

Fawbert and
Barnard Infant's
School



2023



‘The staff are open, friendly and popular with the children, who are incredibly well-behaved’.

‘They really care and truly want the best for the children’.

‘There is a lot of communication and involvement for parents, allowing you to keep on top of your child’s development’.

Parent Testimonials from 2023



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Headteacher's Welcome

Fawbert and Barnard (F&B) is a small, vibrant school, with more than 200 pupils, from the ages of 3 to 7. Our inclusive and holistic approach means that each pupil is treated as an individual, for whom we have the highest ambition, while our size enables us to offer a personalised breadth and depth of opportunity.

F&B knows its pupils and knows itself. It puts the individual child at the centre of all it does and promotes a clear set of values, which underpin the F&B culture.

RESPECT

AMBITON

PERSEVERANCE

This is a kind, diverse school with both feet on the ground, where the pupils' all-round personal development is outstanding and academic attainment high. It is, above all, a happy school which understands the rich inter-relationship between the curricular, noncurricular and the pastoral.

We benefit from a tremendous location: on the very edge of Hertfordshire, surrounded by safe, natural habitats, and within a diverse, dynamic community. There is boldness in the School's character; a readiness to be forward-thinking and adaptable, with pride in what we are and excitement for what lies ahead.

Seeing the School for yourself and meeting our pupils and staff is the best way to learn more about us and our culture.

We look forward to welcoming you to Fawbert and Barnard Infants' School;

Mr Lee Wells, Headteacher



All Round Excellence

There is no one type of pupil at F&B. We do not want there to be, so our question is always: What will an F&B education add to each pupil to ensure they make the best possible start to their early education and have the opportunity to develop into the best possible version of themselves?

A good school prepares its pupils for life after school. F&B is renowned for building the fundamental skills and character that will ensure pupils lead useful and fulfilling lives.

How does this happen?

F&B's mission is to provide an exciting, ambitious and unique early education for all. We respect our pupils as individuals and along with our school community, share high ambitions for them.

Developing their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning.

Large numbers of families choose F&B because they believe it to be a school that genuinely balances real academic success with exceptional personal development.

This is evident when the pupils walk out of the gates ready to start their next adventure.

Learning made Visible

At F&B we understand the things that have the highest impact on learning in the classroom, the things that make learning happen and allow pupils to progress. Our teaching and learning culture is a strong, clearly understood one ensuring that pupils of all ages learn the habits, satisfaction and rewards of hard work. It's one that highlights the skills required for pupils to make the most of themselves as learners, resulting in bright, sparky F&B pupils who are engaged and ambitious for themselves.

Knowing the Individual

F&B teachers take great care to identify and address the individual needs of each learner, building learning characteristics, and encouraging best learning behaviour. Each pupil is known, liked and valued as a learner.

We firmly believe that as pupils develop they need to understand how they learn and develop a healthy liking for work that challenges and develops them. For example, we know that many girls tend to take a more step-by-step approach to learning. F&B teachers understand this and encourage girls to take more calculated risks in their work.

Equally, many boys will temper their competitive instincts. They become more collaborative in a comfortable learning environment, finding it easier to do all the things we want them to do as learners without self-consciousness.

In English, for example, boys will willingly explore their emotional life through writing poetry, and will share creative ideas or readily seek support from the teacher in a supportive, open environment co-educational teaching at F&B therefore enables the school to encourage wider definitions of masculinity and femininity. Through challenging gender stereotypes in the classroom and by encouraging boys and girls to step out of their comfort zones, F&B pupils acquire skills that they will take into all areas of their future lives.



“The teachers are extremely proactive and there is a great sense of care in every aspect of their learning and broader development. Mr Wells leads the team with compassion and energy”.
F&B Parent

Governors' Welcome

The Governing Body of F&B is made up of a range of people from many different backgrounds, including representatives from the Local Authority, the Local Community, Parents and Staff. All Governors are volunteers and offer their time, skills and experience to help run the school. Governors receive training from the Local Authority, and their primary role is to act as a critical or questioning friend on the strategic running of the school. Working as an efficient and effective team, we aim to achieve a standard of excellence appropriate to each individual, enriching, encouraging and equipping each child for their future education.

The role of the Governing Body is to work with the Head Teacher and Staff to offer all children at F&B the best educational opportunities possible. Their main task is in the area of school improvement – in practice, continually trying to make the school the best it can be. The Governing Body is responsible for:-

- Managing the school's budget
- Reporting on the standards being achieved
- The appointment of senior staff
- Developing and maintaining a strategic vision for the school

Mission, Values and Aims

Our Mission

To provide an exciting, ambitious and unique early education for all.

F&B Infants' school will respect pupils as individuals and along with our school community share high ambitions for them. Developing their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning. Our learning environments will be inclusive, creative and industrious spaces where teachers inspire and support pupils to exceed their expectations and to strive for ambitious goals.

Our staff will champion each and every pupil and nurture in them the qualities of **respect, ambition and perseverance.**



Our Values

We all will demonstrate **RESPECT** by being accepting of yourself and others for who they are

We all will demonstrate **AMBITION** by maintaining a desire to achieve our best

We all will demonstrate **PERSEVERANCE** by endeavouring to keep going in spite of obstacles

Our Aims

- Provide a first-class education for our children through a broad and balanced curriculum that meets the needs of individual children and prepares them for life beyond school.

- Promote a culture which values everyone's contribution; promotes individual development and growth and is underpinned by high standards, high expectations and mutual respect.

- To provide our school with a wide collaborative network of opportunities which builds on and shares best practice.

- To operate with transparency and clarity, maximising resources to meet the needs of the school and demonstrates value for money.

- To grow the school's opportunities by looking forward to the future, developing partnerships, improving long-term sustainability and outcomes for learners.

Our aims Explained:

For the Children:

- To help each child enjoy their formative Early Years; building relationships based on care, trust and respect.
- To recognise that all children are unique individuals who are developing intellectual, social, creative and physical abilities.
- To develop an open and engaged approach to learning, and an understanding that we are each individuals with our own strengths, and we can all improve upon our skills.
- To provide strategies that enable children to grow in independence, self-confidence, and resilience.
- To give each child the opportunity to develop their ability in all areas of the curriculum, providing a broad, balanced, and creative curriculum, which is flexible to meet all learning needs.
- To provide an approach to learning based on first-hand experiences which extend natural curiosity, and reinforce the enjoyment of learning.
- To encourage children to understand, adopt and maintain a healthy and active lifestyle.
- To encourage children to develop their spiritual, moral, social, and cultural values by enabling them to become responsible and tolerant citizens who have a caring and sensitive attitude to others.
- To encourage children to become active participants within their own and school community and begin to develop an awareness and appreciation of the wider world.
- To encourage children to recognise and appreciate their own achievements and those of others.

For the Parents

- To encourage effective communication between home and school; ensuring that all parents feel welcome, valued and informed.
- To work in partnership with families to enhance and encourage children's learning, recognising their ongoing contribution.

Safeguarding

At F&B Infants' School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. F&B, therefore has to ensure that this expectation becomes reality. To do this, a wide range of measures are put in place. Our safeguarding policies have been implemented to help create a safe and secure environment and to demonstrate our commitment to working with you to maintain it.



Early Years Welcome

F&B Early Years Foundation Stage (EYFS) consists of two sections: The Nursery for pupils aged 3 to 4 and Reception which teaches pupils aged 4 to 5.

Ensuring that your child enjoys their F&B School experience to the utmost is very important to us as we look to develop a happy and confident learner. A strong academic focus with excellent breadth in our educational provision is closely tied to our aim to help our pupils foster their interests and to encourage their curiosity.

Upon joining the school, Nursery and Reception pupils become part of classes with excellent adult contact throughout their day. They experience a range of exciting activities and a creative approach to the curriculum whilst at the same time ensuring that their development in all aspects of their education is of paramount importance. Please visit the school and speak to staff and to current pupils – hearing them talk about their experience makes them the best ambassadors any school could have!

At F&B, each child will be presented with a vast array of opportunities to make the most of the very special and purposeful atmosphere which characterises the school. The excellent range of co-curricular activities on offer helps pupils develop their sporting, artistic and cultural talents and the curriculum is enriched by many educational visits and residential trips. F&B pupils are very aware that they are learning about and being prepared for life outside of the classroom. Highly effective pastoral care, supportive staff and emphasis on the importance of a successful home/school partnership all benefit a child's development significantly helping us to make sure that every pupil is known, liked and valued by the whole F&B community.



Nursery: Age 3 to 4

Pupils at F&B Nursery are taught in open and spacious environments. Our Nursery class has one full-time teacher and two full-time teaching assistants.

The children are predominantly taught by their teacher, but during the week there are lessons taught by specialist teachers such as Physical Education and cycling.

In the Nursery we teach a ‘creative curriculum’ meaning that the subjects are taught in the context of a topic, such as ‘Where does snow go?’ ‘Are eggs alive’ or ‘Can we explore it?’ We start each topic off with an engagement activity and this enables us to capture the children’s interest and start our learning journey with a bang. Examples include a trip to a farm, a visit from a new parent and baby and an adventure to our conservation area to explore the physical signs of winter. We have numerous inspirational external visitors who perform music, drama performances and sporting achievements.

Montessori

We have an integrated Montessori approach to children's learning. What makes the Montessori approach different, and what makes it work so well, is that it is based on this deep understanding of the way children learn - through choosing, trying and doing themselves. Montessori is an approach to early education that focuses on the immense capacity of children to absorb information when given the freedom and independence to learn at their own pace. It takes its name from Dr. Maria Montessori whose scientific background and belief in the



potential and uniqueness of children empowered her to develop an educational approach that appreciates how children's thought processes differ from those of adults. Her insights and approach to child development have been enormously influential all over the world, contributing to the Montessori movement and through mainstream education, which has come to accept many of her practices. Increasingly, evidence from scientific research on how the brain develops, supports Montessori's views on how children learn and how to optimise their developmental progress. When allied to the availability of specially developed materials in a prepared environment, and the close observation and guidance of a trained teacher, this leads to an enormously powerful, confidence-building approach to learning. (Reach Magazine).

In KS1, our children are taught in mixed ability classes. During the day they will be taught in a variety of groupings within the class - whole class, small ability groups, small mixed ability groups and sometimes, where appropriate, individually. A variety of teaching strategies will be used by the teachers. To ensure children receive the best possible teaching all our Senior Leaders, including the Headteacher, will teach the whole class, small groups or individual children at various times during the year.

Reception: Age 4 to 5

Curriculum

Children in Nursery and Reception follow the revised Statutory Framework of the Early Years Foundation Stage building skills to ensure they achieve the Early Learning Goals by the end of Reception. There are seven areas of learning within the EYFS which cover the main areas of young children’s development. These are: Personal, Social and Emotional Development (PSED), Communication and Language, Physical Development, Literacy, Mathematics, Understanding of the World, Expressive Arts and Design.

In Reception, there is a balance of structured activities and free-play learning activities, both indoors and outdoors each day. Developing children’s social skills is a major part of the Reception curriculum. The skills necessary to become a proficient reader are given high priority. F&B Infants’ School follows the Read Write Inc. Programme including their directly aligned reading books to ensure pupils are reading and practising the sounds they have been expertly taught. There are numerous fun activities given to the Nursery pupils to prepare them for more formal work in literacy and numeracy in Years 1 and 2.

The Early Years staff provide the children with freedom within a structured environment. This allows the children to develop their skills within a range of teacher-led and self-chosen activities. A range of records and observations are kept of each child and next steps are used to continually take each child's learning forward.

Early Years Quality Mark 2023

F&B were delighted to receive the internationally acknowledged accreditation which supports and recognises high standards in the provision, practice and performance within the entire EYFS Key Stage, and provides evidence of high-quality education. Achieving this quality mark celebrates the commitment of our EYFS team to continually improving standards and providing high quality education and provision for our Nursery and Reception children. It represents an external validation and acknowledgement of good provision, practice and performance. The award involved a process of rigorous evaluation against the 10 Early Years Quality Mark Elements including:

- Setting appropriately high expectations for young children’s development
- Regular review of progress made by all children
- Partnership working between families, carers, practitioners and professionals in supporting young children’s learning and development
- An effective procedure for monitoring planning and assessing improvement in practice and provision



Key Stage One

Key Stage One (Year 1 and 2) Curriculum

After the Early Years Foundation Stage, children begin to broadly follow the National Curriculum, beginning with Key Stage 1 for 5 to 7 year olds, in Year 1 and Year 2.

Having experienced an 'Integrated Montessori Approach' in the Early Years, our pupils continue to access Montessori resources and some of the teaching methods throughout Key Stage 1. In Maths for example, the children use the Montessori maths equipment alongside the other resources we use in Key Stage 1 such as bead strings and Cuisenaire Rods which help represent single digit numbers. In this way, they are able to make the link and connection from what they have previously been exposed to.

In both Reception and Key Stage 1 we teach the subjects through a creative curriculum wherever possible and topics change each half term. This gives the children a context in which to learn and encourages qualities such as collaboration, independence, creativity and resilience.

When teaching the subjects we explicitly define the subject by contextualising it in the form of a profession. This is to ensure pupils have an understanding of why we are learning about a subject. For example in maths the children become mathematicians and in science they become scientists. Handwriting, comprehension and phonics are practised daily. Tables and number bonds are learned once they have been thoroughly investigated through practical activities.



Our ever-evolving curriculum is designed to provide them with opportunities, and at the heart of our curriculum design principles is the development of pupils' metacognitive skills. Which teaches them how to become highly effective learners in an array of contexts.

Our timetable allows us the flexibility to offer so many different opportunities in addition to the important subjects of English, Mathematics, Science, Humanities and Religious Education. Our Enrichment Curriculum ensures that all pupils have an equitable curriculum offering that goes far beyond developing just their academic understanding. The Enrichment Curriculum focuses on skills such as: developing resilience, teamwork, public speaking and problem solving.

Academically, in all subjects, the pupils make excellent progress and our aim and focus are for our pupils to leave us as enthusiastic and inquisitive individuals.

F&B Infants is different from many other schools; we are not working to prepare pupils for an endpoint but to achieve their best which is promoted by our high ambition for all. The focus of our teaching looks much further to the future.

Our pupils learn to research and debate through enquiry-based subjects such as History and Geography; asking the 'big' questions in a philosophical manner guides our approach to Religious Education and Personal, Social, Health and Economic Education (PSHE) and all pupils have access to musical instruments, choir and an opportunity to learn an instrument from an external provider. We wish pupils to have the experience of a range of musical instruments so they can see the learning curve first hand and realise that learning is not always easy but will bring rewards and benefits if one perseveres.

From Nursery to Year 2, we expose and teach British Sign Language through songs, assemblies or explicitly in lessons. We do this to promote inclusivity and accessibility for the deaf community. This helps to break down barriers and increase understanding between the deaf and hearing communities. Sign language serves as a visual stimulation of speech and language development. It helps to reduce negative social behaviours, increase social interactions, and develop cognitive structures. With early introduction, sign language provides emotional, social, and academic support for language development.

Pupils also have Music, Physical Education (including Dance), Drama, Design and Technology (including Engineering), Art, PSHE and computing lessons. Across the year we host many subject specific profile events which promote specific subjects with the aim to continually inspire and develop an early interest in all subjects.

Clubs

We offer a selection of free, and paid (£) clubs and activities at F&B and children from Reception to Year 2 can sign up to a variety of clubs during the year. These take place before school, at lunchtimes and at the end of the school day. Parents can find more information on how to book on our [website](#) or main office.

Gardening Club: During the summer and autumn term, we are very fortunate to have two local volunteers who come each week to support, inspire and teach our pupils about the importance of gardening.

Choir Club: Provides a space for pupils that love singing to develop their singing and ensemble skills. It is free and open to all pupils and is run before school on a weekly basis. This opportunity supplements and enhances the wider, communal singing in school.

Timetables Rock Stars: A weekly club for pupils who enjoy or would like to practise their mathematical skills: exploring number bonds and timetables. They practise and use their skills by playing games and ‘battle’ others, including teachers

Happy Hearts Club: A safe space where pupils, at lunch time, can take part in quiet, reflective and focused activities including yoga, mindful colouring and construction. Creating a space to calm the mind during lunch times.

Outdoor Learning Club: Across the year, pupils from year 2 have the option to take part in a 6-8 week club where children are gradually introduced to bush craft skills such as setting up shelters, safely building fires, using tools and also gardening, nature exploration, natural arts & crafts and outdoor cooking.



RockSteady: With regular performances, your child can choose from the electric guitar, keyboard, drums or vocals and enjoy playing in a happy, supportive environment with their friends. £

Spanish Club: Besides being able to use the language when travelling abroad, learning a foreign language can have many other benefits: improves memory and listening skills, boosts problem-solving and critical thinking, and enhances concentration and ability to multitask. £

French Club: The children are given the opportunity to learn French in a relaxed environment through songs, games, role plays, stories, and other creative activities which will benefit them through their academic journey. £

Sports Club: Our 5-Star kid’s after-school clubs at Fawbert & Barnard Infants School consist of a range of different activities. The clubs are designed to help your children get active, introduce them to new and exciting activities, and create a fun-filled experience they will remember forever! These can include: dodgeball, gymnastic, multi-sports and football. £

JAM Before and After School Club: are a separately Ofsted registered independent provider offering after school care on our premises. If you are looking to register your child for after school care, please do so by contacting JAM direct. The school office cannot help you with taking bookings, queries or information regarding after school care, as the providers are independent of the school. £



Inclusion

Inclusivity is at the heart of our school and underpins every decision we make. We offer a truly holistic education, and all children, regardless of level of individual need, are valued and nurtured as individuals.

The Special Education Needs and Disability (SEND) and Pastoral systems at F&B do not act in isolation – they are the responsibility of all. We are mindful that developing safe and trusting relationships form the foundations for positive learning experiences. We pride ourselves on ensuring all staff in school, in addition to visiting professionals, receive the same high level of professional development regardless of role, meaning everyone can adopt the same high aspirations, expectations and consistent approaches to supporting the needs of all children.

Personal development is purposeful and meaningful. We focus on F&B pupils developing their own ‘toolbox’ – the strategies they need in life in order to be successful at whatever they choose to do. Children know that, even if things become a little tricky, they have the tools required to overcome any barriers. Most importantly, these tools develop the children’s sense of self, but also contribute to, and have an impact on, the community and the wider world. Respect for self, others and the community are woven into all aspects of school life, so that no one ever feels they are alone, and each individual is proud to share everything they have to offer the world.

At F&B we concentrate on NSVs (non-scale victories). That is an understanding that success is not always measurable in one set way and it looks different for everyone. We celebrate every achievement, focusing on being our very best self. No pupil at F&B is the same and we wouldn’t want it to be any different.

We foster transparent, trusting and positive relationships with all of our families, ensuring communication is triangular in nature. This means it involves us as a school, yourself as parents, but most importantly your child as a pupil. We are acutely aware of the ever-evolving world beyond the gates and the importance of reviewing what we do, how we do it and why we do it. Pupil Voice is at the heart of every decision made and we work with pupils, to help them take the lead on their learning. Our inclusion journey at F&B is one that does not stand still but instead one that will always have the pupils at the centre of its decision making.



F&B is extremely proud of its excellent pastoral and inclusive care, especially after being awarded the Centre of Excellence for Inclusion in June 2023 which published that:



The Inclusion Co-ordinator is part of an **exceptional leadership team** whose passion and commitment to inclusion cannot be overstated’.

‘A shared vision underpinned by clear workable structures has created a values-driven environment, responding to the needs of the **entire school community**’.

‘Inclusivity is at the heart of all decisions and has become a trigger for practical action, reflecting the values that drive the whole-school community. Staff, Governors, parents, and the pupils themselves respect the dignity of every person in the community so that **inclusion is not just a dream for the future** but exemplified in a tangible way every day’.

‘Pupils are **defined by who they are as individuals** and their additional needs are seen as an essential, whole-school and community responsibility’.

‘Parents recognise the Inclusion Coordinator’s efficiency and determination and feel confident that she will **never cease to work for the very best outcome for their child**’.

‘...the school’s overwhelming determination to **meet the needs of every child**’,



Admissions

Joining Fawbert and Barnard

We believe that choosing the right school for your child is one of the most important decisions you can make. To help you make that decision and to guide you through the admissions process at F&B, we warmly invite you to come and visit us.

We hold a number of events where you can meet and talk to staff and be given a tour to help you get to know the school and pick up on the distinct feel of F&B.

Our pupils are always keen to meet prospective families and chat about their experiences at school; we believe they are our best ambassadors. You will find them friendly, open and welcoming.

All Nursery applications are managed by the school directly. For all applications for pupils in Reception, Year One and Two, prospective families must apply via Hertfordshire County Council. For more information please see the admission page on our school [website](#).



