

Danbury Park Community Primary School enjoys a unique and enviable setting on the edge of one of the county's beautiful country parks. Opened in 1974, the older parts of the school have undergone a programme of remodelling and refurbishment so that all classrooms match the attractive and well-resourced infant classrooms which were added in 2009. All the classes containing the early years' pupils have access to a wonderful outside area which is used as part of our everyday teaching.



## The Aims of Danbury Park School

### School Vision

At Danbury Park Community Primary School, we all share a common vision for every child. We want to enable every child to become:

- 🦉 Curious, self-motivated, independent and resilient learners
- 🦉 Aspirational, confident and happy individuals
- 🦉 Honest, respectful and responsible members of our community

**Be wise**  
**Be happy**  
**Belong**

### School Aims

We endeavour to:

- 🦉 Provide each pupil with the best possible education, to the highest standards in all areas, tailored to their individual needs.
- 🦉 Create a welcoming environment where children are accepting of others, develop positive relationships and see the school as part of an expanding, wider community, and ultimately, a bigger world in which they can play a part.
- 🦉 Provide every child with the opportunity to gain recognised achievement, celebrating their successes, however small and in whatever area.
- 🦉 Be an open, friendly and accessible school in which each individual has equal value.

We do this through enacting the Danbury Park School code in everything we do.



## School Code

At our school everyone tries to:

- Ask questions, solve problems and keep trying, not being afraid to fail;
- Take pride in their work and the work of others;
- Be polite and well mannered, respecting the views and feelings of others;
- Look after our property and that of others, the school and its grounds;
- Contribute to our community, playing an active and positive part in school life;
- Do their best.

Our code has been agreed by the children and adults at the school and we expect everyone to uphold it.

***Be wise, be happy, belong!***

## Pastoral Care and Discipline

Danbury Park School is a community in which behaviour is based upon mutual respect and consideration for peers and adults. From all its members we expect and encourage politeness and good manners within a culture of care and responsibility.

The values, standards and attitude of the school community are made clear to the children through example and discussion and the outstandingly good behaviour is evident throughout the school at all times. Good behaviour is recognised and praised through the awarding of team and house points. On joining the school each child is assigned a house: Air, Earth, Fire or Water and siblings are kept within the family house. Each week house points are counted and the weekly winner announced in assembly. We often receive compliments from visitors and places we have visited on the politeness and respectfulness of our pupils.



In exceptional cases, a child may be excluded from school for a fixed or indefinite period if he or she has displayed behaviour that is dangerous or threatening to others and not responded to efforts made to resolve the situation. We view this procedure as a last resort after having provided substantial support for the child and family.



## Organisation of the Curriculum

At Danbury Park School we aim to develop a child's knowledge, experience and understanding to the best of their ability; to have as much independence as possible; to have an awareness of moral values and to be able to communicate their thoughts and ideas successfully to others.

Our school's Curriculum Policy Statement takes account of the requirements of the Early Years Foundation Stage Framework, the National Curriculum and the locally agreed syllabus for the teaching of Religious Education. We aim to enable all children in the school to achieve levels of personal development which will permit them to play their full part in the life of the community and assist them to acquire skills and to develop attitudes so that they develop a love of learning and become life-long learners.

We carefully structure the work of the school so as to provide, as far as possible, a smooth progression and development, geared to the requirements of later education and the individual child's needs. We achieve these aims by offering a wide, varied and balanced curriculum, learning by experience and discovery, which occurs alongside a more formal, traditional approach and by providing a stimulating and happy environment for both pupils and staff alike.

Throughout the curriculum we place emphasis upon the children working with meaning, understanding and through first-hand practical experiences. Integrated into our curriculum are the themes of health, safety, environmental and community education as well as an appreciation of British values.

We have a whole school approach to teaching the children about sustainability called *Our World, Our Future*. Each class has responsibility for a specific aspect of the project so that as the children progress through the school, they learn about "reduce, reuse, recycle, repair" and ways of making small changes to our daily lives that have a real impact on our world. We also have solar panels on our school to save electricity. The rich local environment and interests of the children are included wherever possible. We aim to stimulate the children's natural curiosity, encourage them to think critically and develop a scientific approach to solving problems.

Our primary school is organised to cater for children from the year in which they become 5, until they transfer to secondary school at 11 years of age. The children are divided into classes according to age. There is no streaming and children change classes according to age, once a year, in September. The teacher for each class is responsible for most of the children's learning, although specialist teaching in music and French is provided for all classes and for PE in some classes, and the child may, at times, work with other teachers in other parts of the school. Children progress through the whole curriculum on an individual basis. Special care is taken with tailored programmes of work being provided for children with special educational needs and disabilities and those who are exceptionally able. In this way, although children's abilities range over broad areas of experience, they are encouraged to study in depth.



## The Early Years Foundation Stage

On entering the Foundation Stage classes (Reception) your child will follow the curriculum as outlined in the Early Years Foundation Stage Framework. This is a continuation of the learning that started in pre-schools and continues until your child moves onto the National Curriculum in Year 1. The Early Years curriculum is organised under three prime areas of learning:

- Communication and language e.g. listening with enjoyment and responding to stories, song and other music; talking about what they do and listening to each other;
- Physical development e.g. travelling around, under, over and through balancing and climbing equipment; handling tools, construction objects and malleable materials safely and with increasing control;
- Personal, social and emotional development e.g. taking turns and sharing fairly, understanding what is right, what is wrong and why.

These prime areas are strengthened and applied through four specific areas:

- Literacy e.g. recognising letters, sounds and words, beginning to read and write familiar and simple words;
- Mathematics e.g. counting reliably up to 10 everyday objects, using everyday words to describe position, beginning to relate addition to combining two groups of objects and subtraction to 'taking away';
- Understanding the World e.g. finding out about, and identifying some features of living things, asking questions about why things happen and how things work;
- Expressive Arts and Design e.g. drawing, painting, design, music, dance, imaginative and role-play and stories.



In planning and guiding the children's learning our teachers incorporate different approaches to activities ensuring there are opportunities for the children to play and explore, investigating and trying out new experiences; to learn actively through concentrating and persevering when they encounter difficulties and thereby enjoying their achievements and endeavours; to create and think critically by putting forward and developing their own ideas and strategies. We also ensure that there is a balance of adult-led and child-initiated activities.





The Early Years Foundation Stage Framework identifies stages of progress towards the Early Learning Goals. The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. However, we are aware that during the Reception year many children will have exceeded the goals and others will be working towards these goals. These differing individual needs are met in all curriculum areas e.g. by providing a wide range of reading material from simple repetitive-word stories to more detailed non-fiction books, by supporting independent writing through encouraging the application of phonics and “having a go” or by selecting a variety of ways in which to record scientific investigations.

Elements of more formal lessons are gradually introduced throughout the year so that by the summer term, the children are prepared for the move to Year 1.

## Key Stage 1 – Years 1 and 2

The learning continues in Key Stage 1 at Danbury Park School as the children build on the strong foundations they have acquired. They continue to operate, individually and in groups, to listen attentively, ask and answer questions, respond to complex instructions, describe events and be aware of others. They develop more control of their bodies and are able to use simple games apparatus.



To enhance the topics investigated in Science, Art, History and Geography, visits are made to both the local environment and further afield e.g. Castle Hedingham to find out more about what it was like to live in a castle many years ago. Visitors are invited into school to develop the children’s awareness of other aspects of the world e.g. a guide dog and her owner when learning about the five senses. There are many other activities which are enjoyed by Key Stage 1 including the special Harvest and Christmas Celebrations and the Annual Infant Music Festival for Year 2 children.

In Year 2 (end of Key Stage 1) all the children are assessed against the requirements of the Key Stage 1 National Curriculum. Individual and comparative results are sent to parents.





## Key Stage 2 - Years 3 to 6



To make the curriculum more relevant, interesting and challenging for our Key Stage 2 children we have developed our own programmes of study based on the National Curriculum incorporating opportunities to study both local and international elements. This means that our children develop a strong commitment to their local community as well as an understanding of and sense of responsibility to the wider world.

### Lower Key Stage 2 – Years 3 and 4

By this stage, children are usually able to be reasonably systematic in their approach to work and sustain longer periods of concentration on an activity. They start to share their experiences with others and become increasingly aware of the differences in people. They become appreciative of the variety of circumstances within the world.

Writing is for a variety of purposes and the children are able to draft and edit their work selecting vocabulary and sentence structure for impact on the reader. Children also have the opportunity to write collaboratively. Increasingly complex stories, poems and reports are read and written. A range of literature and non-fiction material is available to the children for their enjoyment and interest. Simple play scripts are written and performed by the children. Children are encouraged to take an increasing pride in their presentation.

In Mathematics children use the four operations of number (addition, subtraction, multiplication and division) confidently and with increasingly larger and smaller numbers including decimals and fractions. They begin to investigate more complex patterns and mathematical problems. Estimating is important. Children's mental calculation becomes more confident and independent with a wide range of taught strategies. Multiplication tables need to be learnt systematically and thoroughly and the children are tested regularly. Children use a range of metric units and select the appropriate ones for the task in hand.

In Science children become independent in the investigative process and have a clear idea of what is a fair test. They make and test predictions, describing and explaining their results. They start to use a range of information sources. Basic life processes are studied, along with the main stages of the human life cycle, which form the basis of our Relationships and Sex Education programme.

Children become more confident and independent using information and communication technology, including programming, data handling and modelling, presenting and communicating software. The children use the internet and are taught about the dangers and how to stay safe when using electronic forms of communication.



Children use a wider variety of historical sources and begin to distinguish between fact and opinion. They begin to empathise with people who lived in the past. They undertake a variety of geographical studies. Other religions and beliefs are explored and children are encouraged to express their developing thoughts during-discussions through listening, questioning and sharing. They are more adventurous and inventive in their physical games, co-ordinating their movements and devising their own team games. Their artistic skills are developed enough for fabric work, sculpture and pleasing representational drawing and painting.

Swimming is a compulsory part of the primary school P.E. curriculum. We take our Year 3 pupils to a local pool where a variety of swimming skills are taught from learning to swim using a variety of strokes, to improving their techniques, to water safety and survival.

## Upper Key Stage 2 – Years 5 and 6

By the time children leave our school we aim for them to take ever-increasing responsibility for their own learning, to tackle assignments with increased independence and raise questions to broaden their experience. We actively encourage them to think critically about their own work and that of others and within this framework they are encouraged to express their ideas confidently, demonstrating sensitivity towards others and an awareness of global issues. Opportunities to celebrate successes, either individually or as part of a team, are considered to be paramount and address both the academic and practical aspects of learning at local and national level.

Children are introduced to sophisticated reading skills such as skimming and note-taking. Writing skills are developed and adapted according to the target audience often using, as a role model, the works of recognised authors to enrich their own work. Through their reading they encounter a wider range of material in both fiction and non-fiction books that encompass both classic and modern writers. Use of appropriate vocabulary, the role of varied phrases, accurate spelling, correct grammar and more complex sentence structure are taught as children become increasingly fluent and able to write effectively at some length. Most will have developed a fluent and mature written script.



In Maths the children use estimation to support increasingly complex calculations that invariably involve more than one process and algebra is introduced. They develop mental strategies even further and explain their rationale. Throughout number and shape work, patterns are sought and theories investigated as formulae are developed. Application is crucial with all elements, for example, percentages and data handling related to everyday life.

The major differences between groups of living things are explored, the key factors in decay and recycling, major organ systems and their processes are studied. Reproduction in plants and animals is revisited and ideas for good health and hygiene are introduced as part of the topic on puberty. Environmental issues are discussed. Materials are compared and their properties



related to uses. Changes of state and studies of light and sound also take place. More complex investigations are planned, variables identified and controlled, materials selected with appropriate tools and methods used in a much more systematic and methodical way.

In P.E. the children can exercise greater control over their bodies to produce sequences of movement that are both inventive and adventurous. Team skills are developed with more opportunity to enter sporting tournaments and compete with other schools.



The children are now familiar with a wide range of art media having been introduced to varied craft activities and are able to select and choose techniques to create specific effects. Most will be capable of fine detail and mixing techniques. They are able to design, plan and execute their plans for detailed and complex models, often linked with the computer. They will have been introduced to a range of musical experiences involving composing and playing as well as singing and learning to play an instrument.

Local studies are related to world studies, trips of greater distance and complexity are undertaken, including a week long residential visit in Year 6. In-depth local ecological studies take place. Beliefs and customs are explored in more depth. The social skills associated with good citizenship and British values are developed.

As a vital and integral part of their studies children at this stage are expected to use, with increased independence, up-to-date technology through access to resources in the ICT suite and the many laptop computers which allow use of the internet. The children are able to make informed choices and select programmes to achieve their desired outcomes. They are also taught the basics of programming and control technology.



## Homework

At Danbury Park School homework is set to reinforce and extend learning in the classroom. For the infant children they need to read every night, practise their phonics and spellings and learn basic number facts. They are also asked to prepare a presentation twice a year sharing something that is special to them or linked to the term's topic with their classmates. As the children move into the juniors they are also expected to keep a Reading Journal to record their personal responses to their reading and to prepare increasingly sophisticated and more detailed presentations. They also need to keep practising their spellings and to learn the multiplication tables. Homework becomes more formal in the upper juniors as we prepare the children to move on to secondary school and additional tasks are set.



## Special Educational Needs and Disabilities (SEND) Gifted and Talented Pupils

All children are special. However, we recognise that the needs of some children require extra attention, which the school provides, whether the need is due to very high ability, a learning difficulty or a physical problem. The school has comprehensive Special Educational Needs and Disabilities and Gifted and Talented policies, which clearly outline strategies used to ensure all children achieve their potential as learners.

The school has a full-time SEND coordinator and learning support assistants who work with identified children following the child's individual education plan. The SEND Code of Practice is carefully followed. Parents are involved at each stage of the SEND process with regular parent-teacher meetings to discuss the child's individual education plan and suggestions for parental help at home. The school continually seeks ways to extend and improve its SEND work through close liaison with related outside agencies, in-service training and self-evaluation.

For those children who are identified as gifted, talented or exceptionally able, we assess their needs and plan appropriate support. This may include an additional level of differentiated work within the class, learning challenges, problem-solving and investigative work to deepen learning.

## Playtimes



We have two separate playgrounds: one for the younger children and one for the older children as well as a large field which all the children share. There is a range of play equipment including footballs, basketballs, skipping ropes and hoops. Alternatively there are benches, where the children can play smaller games and two pavilions where the children can enjoy some peace and quiet. The parents' association, known as the DPSA, has raised funds to develop the outside play areas to incorporate more adventurous play equipment and we have added a wooden galleon for the younger children and a climbing tower for the older ones as well as adventure trails. The children are supervised at break-times by teachers and learning support assistants and at lunchtimes by a team of midday assistants who encourage the children to play harmoniously together.



## Classes

In accordance with the school's Admissions Policy we admit 37 pupils into each academic year. All admissions, whether for the Reception year group or mid-year, are handled by the Local Authority's Planning and Admissions Department.

Because we have to abide by the statutory limit of 30 pupils in Early Years and Key Stage 1 classes, we organise the distribution of pupils so that the classes are of approximately equal size and this is done strictly by age. However, we do ensure that no one girl or boy is singled out and isolated from their gender group within their year group. There are also opportunities throughout the terms when the whole year group come together to work under the direction of one teacher for a specific block of work (e.g. the annual Year 6 residential visit) or event (e.g. the Year 2 Infant Music Festival).

Our school emblem is the owl signifying wisdom and in keeping with this theme, our classes have adopted the names of birds.

### Class Organisation as at September 2021

Class	Year Group	Teacher	Number & Distribution of pupils
A Avocet	6	Mrs J. Eveleigh Mrs L. Booth	29 pupils (Yr 6)
B Budgerigar	5/6	Mrs N. Marsland	30 pupils (Yr 6 x 8, Yr 5 x 22)
C Cuckoo	4/5	Mrs C. Evans	28 pupils (Yr 5 x 15, Yr 4 x 13)
D Dove	3/4	Mrs D. Ireland	29 pupils (Yr 4 x 22, Yr 3 x 7)
E Eider	3	Mrs Harden Mrs Booth (Mrs K. Hill on maternity leave)	30 pupils (Yr 3)
F Flamingo	2	Mrs J. McIntosh Mrs S. Buer	30 pupils (Yr 2)
G Goldfinch	1/2	Miss D. Johnston	27 pupils (Yr 2 x 7, Yr 1 x 20)
H Hummingbird	R/1	Mrs S. Smith	25 pupils (Yr 1 x 17, Yr R x 8)
J Jay	R	Miss L. Bridge Mrs C. Crouch	29 pupils (Yr R)





## Academic Achievement 2019

NB No statutory tests took place in 2020 or 2021 due to the COVID-19 Pandemic and the enforced closure of schools.

We set high academic expectations and targets and we are proud of the achievements of the children. These have been consistently high for many years.


Results for the last academic year for end of both Key Stage 1 and 2 are given below. Information comparing our results with those of other schools is available on the Department for Education website: <https://www.compare-school-performance.service.gov.uk/>

The tables below shows the percentage of eligible children at Danbury Park Community Primary School achieving each standard at the end of Key Stages 1 and 2.

### End of Key Stage 1 Pupil Results

Subject	Working Below the <i>Towards Expected Standard</i>	Working Towards the Expected Standard	Meeting or exceeding the Expected Standard	National Comparison	Working at greater depth of the Expected Standard	National Comparison
Reading		6%	94%	75%	58%	25%
Writing		11%	89%	69%	33%	15%
Maths		17%	83%	76%	25%	22%
Science			100%	82%		
Reading, Writing & Maths			83%	65%	22%	11%

Key:

 not applicable

Each pupil represents 2.7%.

Figures may not total 100 per cent because of rounding.

### End of Key Stage 2 Pupil Results

For the tests pupils are given a scaled score with a nationally expected score of 100 to signify that pupils have met the required standard for the end of Key Stage 2.

### Test Results


Subject	Other	<100	≥100 (expected score = 100)	≥110	Average Standardised Score	Average Progress	National % pupils achieving ≥100	Essex % pupils achieving ≥100
Reading	0	17%	83%	47%	107	-0.8	73%	74%
Grammar, Punctuation and Spelling	0	17%	83%	53%	108	-2.1 (writing)	78%	
Maths	0	14%	86%	36%	107	-1.4	79%	79%



## Teacher Assessments

Subject	Foundations / Early Stages	Has Not Met the Expected Standard	Working Towards the Expected Standard	Working At the Expected Standard or above	Working at Greater Depth of the Expected Standard	National % pupils achieving expected standard	Essex % pupils achieving expected standard
Writing			19%	81%	28%	78%	80%
Science		6%		94%			

### Key:

 not applicable

Each pupil represents 2.8%.

Figures may not total 100 per cent because of rounding.

## Overall

	School	National	Essex
Number of pupils reaching the expected standard in reading, writing and mathematics	75%	65%	66%

## Secondary Schools

At the end of Year 6 our pupils transfer to a range of secondary schools including selective grammar schools, the private sector and local secondary schools. We liaise with all secondary schools to ensure a smooth transition and over the years have built up a good relationship with our neighbouring and feeder schools.

Choosing a secondary school can be a difficult decision and we support parents by discussing with them honestly their child's achievements to-date, how the child compares with national expectations as well as their individual strengths and inclinations.

The formal selection process for the grammar schools, known as the 11+, and private schools starts at the end of Year 5 with entrance exams taking place early in the Autumn Term of Year 6. The format of these exams has been revised to bring them into line with the higher expectations of the National Curriculum as taught in primary schools. At Danbury Park School we teach the English and Maths curriculum to the level of the individual pupil so the skills and knowledge for these tests are covered as part of our everyday lessons.





## Pre-School Links

At Danbury Park School we are very proud of the excellent relationships and the liaison programme we have built with local pre-schools and nursery schools.

Throughout the year our Early Years Foundation Stage class teachers and staff spend time visiting and working alongside the children and staff from the Danbury pre-schools and other local pre-school providers. These visits help familiarise the children and their parents with Danbury Park School, easing any anxieties and ensuring a smooth transition to school.

In addition a wide range of pre-school providers spend a morning each term visiting us at Danbury Park School. They work with the Early Years Foundation Stage children, engaging in various play, physical and craft activities during their morning. Our oldest children, the Year 6 pupils, also join us to help with cutting and sticking, playing with bats and balls or making that Lego model even taller. We don't know who has more fun! The pre-school children love seeing their old friends who have recently moved up to 'big school' and also enjoy making new friends. They become familiar with the school building, its surroundings and the staff.



## Introduction Sessions for New Entrants

We have a full induction programme for new entrants to the Reception year group for both children and parents/carers. Once places at Danbury Park have been offered we arrange an evening meeting for parents and carers so that we can explain in more detail how the classes are structured, the organisation of the curriculum and the parental choices regarding start dates. We also share all the specific information needed about Danbury Park School such as times of the school day, uniform and lunchtimes.

In order to ensure a smooth transition we invite the children to come to school with their parents for two sessions. During this time the children play together, familiarising themselves with the classroom, the staff and class mates and stay for a school dinner. For parents this is a chance to share a cup of tea or coffee and get to know each other socially as well as learn more about our teaching programmes. We also host a pre-school activity afternoon when we join together to welcome the new entrants to the school. Together with the current Reception children, the new entrants spend a fun afternoon taking part in a variety of organised activities: perhaps a treasure hunt, a low-level obstacle course and a variety of creative tasks. This is followed by a well-deserved biscuit and drink together. In all these ways and with an ever-growing range of events,



school becomes a familiar place where we go to work, learn and make new friends. All this ensures a smooth transition from pre-school and a happy start at Danbury Park.

For mid-year admissions we work with parents and carers to organise individual induction sessions.

## **Links with other Schools and the Local Community**

We believe that the children should have the opportunity to meet with other schools to celebrate and share different aspects of schoolwork. The social as well as academic benefits can be tremendous. We have close links with the schools in our locality: The Priory School Bicknacre, St John's C of E Primary School Danbury and our neighbouring secondary school, The Sandon School.



Regular sporting matches against local schools teach the skills of being good hosts and visitors as well as good sports players. We take part in the annual district tournaments for football, netball, cricket, rugby, tennis and athletics teaching the Olympic value of participation in good spirit as being most important.

We take part in the local Infant Music Festival, as well as various concerts including one in London for Barnardo's and one for Young Voices.

Our aim is to encourage as many children to participate in as wide a range of competitions, festivals and fixtures as possible. We pride ourselves on the standard of performance we achieve through practice, preparation and commitment.



Our school feels itself to be an integral part of the village community and seeks constantly to play an active role in village life. We have links with the village's Anglican Church and Danbury Mission and we visit both churches for a variety of events. At Christmas we present a concert of festive music to the senior citizens at their Christmas dinner organised by The Mission. Senior members of our community are invited to join us for special assemblies and for refreshments afterwards prepared and hosted by our Year 6 pupils.

We aim to support village activities. We contribute to village publications and art festivals and support the work of the Parish Council by helping take care and responsibility for our locality.



The children are also taught to appreciate the village's heritage via studies of buildings, etc. and its amenities by visits to various shops, industries and of course the Country Park. Local history and geography figure highly on our curriculum and representatives from our community visit the children to share their views and to consult the children on their opinions. Thereby we show the children the need to respect and work together for all aspects of our lovely village.

## Parents, Carers and School

We value our relationship with parents and carers and believe that a close partnership between home and school is an essential ingredient for a happy and successful school. How this can work in practice is outlined in the Home-School Agreement, a document that describes the contribution parents, the school and the older children can reasonably be expected to make to help a child reach their full potential. Both the parents and the school sign a copy of the agreement as a demonstration of their individual and joint responsibility towards the child's education when the child first starts school. This agreement is then revisited when the child moves to Year 3 and the child is also required to sign a new copy of the document.

Many opportunities are provided in school for parents and carers to be actively involved with their children's education on a day-to-day basis:

- Activity days/weeks when the whole school takes a 'hands on' creative approach to learning an area of the curriculum and parents are invited to join in. In the last few years there have been Maths and Science Days as well as a week concentrating on art;
- Attending meetings with your child's teacher to discuss your child's progress. Staff also try to be available before and after school for more informal matters or at other times by appointment;
- Supporting your child by attending special assemblies and other events performed during the year;
- Providing help in the classroom and escorting children on school trips;
- Serving on the Governing Body.

Parents are invited to attend a meeting with their child's class teacher in the Autumn and Spring Terms when targets and academic attainment and progress is reviewed in detail. Parents receive a full written report about their child's achievements across the curriculum at the end of the school year. At the beginning of each term parents are given information about the topics their child will be studying in the following weeks. In this way parents know what their child should be learning and how they can help. In the absence of formal homework children are encouraged to follow up work going on at school, read regularly and learn their spellings and multiplication tables at home.

The Headteacher is always willing to meet parents and discuss any aspect of their child's education however trivial it may be. She is usually on duty at the gate in the mornings for general enquiries and clarifications and appointments before, during or at the end of the school day can be made via the school office. She will always endeavour to see parents as soon as possible.



## Out of School Hours Childcare

We are pleased that before and after school childcare as well as holiday clubs are provided by Woodland Montessori who operate out of the former caretaker's bungalow on the school's site.

For more information please contact:

Mrs Lynne Bage  
Woodland Montessori  
School House  
Well Lane  
Danbury  
Essex  
CM3 4AB

Tel: 07432 424625

e-mail: [office.woodlandmontessori@gmail.com](mailto:office.woodlandmontessori@gmail.com)

Additionally we would advise families that there are other providers in the village including Jesters, who can be contacted on 01245 222384.

Details of registered childminders in our area can be obtained from:

Professional Association for Childcare and Early Years (PACEY) on 0300 003 0005 and at <https://www.pacey.org.uk/>

We work with the Parish and Borough Councils to organise and promote local events during the school holidays. Details of these and other local events are regularly sent out to parents and placed on our notice board.

## Danbury Park School Association (DPSA)

We are fortunate to be supported by a strong and enthusiastic group of parents who organise and hold fund raising and social events throughout the year. Amongst others, regular events include a Quiz Night, Christmas Fayre and a Summer Fete.

Funds raised have helped with the costs of purchasing computers, tablets, interactive large screens, PE and sports equipment and kits, the Daily Mile all-weather track, and many other resources. The DPSA has over the past years fully funded the adventure play equipment including the galleon, the wooden climbing tower and the adventure trails as well as marking on the playgrounds. This not only makes play times more fun but also helps develop personal and social skills. More recently the parents have also contributed to a large scale drainage project to address the problem of flooding on the playground and field when it rains and the purchase of reading books.

All parents automatically become members of the DPSA when their children start school and are invited to attend meetings and functions. The committee welcomes any help and ideas which can make a positive contribution to the school and improve the facilities for all the children to enjoy.



## School Uniform



The school recognises the importance of building a sense of identity and belonging in the pupils and for this reason we have a school uniform which the children wear with pride. We expect all children to wear the uniform and we value the partnership with parents, carers and pupils in the implementation of this policy. School uniform can be easily obtained from our suppliers *The One Stop Schoolgear Shop* in Chelmsford or from <https://myclothing.com/danbury-park-community-primary-school/5625.school> (previously Tesco). Book bags are also available from the school office.

Jewellery, specifically necklaces and bracelets, should not be worn to school. However, children are permitted to wear small stud earrings and a watch. We would ask that hair is kept tidy and where long, is tied back. Hair accessories should complement the school uniform in colour and hair styles should be practical and suitable for school.

## School Policies

The school has a comprehensive library of policies which is reviewed regularly by the governing body, staff, parents and pupils. In this booklet we have referred to those policies which we believe will be of immediate interest to you; these and others are available in full on the website. In the meantime if you require any further information, please do not hesitate to ask via the school office and we will be happy to oblige.



## What our pupils say about us by past Year 6 children

*Danbury Park has given me many great experiences including the residential trip to York and I have made many amazing friends, that are like family.* – Maisy L.

*Reading partners is great and so are all the teachers!* – Kirsten D.

*I have had great fun learning at Danbury Park. The teachers, staff and teaching assistants are amazing and have helped me for the future.* – Emily W.

*Danbury Park has been the best school that I have been to.* – Jack B.

*I have made lots of memories in the time I've been here and I'll miss the school.* – Eden S.







## Thank you for reading our school prospectus

You will appreciate that a prospectus, no matter how well written, can only give you a flavour of a school and its work. We are very proud of Danbury Park School and feel that a fuller insight can only be gained by seeing us in action. If your interest has been sparked, please contact us to make an appointment to meet the Headteacher, staff and children. We hold annual open mornings and afternoons for prospective parents, usually in November when there is a chance to tour the school, watch it in operation and meet members of staff, the governing body and current parents. Dates are posted on the school website. If you are unable to make these dates or are considering a mid-year admission, please phone or e-mail the school office and we will arrange a mutually convenient date and time to meet the Headteacher.



*A warm welcome at  
Danbury Park School  
awaits you!*