Welcome to Hatfeild School.

At Hatfeild we share our parents concerns for the education and well being of their children and can confidently say that the school has a happy, caring and industrious atmosphere. You will notice that education at Hatfeild is more than the core curriculum. Whilst we achieve high academic standards we are also totally committed to developing the creative, physical, emotional and social side of all our children.

In this prospectus we can provide only a brief picture of the range of activities, resources and opportunities we make available to our children. We can tell you about the curriculum, our aims, activities and successes, but we cannot convey our ethos or atmosphere. The best way to make an informed decision is to visit, preferably during the school day. I am very proud of Hatfeild School and always find it a pleasure to show parents round.

We are a community school. Our learning environment is created and fostered by strong relationships between staff, parents, governors, children and the wider community of Morden. We believe parents are the main educators of their children and we welcome the opportunity to join with you to develop bright, ambitious, confident, energetic and inquisitive children.

As a parent I know the anxiety parents face when choosing a school; one that fits in with your priorities yet best suits your child. I hope this prospectus will help you in making your choice and after reading it you are encouraged to visit us and judge for yourself.

I look forward to meeting you at Hatfeild.

Frieda Perry
Headteacher

Our School Logo

Hatfeild’s logo combines the traditional (shield) with the contemporary (children). The shield is based upon the Hatfeild family coat of arms and is held by two children who are proud of the school’s local heritage and service. The choice of a girl and boy, one white and the other black, symbolises the school’s vision of achieving equality and inclusion for all children. They are waving; a gesture of welcome and friendship.
A Short History
In the middle of the 19th century the Hatfeild family (that’s how the name was spelt) bought much of the local area from the Garth family. Alexander Hatfeild was the first Hatfeild in Morden. He leased snuff mills in Morden Hall Park. He married Elizabeth Gilliat and they used her surname as the first name of their son, who was born in 1826.

Gilliatt Hatfeild married Jesse Ellen Davis and on March 1st 1864 their son was born and was named Gilliat Edward Hatfeild.

Hatfeild School was named after Gilliat Edward. He was fond of children and used to open up his land to them. He died on 9th February 1941 and is buried at St. Lawrence’s Church, Morden.

Our badge includes part of the Hatfeild coat of arms as a reminder of our link to the Hatfeild family.

Our Vision
Picture a school where everyone feels safe, secure and included. A place where people are happy to come, and take pride in their sense of belonging. A school where children’s voices are heard over the busyness of life and whose care and education lie at the heart of everything that happens.

Here is a school that believes that no-one ever stops learning and where adults and children discover excitement, challenge, enjoyment and fun learning together. A school where all types of achievement are celebrated and everyone has the confidence to share ideas and treat each other with a sense of equity and dignity. This is a school where diversity of experiences, cultures and individuals qualities are enjoyed and valued.

Here is a school where there is time enough for teaching and learning, sufficient resources to enable success and an environment in which people can feel okay about saying ‘Well done’, ‘I need help’ and ‘Thank you’. It is a place where everyone listens and is listened to. Here is a school where both adults and young people feel bold enough to accept challenges and where attempting something is celebrated as much as achieving it.

And think of a school where all learners experience success and feel good about themselves. A school that builds on its previous success and has high expectations of everyone.

So, this is a school where children start on the road to achieve their dreams and where the grown-ups can smile and say that our children are well*.

*In Masai culture a traditional greeting is to ask ‘How are the children?’ To respond with ‘All the children are well’ is to show that life is good. No matter how difficult times can be, the care of the children remains the most important duty for the community. With their welfare comes peacefulness, safety and hope for the future.
Parents, Children and the School

How many children are there at Hatfeild?
Hatfeild is a non-denominational community primary school for children between the ages of 3 and 11. We take up to 420 children in the main school. The nursery runs two sessions a day with places for 52 children in each session.

How big are the classes?
We have a standard number of 52 for each session in our nursery and 30 in each of our classes in the main school. This means we have to take up to this number if there is a demand for places. We have two classes in each year group, allowing us to offer places to 60 reception aged children each year.

What facilities does the school have?
We are very fortunate in having a beautiful, safe and secure outdoor environment and modern buildings fitted with the latest technology, including computerised interactive whiteboards. We have spacious classrooms, a hall, a music and performing arts studio and extensive library facilities. All classrooms are light and airy with access to the outdoor environment. Such facilities enhance our teaching and enable our children to flourish in their learning and development.

We also have a very spacious nursery with a large multi-activity classroom, two smaller classrooms, toilet facilities and a kitchen. There is a covered outdoor play area and a fenced secure playground with grass and hard surface areas.

The Curriculum

What will my child be taught?
Our children follow a nationally agreed curriculum throughout their time in school. In the nursery and reception classes children follow the Foundation Stage Curriculum. Throughout the rest of the school, they follow the National Curriculum. Objectives and programmes of study outlined by the Department for Education and Skills is enhanced and developed by highly trained and innovative teachers.

English
We believe the acquisition of the basic skills of speaking, reading, writing and listening underpins all aspects of learning. For this reason these areas are emphasised in our teaching, enabling children to gain confidence as they develop their skills.

Reading
We aim to create a community of enthusiastic and competent readers where children of all ages read for pleasure and to gather information. We actively encourage children to read at home and offer high quality books to them to share with their families. A home/school reading diary gives advice to parents and records books that have been read.

Writing
All children’s writing efforts are valued, from the earliest mark-making to a polished final piece. Through daily literacy lessons they broaden their vocabulary, improve grammar, punctuation and style. Fiction, non-fiction, poetry and play writing are covered regularly.

We foster an interest in spelling and encourage accuracy through the structured teaching of phonics and regular spelling homework. Children are taught to take pride in the presentation of their work and to form their letters correctly in a cursive handwriting style.
**Speaking and Listening**
Children actively participate in discussions, drama, class assemblies and circle times so that they are able to express themselves with confidence and clarity to a variety of audiences. They are also taught to value the importance of listening with attention and concentration.

**Mathematics**
We want all our children to develop a deeper and more meaningful knowledge of mathematics in order to enjoy it and use its rules and logic to solve problems now and in the future. Children have a dedicated maths lesson every day where they experience direct teaching, interactive work in small groups and focussed independent working. Throughout the school there is an emphasis on mental calculation, including the recall of multiplication tables and division facts in key stage 2. Young children complete most of their work practically; more formal methods of recording are taught as they progress through the school.

**Science**
Science is an exciting and creative way that children can find out about and make sense of their world and how it works. It stimulates and builds on their natural curiosity and enables them to search for answers to their questions in a practical way. Throughout the school children engage in scientific activities which enable them to develop skills in questioning, testing, observing, predicting and drawing conclusions. The school’s immediate environment is a rich resource where children are able to make seasonal observations and develop their understanding of plant and animal life.

**Information Communication Technology (ICT)**
Our children are growing up in an increasingly technological age. They approach ICT with confidence and curiosity and quickly become adept at operating the systems. We have an extensive range of high quality equipment throughout the school, allowing easy access to children, enabling them to develop the skills they need. Computers, interactive whiteboards, programmable toys, scientific and audio-visual equipment and control devices are available to support teaching and learning. Internet access in all classrooms and a wide range of software enable teachers to use ICT across all subjects.

**Physical Education**
We have been awarded Healthy School Status and the Sports Activemark which demonstrates our commitment to actively promoting fitness, agility and physical co-ordination through participation and enjoyment in PE. At Hatfield children experience games, gymnastics, dance, swimming, athletics and outdoor activities. They take part in competitive sport within the school and at local events. We aim to develop children’s interests in a wide range of sports, hoping they will remain involved in physical activity throughout their lives.

**Geography**
Children have a natural curiosity about their world. We offer them the opportunity to explore the relationship between the earth and its people and to acquire an understanding of physical, human and environmental geography. Local, regional, national, continental and global studies are pursued through class topics, visits and school journeys.

**History**
History can help children develop a sense of identity, their relationship with their community and the part they can play in it. We help them develop an awareness and interest in the past by providing opportunities for them to investigate and interpret evidence using historical sources, by talking to others, using photographs and written evidence, researching through the internet and visiting sites and museums.
**Art**
Children are naturally creative. Art provides a different dimension to their learning and offers them an alternative way of looking at things and expressing how they feel about them. It enhances their world and increases their understanding and appreciation of it. Through art, children increase their self-confidence, develop their imagination and learn how to co-operate and communicate more effectively with others.

Our children enjoy a wide range of creative activities enabling them to develop their imagination and skills in observation. They experiment with different materials, tools and techniques, learn about colour and form, about the influences of other cultures and to evaluate their own work.

**Music**
Music is an essential aspect of all our lives. Children learn to express their ideas and feelings through music and develop singing, composing, listening and performance skills in a fun and enjoyable atmosphere.

We have an extensive range of both tuned and untuned percussion instruments which children use to create their own music. We also offer all children the opportunity to learn to play an instrument with visiting teachers from the Merton Music Foundation.

**Design Technology**
Design technology is a very practical area of the curriculum, where children are given the opportunity to develop their ideas and skills in:
- investigating;
- planning;
- making and
- evaluating.

They work with a range of materials, learn to use tools and equipment safely and are taught hygiene procedures when working with food.

We want our children to develop their skills in observing and appreciating design in their environment and transfer their knowledge and understanding to real life situations.

**Personal, Social and Health Education (PHSE)**
We are a caring school that has very good relationships between all members of the school community. We positively promote:
- respect for others;
- high self-esteem and confidence;
- strong links between home and school;
- care for the environment;
- an interest and enjoyment in physical exercise;
- the safety and protection of children;
- working in partnership and
- a challenging and stimulating environment.

This is achieved by a providing:
- a consistent curriculum;
- Circle Times in class to develop children’s understanding of the views and feelings of others;
- a School Council where children learn about democracy and are given the opportunity to debate matters that are important to them and
- a weekly achievement assembly in which we celebrate a variety of successes.

We have been awarded ‘Health School Status’; a national standard.
Sex Education
Our sex education programme is incorporated into our health and science curriculum. Young children learn about how their bodies function while older children learn about adolescence and reproduction. This is approached through the context of family life and values. The materials we use are carefully selected and appropriate to the age of the children. Parents are given information about the sex education programme before lessons take place and teachers are happy to discuss any concerns they may have about the content of these lessons.

Parents can ask for their child to be withdrawn from sex education lessons, except those which form part of our science curriculum.

Religious Education
The children in our school have varied religious backgrounds which we respect and nurture. We encourage understanding of the different faiths throughout the world and learn about each other’s customs and festivals. Both in the classroom and in assemblies we take every opportunity to foster the ideas and values which have a place in all the major religions.
Moral values such as:
- sharing;
- caring for others;
- friendliness and reliability and
- personal values.
Personal values such as:
- honesty;
- courage;
- high standards and
- hard work.
Aesthetic values such as:
- developing a sense of wonder and
- appreciation for all that is beautiful in the world
We recognise various occasions from the Christian calendar including Christmas and Easter as well as important festivals from other faiths.

Modern Foreign Languages
We encourage the valuing, speaking and understanding of different languages as early as possible. Many of our children are bi-lingual and we celebrate and share their skills whenever possible, recognising this as an asset. French is taught as part of the curriculum and language clubs support this provision.

Equal Opportunities
We ensure that equal opportunities are offered to all our children, irrespective of their ethnic background, sex, social class, health or ability. We regard the cultural diversity of our school and local community, as a positive and valuable resource.

All members of staff are totally opposed to discrimination and stereotyping. We want all our children to grow up respecting each other and accepting their equal rights. We acknowledge that providing accessibility and eliminating discrimination reflects the hearts and minds of the entire school community. Our vision for Hatfield is an inclusive one.
Do you have assemblies?
Children take part in an assembly every day. This may be a whole school assembly or a key stage assembly. During these times we promote the moral and spiritual welfare of our children and share and celebrate news, achievements, customs and festivals. The development of attitudes of caring for and sharing with others is central to our themes for assemblies.

Parents have a right to withdraw their child from assemblies on religious grounds or from participation in any specific festival. The headteacher can organise an appropriate, alternative activity, allowing the child to be withdrawn in a tactful and unobtrusive manner.

How will you measure my child’s progress?
All children in the school are assessed on a regular basis, starting with an on-entry assessment within six weeks of them starting school. Methods of assessment vary according to age and are carefully chosen to ensure each child can show us their best. We use observations by members of staff, tests we buy from nationally recognised companies and tests set by the government (SATs). Parents are informed of their child’s results and progress through frequent parent/teacher meetings and an end of year report. This close monitoring enables us to track, support, challenge and extend the learning of children as needed.

What if my child has special needs?
We have a highly organised, caring and effective approach to managing the learning of children with special educational needs. Through our assessment procedures and a close working relationship with other professionals, we are able to identify the needs of individual children and provide the support and differentiation they need as quickly as possible. An Individual Education Plan (IEP) may be drawn up and agreed with the parents and the child. A teaching assistant or specialist teacher may work with the child if it is deemed necessary and progress is closely monitored.

We are committed to the early identification of special needs and provide a range of intervention programmes to support learning. We aim to remove barriers to learning and raise expectations and achievements by working in partnership with parents.

How do you support children who are more able?
Children who are particularly able are also considered to have special needs. We believe it is important to challenge this group of children in whatever subject they excel. Support is given through differentiated work, offering open ended tasks, using higher level thinking skills and extension programmes.

How will my child learn if they do not speak English?
Many of our children are bilingual. Some may need help to access learning. Support is given in the classroom through carefully planned activities and targeted teacher or teacher assistant support. We employ a teacher who specialises in working with children who do not have English as their first language.

How does the school communicate with parents?
Our preferred method of communicating news and general whole school or class letters is by the ParentMail email system. This method helps to keep copying and paper use to a minimum, any parents without email access are provided with paper copies of correspondence. Regular class newsletters outline the work planned for the children and suggest ways parents can give support.

Every year we hold curriculum evenings, where teachers give parents detailed information about how we teach one area of the curriculum. If there are significant changes in the way a school is managed or how the children are taught, special meetings are called. Governors also call regular informal meetings with parents to discuss issues and to share their thoughts and plans.
How will I know how my child is getting on at school?
We have a number of opportunities for parents to talk to us about their child. Our year starts with a ‘Meet the Teacher’ evening, where parents are invited to meet the new class teacher and find out more about the year ahead. Every term parents are offered a consultation time with their child’s class teacher and in the summer term an open morning allows parents time to sit with their child and look at the work achieved over the year.

At the end of the year parents receive a written report outlining their child’s achievements and progress.

If parents have a concern about their child’s learning they are welcome to make an appointment to talk to the class teacher or headteacher.

Will my child have homework?
Parents are given regular class newsletters which summarise the planned curriculum for the term with ideas on how to support our programme of homework. Regular curriculum evenings also keep parents informed on developments within subjects.

We believe parents are the first educators of their children and encourage them to take an active part in supporting their child’s learning, by being involved with homework. We work with parents to help children for manage their homework and develop a positive attitude towards independent learning.

What does the school do about bullying?
We take bullying very seriously and do our best to prevent it happening by taking a positive and proactive approach to developing caring and supportive attitudes in children. Bullying can take many forms: physical; verbal and some extremely subtle and covert. We believe prevention is better than cure and therefore all members of staff watch aggressive behaviour, boisterous play and changes in children’s character for signs of bullying. We have comprehensive strategies for managing all types of inappropriate behaviour.

Do you have a uniform?
We believe that a uniform gives children a sense of belonging and provides the school with a positive image and identity within the local community. Further information can be found in our Year Book which forms part of this prospectus.

What happens at lunchtimes?
You will have the choice of providing a packed lunch or buying a school meal. The children eat in the school hall, supervised by a team of mid-day supervisors. Lunchtime play takes place in the playgrounds with full access to toilet facilities. Senior members of staff are always available within the school and staff trained in first aid are on duty to attend to and care for children if they have an accident or feel unwell.

How can I help at school?
We recognise that Hatfield would not be the school it is without the support we receive from parents. There are a number of ways you can become involved: helping teachers in class with a range of activities; accompanying children swimming and on school visits; running after school clubs and preparing materials for use in class.

All helpers in school must be police checked before beginning volunteer work.
What is the HSA?
The Hatfeild School Association makes a significant contribution to the school’s community spirit and is highly valued. It actively supports the school by providing a link between parents and the school and by raising additional funds for us. All parents are automatically members. Parents new to the school are warmly encouraged to become involved.

What do I do if I have a complaint?
If something is worrying you or has upset you, it is a good idea to talk it through with your child’s class teacher or the Headteacher.

If a discussion with the headteacher fails to allay your concerns, there are procedures for making a formal complaint under section 23 of the Education Reform Act 1988. Further information about the complaints procedure is available from the school office or the local authority.

Are there any charges for activities or lessons?
Educational visits, visitors to the school and school journeys are an integral and enriching part of the learning experience for our children. We invite parents to make a voluntary contribution towards the costs of these activities. We keep all costs to a minimum.

No child is excluded from a school-planned activity if parents are unable to contribute. However, such activities may not take place unless significant contributions are received.

Do you have any childcare facilities?
Further information regarding the childcare provision we have in the school can be found in our Year Book which forms part of this prospectus.

How do I get a place for my child at Hatfeild?
Hatfeild follows the London Borough of Merton admissions policy, a copy of which can be obtained from the school office. There is also a summary of the procedures in our Year Book which forms part of this prospectus.

If you are interested in a place with us, please contact the office to make an appointment with the headteacher, who will answer questions you may have and give you a tour of the school.

When will my child start school?
The school year runs from September through to August. Children join the reception class at the start of the school year that they become five. Some children will be nearly five, while some will have just turned four.

Children are admitted in small groups over a number of days. This allows the teacher and teaching assistant time to welcome and settle each child. Settling in programmes are planned if a child is experiencing some difficulties in adjusting to their new surroundings.

What activities can my child be involved in out of school?
Extra-curricular activities are a strength of Hatfeild School. We offer a range of sport, music and other clubs, allowing children of all ages the opportunity to develop their interests outside of school time. There may be a small charge for some of these activities, to cover the cost of resources or to pay professionals to help organise them.

The school premises are sometimes used by groups during the school holidays to provide activities for children in the community.
How do children make their views known?
We want children to take some responsibility for the school community. Our elected school council representatives work together to bring about change and improvement. All children have regular opportunities to voice their opinions during class council sessions.

What happens when my child is due to leave Hatfeild?
Our children transfer to secondary school at the end of Year 6, when they are 11. Information about secondary schools is sent out to all parents at the beginning of the year. We do all we can to make every child's transition from Hatfeild to their new school as smooth and happy as possible.

Destinations of children moving to local secondary schools from Hatfeild can be found in our Year Book, which forms part of this prospectus.