

Welcome to Our School

We are delighted that you are considering or have chosen Bushmead as the school for your child. Bushmead is a very welcoming school with excellent, professional teachers and support staff. Our team is committed to providing the best possible learning experience.

We have a strong vision and build confidence in our young learners. An exciting, creative curriculum has been designed to develop a love of learning. Academic rigour and high standards of behaviour are also at the heart of the school.

Our values underpin our commitment to ensuring we nurture the children in our care. Our team, children and parents are very proud of our school. We hope you will be too.

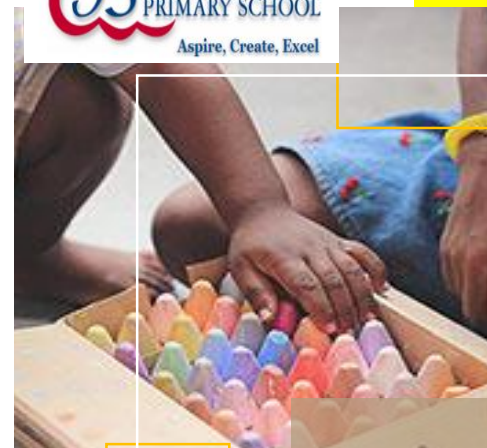
Joanne Travi
Headteacher

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Our Vision

At Bushmead children
are empowered to be
active, confident learners
where they are inspired
to be creative and excel.



Our Senior Leadership Team

Headteacher - Joanne Travi

Deputy Headteacher - Steve Read

Assistant Headteachers (EYFS & KS1) - Gaynor Blair & Daniella Toyer

Assistant Headteachers (KS2)- Kieron Leech & Helen Scarrott

Inclusion Manager - Amy Clark

Mission

Bushmead has a vibrant, family friendly atmosphere where diversity is celebrated and children feel safe. We foster a sense of community and promote independence, acceptance, respect and aspiration.

We are a learning community. We provide a wide range of opportunities that allow children to find and cultivate their passions. Through excellent teaching and learning, a broad curriculum and engaging activities, curiosity is nurtured. We develop confident, resilient, caring children equipping them with the skills they need to become independent thinkers and learners for life.



Our Curriculum

Children in Reception Class are taught from the **Early Years Foundation Stage Curriculum**. This is a UK Government statutory curriculum which organises learning into seven areas; there are three prime areas and four specific areas of learning:

Prime areas of learning: Physical development; Personal, Social and Emotional development; Communication and Language.

Specific areas of learning: Mathematics; Literacy; Understanding the World; Expressive Arts and Design.

The early years' classrooms promote exploration and play, combined with focussed, adult led activities to help children to become active and independent learners.

Staff are guided by the principles outlined in the Early Years Foundation Stage, which include the understanding that different children develop at different rates. We firmly believe that each child is an individual. We seek to provide an enabling, stimulating learning environment and build positive relationships with children, and their parents and carers, to ensure that all children make sustained progress and build the foundations for learning ready for their next stage of schooling.

In Key Stages 1 and 2 the children's learning is based on the guidelines of the National Curriculum.

Our whole curriculum framework can be found here:

[Bushmead Curriculum Framework](#)



'Leaders are ambitious for pupils to achieve well. They have developed a curriculum that carefully considers what pupils need to know and understand. This starts in the early years. The curriculum has been planned so that pupils can revisit and build on previous learning.' Ofsted
2023

The core subjects of English, mathematics and science are complemented by the foundation subjects of art and design, design and technology, French, geography, history, computing, music and physical education. The curriculum is designed to offer cross-curricular themes and links.

In addition, religious education (RE) is taught in accordance with the Local Agreed Syllabus and lessons in Personal, Social and Health Education (PSHE) are provided.

Educational Visits

Visits to places of interest or visitors to school have an enormous impact on learning. Visits are carefully selected.

Bushmead also knows that residential trips have a powerful impact on children's learning and emotional well-being. We currently offer two residential opportunities in Yrs 4 and 6.

Curriculum Outcomes

By the end of Year 6 children will be able to demonstrate knowledge, skills and understanding:

Through the arts & design technology children will have developed the confidence to be ‘an artist’. The children would have experienced a vibrant, creative place to expand and explore their particular interests and skills. They will have an appreciation for the arts around them and develop their preferences. Children should have an increased critical awareness of the roles and purpose of art and design technology in our world today.

Through computing & ICT children will be computer scientists. The children will be digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – safely, responsibly and confidently. Children should leave our school prepared for the ever-changing digital world.

Through English & languages children will have the strategies to read, understand and, above all, enjoy a variety of texts. To communicate clearly with a purpose and to different audiences. To be able to present ideas both verbally and written to different audiences with confidence, listen attentively and respond appropriately. Children should find that learning any language can be both fun and useful. Children should feel confident to speak in French and have a short conversation, including asking and answering questions and expressing an opinion.

Through humanities, children will have a chronological understanding of periods and events studied throughout their school lives, being able to place these accurately on a timeline. They will know how the past has influenced the present and be able to use a range of sources to answer historical and geographical questions. Pupils will gain knowledge about diverse places, people, and resources whilst learning more about natural and human environments. Pupils will develop a deeper understanding of the Earth’s key physical and human processes.

Through mathematics children become fluent in the basics of mathematics through varied and frequent practice with increasingly complex problems. Over time developing conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Reason mathematically by following a line of enquiry and developing an argument, justification or proof; explaining their methods and reasoning using correct mathematical vocabulary. Solve problems by applying their mathematics to a variety of problems with increasing difficulty, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies. Present work legibly and logically in order to judge whether their answers are reasonable and have strategies for checking them where necessary.

Through music children will have embraced their creativity and acquired a love of music through experiencing a rich repertoire of musical styles across multiple genres. They should have learnt the skills needed to enable them to play and explore a range of musical instruments. They will also discover the intrinsic link between music and well-being and be able to express themselves through performance and composition.

Through physical education children will have the ability to apply a range of skills across a broad spectrum of sporting activities. Equally, they should have gained the confidence and enthusiasm to seek out, and participate in, physical activity and/or competition that they enjoy for fun, whilst understanding that exercise is fundamental to their well-being and for leading a healthy lifestyle in the future.

Through PSHE & RSHE children will learn to be good citizens who are able to co-operate, respect and accept differences in the world around them. They will have the skills to cope with a variety of situations, regulate their own well-being and understand the well-being of others. They will understand what makes positive relationships.

Through RE children will have a greater understanding of the world around them through the faiths, religion and culture. The values of respect and tolerance will be taught.

Through science children will have a deep understanding of a wide range of scientific ideas. They will use their understanding to help them to ask and answer scientific questions. They will be able to choose the best way to answer their questions, using different types of scientific enquiry to investigate. They will be able to draw conclusions from data and observations, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.



In-year admissions

If you need to apply for a school place outside the usual times (e.g. you are new to the area) you should contact Luton Borough Council. They will ask you to complete an in-year application form. They will process your application and offer you a place if there is one available. Please be aware that the school may be oversubscribed and a place may not be available at the time of request. In this case you will be offered a place at your second or third choice, or at the next nearest school.

[In-year Admissions](#)

Starting School – Reception

Children are admitted to Reception class in September of the year of their fifth birthday. If you would like your child to attend Reception you must make an application to Luton Borough Council.

Applications must be made by all parents. Luton Borough Council process all application and allocate school places following the school's admission policy

[Starting school in September 2024 \(for children born between 1/9/2019-31/8/2020\)](#)

[How to apply for a school place for September 2024](#)

You can check your catchment by typing the name of your road into the link here: [Catchment area look-up](#)

Admission Arrangements

Admissions for children with SEND

If your child has Special Education Needs and you wish to apply for a place at our school, please contact the school office and our Inclusion Manager will be in touch.

If your child has an Education Health Care Plan (EHCP) then you will need to contact SENAT.

Telephone 01582 548132

E-mail senat@luton.gov.uk

Website www.luton.gov.uk/.../sen



All parents/carers must make sure that they formally apply for a school place by obtaining applications forms from Luton Borough Council here: [Admissions](#)

Our office can also help you: office@bushmeadprimaryschool.co.uk



SCHOOL HOLIDAYS

There are 190 statutory school days a year. There are 175 days (weekends and school holidays) available for families to be together and take holidays.

Holidays and leave during term time cannot be authorised unless due to very exceptional circumstances (for example, parents who work in the Forces / Services where leave cannot be taken during school holidays).

You do not have a legal right to take your child out of school during term time. Any holiday taken without authorisation may result in a Penalty Notice being issued by the local authority and may risk your child/ children's school place. Any application for a holiday or leave in term time should be made on the form provided by the school at least four weeks before the date required; such requests should be made before booking any holiday.

[Leave of Absence Form](#)

The SCHOOL DAY

Morning - 8.55 a.m. - 12.15 p.m.

Afternoon - 1.15 p.m. - 3.30 p.m.

Children may enter the school building from 8.40 am, parents should supervise their children until the doors open. Parents are asked not to enter the school but can speak to the staff at the doors.

If children arrive after the doors have closed at 8.55 am children should go to the front office. If your child arrives late for school, he/she must go to the office so that the attendance register can be amended and the 'late' will be recorded. Please make sure you are prompt when dropping off and collecting your child.

Mrs Beeston is our Family Worker and Attendance Officer.

Mrs Bury is our Admissions Officer

Both are available to offer support and guidance.

ATTENDANCE AND PUNCTUALITY

Parents and carers must, by law, make sure their child comes to school every day during term time.

The link between attendance and achievement is very clear; at Bushmead Primary School we want all our pupils to achieve the very best that they can, but if they miss school or often arrive late, they cannot reach their potential.

ILLNESS

If your child is away from school it is your responsibility to contact us each morning, for every day of their absence. You can ring us, leave a message on our answerphone, or email our office. If you do not contact us by 9.05am we will contact you. This may result in our staff visiting you at home.

[NHS Advice: When should my child return to school.](#)





Special Education Needs and Disabilities

At Bushmead Primary School we are determined to meet the educational needs of all our pupils. All children are included in every lesson. We monitor and assess different needs and create a Provision Map for those who need individual targets and support.

When children have specific difficulties we are able to call upon the advice of a number of specialists, including staff from the Learning Support Team and the Local Authority Service, the Educational Psychologist and Speech and Language therapist and the Community Paediatric Service. These specialists work closely with our Special Educational Needs Co-ordinator and the class teachers, preparing individual education plans and advising on approaches and materials to be used.

Safeguarding

As a school, we have a statutory duty to assist Social Care departments acting on behalf of children in need or enquiring into allegations of child abuse.

In addition, we have a pastoral responsibility towards our children and we believe that our children have a fundamental right to be protected from harm. Our safeguarding policy reflects both our statutory and pastoral responsibilities to behave as a caring parent would. The Designated Safeguarding Leads are:

- Joanne Travi (Headteacher)
- Steve Read (Deputy Headteacher)
- Gaynor Blaire (Assistant Headteacher)
- Amy Clark (Inclusion Manager)
- Kelly Davies (Senior Family Worker)
- Lynda McPheat (Family Worker)
- Jo Beeston (Family Worker)

Medicines: We can only administer medication in accordance with the school policy, which can be read on the school website. For short term medical needs, you or a person nominated by you, can come into school to administer medicine during the day. If your child has a chronic or long-lasting medical condition which requires frequent medication, please come and discuss this with the Headteacher so we can make arrangements to overcome any difficulties. It is essential that we are made aware of any chronic or lengthy medical conditions, e.g. asthma, epilepsy, diabetes, allergies, etc.



Inclusion & Family Team

Amy Clark is our Inclusion Manager

Rebecca Picton is our Special Educational Needs & Disabilities Co-ordinator (SENCo)

Kelly Davies is our Senior Family Worker

Lynda McPheat is our Family Worker

Jo Beeston is our Family Worker and Attendance Officer

Our Uniform

At Bushmead we believe that the wearing of a school uniform encourages pride in the school and helps children feel like they belong to the school community. We ask parents to support us in ensuring that all children come to school dressed appropriately, to ensure fairness and comply with Health and Safety.

No logos, stripes, brand names or pictures please on any uniform - particularly PE.

From September children will be rewarded for wearing the correct uniform with house points. If they are not wearing the correct clothes a note will be sent home. **Please make sure you buy the correct uniform.**

Uniform for Years 1 -6

School Uniform should be selected from the following items:

- Light grey trousers/knee-length grey skirt/grey shorts or grey pinafore dress (not black)
- Red V-neck pullover/cardigan with school logo
- White shirt (Yrs 1 & 2 children may wear a white polo shirt)
- Black, scarlet and gold tie (optional for Yrs 1 & 2)
- Grey or white socks/black or grey tights
- Black shoes / trainers (not boots)
- Black, white or red headscarves may be worn. They should be ready-made and suitable for outdoor activities and PE.

In the summer term children may wear:

- Red & white summer dress or playsuit (knee-length)
- Black or white cycling shorts or leggings under summer dresses maybe worn
- Light grey shorts
- White or black sandals (with a back and socks)
- Polo shirt (no tie required)

PE & Sports Uniform:

- Plain black / white trainers
- Plain white t-shirt or polo shirt
- Black shorts
- Black tracksuit (for cold weather)

Uniform for Reception

Our curriculum is designed for the children to be learning through physically active lessons, and every day your child will be taking part in a range of tasks including running, yoga, climbing, bike/scooter riding and exploring the outdoors. We believe that the new uniform is more practical and will allow all of our pupils to participate comfortably.

Winter Uniform

- Black jogging bottoms (cuffed hem)
- White polo shirt
- Plain red sweatshirt
- Black/white trainers
- Black or white socks

Summer Uniform

- Black shorts
- White polo shirt
- Black/white trainers
- Black or white socks

General Information for all

- **It is essential that all items of clothing, shoes and bags are clearly marked with your child's name.**
- Children are required to bring a plastic water bottle (filled only with water).
- For safety reasons, jewellery is not permitted except for a watch (no Fit Bits or Smart Tech) and one stud earring in each earlobe. **Watches and earrings must be removed for PE** (if you plan to have your child's ears pierced please consider when you do so, so there is enough time for them to be removed for these activities).
- Hair should be modest in style and a natural colour. Small, 'school colour' hairbands, beads and bows can be worn.
- Long hair should be tied back.
- No make-up or nail polish.
- Children should not bring in valuable items. If money is required, then it should be given to the class teacher or school office in the morning.
- **Mobile phones are not allowed.** If there is a need for a child to bring a phone, please contact the school office to make arrangements.



Breakfast & Twilight Club

If you would like your child to have a place at Breakfast or Twilight Club, please contact the school office. We open from 7.45am – 6pm.

Children will need to register with the office and places are limited. We will endeavour to provide support for working families.

Our Governors

Governors are appointed to support the headteacher and staff in providing an excellent education for your child. The governing body agrees what is taught, supports high standards of behaviour and monitors all aspects of the school's work, including managing the school budget and facilities.

The Governors have a key role in the management and leadership of the school and consequently spend time meeting with the team and visiting classrooms. Governors are obliged to attend training to help them undertake their duties. Governance of the school is directed by the Borough's protocols, policies and practice.

The whole governing body meets at least once a term, in addition, there are various sub-committees. Individual governors take on responsibilities for the following:

- Safeguarding & child protection
- Health & safety
- Finance & Personnel
- Pupil Premium
- Special Educational Needs & Disability (SEND)
- Mental health & well-being

Governors are also here to support parents. They will be pleased to hear your views and answer questions. Any matters for the attention of the governing body should be addressed to the 'Clerk to the Governors' via the school office or governorsclerk@bushmeadprimaryschool.co.uk



Ofsted May 2023

'Pupils are proud to be part of this welcoming, inclusive school. Throughout the school, relationships are kind. In the early years, children learn to take turns and listen to each other. As pupils move through the school, they learn about and celebrate the diversity of their community.'

Please read our full report here:

[OFSTED](#)