Hawksmoor Primary School
Prospectus 2026/27

Welcome to Hawksmoor

At Hawksmoor Primary School, we celebrate a transformative journey that began on April 1st, 2021. Since then, our school has evolved into the Endeavour Partnership Trust Academy, a change that marked the beginning of a new era of growth and excellence. Sparked by a candid reflection following an earlier Ofsted judgement, we embraced the challenge and committed ourselves to continuous improvement.

Today, as proud members of the Endeavour Partnership Trust, we stand alongside Windrush Primary School, an Outstanding four-form entry school with campuses in Thamesmead and Charlton. This partnership has not only broadened our horizons but also connected us with a wealth of expertise. Windrush, recognised as a National Support School, shares its knowledge with schools across the nation, from Portsmouth to Greenwich. We are privileged to learn from their insights as we continue our journey of school improvement.

Our school's progress over the past three years has been remarkable. We are thrilled to have achieved a 'Good' Ofsted rating with Outstanding features, a testament to our unwavering commitment to excellence. Additionally, we have been recognised as one of only 25 Champion Schools out of over 5,000 that use the Little Wandle Letters and Sounds Phonics program, highlighting our outstanding provision in phonics education.

While we are incredibly proud of these achievements, we believe that the pursuit of excellence is a continuous journey, not a destination. At Hawksmoor, we never rest or ‘stand still’. Education is constantly evolving, and so are we. Our commitment to ongoing school improvement is driven by a research-based approach that keeps us at the forefront of educational innovation. By staying informed and adaptable, we ensure that every child at Hawksmoor receives the best possible education, tailored to meet their needs and prepare them for the future. Our dedication to progress means that we are always looking ahead, striving to enhance our practices, and fostering an environment where every student can thrive.

Our community has been invigorated by new staff members who share our passion for nurturing and guiding our exceptional students. Together, we are committed to providing a holistic education that extends beyond the classroom, grounded in the six core Hawksmoor values: respect, collaboration, resilience, hard work, honesty, and kindness. These values are the foundation of our curriculum, shaping both our teaching and the character development of our students.

Academically, our commitment has paid off, with recent outcomes reflecting some of the best end-of-key-stage results our school has ever achieved. However, what truly sets Hawksmoor apart is the strong relationships we build with our students and their families. We understand that education is a partnership between home and school, and we are dedicated to supporting our families in all aspects of life, from well-being and finance to housing and social issues.

As we look ahead, we are excited to continue this journey with you. At Hawksmoor, when your child starts school, it's not where your responsibility ends and ours begins; it's where our collective journey starts. Together, we will inspire and empower your child to reach their full potential.

As we continue to soar towards new heights, we invite you to join us on this exciting journey. With unwavering dedication to excellence and a commitment to nurturing every child's potential, we are confident that together, we can achieve great things. So, come fly high at Hawksmoor, where the sky is not the limit—it's just the beginning.

Our School Details

Current Pupils on roll: 271 pupils
Type and age range: Primary School 4-11 years

Trust Lead: Ms Jo Marchant
Vice Chair of Governors: Ms Clare Tucker
Chair of Trustees: Mr Steve Wheatley
Website Address: www.hawksmoor.org.uk
Endeavour Partnership Trust website: **www.**endeavourpartnershiptrust.org.uk
Twitter: @HawksmoorPrima2
Instagram: Hawksmoor School

School Address:

Hawksmoor Primary School
Bentham Rd
Thamesmead
London
SE28 8AS
Telephone: Main School: 020 8310 2140
Email: office@hawksmoor.org.uk

School Day:

Year Group	**Start Time:**	**End Time:**
Reception	8:45am	3:15pm
Year 1	8:50am	3:20pm
Year 2	8:50am	3:20pm
Year 3	8:55am	3:25pm
Year 4	8:55am	3:25pm
Year 5	8:55am	3:25pm
Year 6	8:55am	3:25pm

Primary School is:

- A caring school where all children are happy and well-motivated.
- They will be challenged and achieve high standards through a fun and enriched curriculum.
- A school where all members of the school community have equal access to learning opportunities and enjoy growing and learning together.

Our vision- is to unlock the potential of every child who attends our school.
We have core values which are for every member of Hawksmoor. We want everyone to be

- Respectful
- Collaborative
- Honest
- Hard working
- Resilient
- Kind

Our aims are

- Foster a collaborative partnership among the school, parents, and the wider community, working together to educate our children and, where appropriate, themselves.
- Deliver consistently high standards of teaching across the curriculum, with educators who are reflective practitioners, continually striving to enhance their methods.
- Uphold the highest academic standards in every aspect of the curriculum, ensuring excellence in student achievement.
- Cultivate a warm, welcoming, and supportive school environment where all members of the community experience a sense of personal accomplishment each day.
- Promote clear and effective communication throughout the entire school community.

General Information

Our school features a well-equipped campus, including 10 classrooms within the main building and 4 additional classrooms in external units. We are also fortunate to have a large hall, a library, multiple meeting rooms, an ICT suite, and various other functional spaces that contribute to the smooth operation of our school day. Our outdoor areas are among the largest in the borough, offering 5 expansive spaces for play and learning, as well as a dedicated Woodland Explorer area where children can engage with nature.

We take pride in providing our students with the latest educational technology, furniture, and resources. Every classroom is equipped with a brand-new interactive whiteboard and PC. Students also have access to an ICT suite, iPads, and Chromebooks, ensuring that our school remains at the forefront of educational technology.

Our annual published admission number is 60, and we would be honored to be chosen as the school to educate your child.

Below are some quotes from children who joined us this academic year:

In accordance with the 1986 Education Act, children are required to attend school for 190 days each academic year, divided into three terms:

- Autumn Term: September – Christmas
- Spring Term: January – Easter (March/April)
- Summer Term: April – July

Each term includes a one-week half-term break. In addition, teachers participate in five INSET days for professional development, during which students do not attend school.

High expectations, high achievements

At Hawksmoor Primary School, our broad and balanced, enquiry-based curriculum is designed to engage and inspire your child, fostering the acquisition of knowledge while nurturing individual skills. We believe in celebrating every child's achievements, ensuring that success and praise are integral to their daily experience, whether through Commendation Assemblies or regular recognition in the classroom and playground.

We prioritize the development of independence and confidence in both academic and social spheres, encouraging students to take ownership of their learning and personal growth.

Children are taught in mixed-ability classes by their dedicated class teacher, with up to 30 students per class across four classes per year group. Each class in Key Stages 1 and 2 is supported by a fully qualified teacher and a trained teaching assistant. Additionally, some classes benefit from specialist 1:1 staff to assist children requiring extra support. Our team also includes specialist intervention teaching assistants who provide targeted speech and language sessions, as well as bespoke SEN support for both groups and individuals. The adults working with your child will come to know them well and are committed to involving you in their educational journey.

Recognising that every child progresses at their own pace and in their own unique way, we place great importance on valuing each student as an individual. Our creative curriculum is both broad and balanced, catering to the academic, moral, physical, creative, and social development of every child.

In today's educational environment, we understand that learning encompasses:

Acquiring knowledge
Understanding ideas
Perfecting skills
Developing positive attitudes
To ensure this comprehensive learning takes place, we believe that children must:

Engage with subjects that captivate their interest
Actively participate in their learning
Collaborate with their peers
Be challenged and make progress in all areas of learning
Be encouraged to think critically, act independently, and become self-reliant.

The National Curriculum Programmes of Study are divided into Key Stages:

The Foundation Stage

The Foundation Stage at Hawksmoor Primary School plays a pivotal role in shaping children's early development and learning. We offer a diverse range of teaching and learning experiences tailored to meet the unique needs of each child. The Foundation Stage focuses on nurturing essential skills, such as listening, speaking, concentration, persistence, and the ability to work and collaborate with others.

The Foundation Stage curriculum is organised into three Prime Areas and four Specific Areas:

Prime Areas:

- Personal, Social, and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Understanding the World
- Literacy
- Expressive Arts and Design
- Mathematics

Our outdoor environment is an integral part of the Foundation Stage curriculum and is thoughtfully designed to enhance daily learning. Our Reception classes benefit from a specially equipped outdoor area, providing children with opportunities for exploration and play in a natural setting.

Teaching in the Foundation Stage is centered around hands-on experiences and structured play, all of which are aligned with the National Curriculum. Teachers and teaching assistants continuously observe and assess each child's experiences and progress throughout the year, using these insights to plan the next steps in their development. During the first six weeks of school, every child undergoes the National Reception Baseline Assessment, a statutory assessment that provides a snapshot of their starting point, allowing us to track progress from Reception through the end of primary school. Progress is shared with parents during formal twice-yearly parent evenings and informally through regular conversations.

From the outset, we encourage children to develop their reading, writing, communication, and mathematical skills. Much of this foundational learning is achieved through carefully structured play, where young children, who may not yet read or write, express their ideas and emotions. We teach phonics through the Little Wandle Letters and Sounds Revised program, a validated systematic synthetic phonics program. Phonics instruction begins in Nursery/Reception and follows a progression that builds on children's growing knowledge of the alphabetic code, enabling them to master reading and spelling as they advance through school. We place a strong emphasis on language development, recognising that speaking and listening are vital skills for success in reading, writing, and all areas of learning.

To support parents, we offer workshops that explain phonics and demonstrate how to help children learn to read. We encourage parents to listen to their children read daily and are always available to discuss ways to support their child's reading development at every stage.

Preparation for school

During the summer term before your child starts, you will have the opportunity to take part in our induction programme. This includes:

- Meeting the Trust Lead, Headteacher, Senior Leaders, teachers and other staff that you /child might deal with.
- Information meeting
- Play Session - during this session, you and your child will meet a member of our staff where you will be able to discuss your child and voice any concerns you may have.
- During their first or second week you have a chance to stay and have lunch with your child.

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- RE

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects

- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- French

Children are also taught Personal, Social, Health and Citizenship Education including sex education.

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed Greenwich Religious Education syllabus.
Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are nondenominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live. Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Extra-curricular activities

We offer a wide variety of clubs that take place before school and after school. These are run by members of staff and outside agencies. Some of the clubs we offer are:

- Art and craft
- Choir
- Football
- Sports clubs
- Booster classes for KS2
- Dance and performing arts
- Musical Theatre
- Street Dance

Personal Social Health and Economic Education (PSHE); Relationships Education and Health Education

As of September 2020, new legislation has come into effect regarding Relationships and Health Education in Primary Schools, and Relationships and Sex Education in Secondary Schools. In Primary Schools, parents are no longer able to withdraw their children from Relationships or Health Education lessons. However, parents do retain the right to withdraw their child from any lessons specifically focused on sex education that are not part of the science curriculum.

At Hawksmoor Primary School, we use the 'Jigsaw 3-11: The Mindful Approach to PSHE' framework to guide teaching and learning across all year groups, from Reception to Year 6.

In Relationships Education, children explore topics such as families, friendships, and relationships, as well as personal safety. They learn about the characteristics of healthy family life, the diversity of family structures, and how to recognise and respond if family relationships are making them feel unhappy or unsafe. Additionally, they are taught the rules and principles for staying safe online and maintaining appropriate boundaries in peer friendships. In Health Education, lessons include discussions on bodily changes across all

genders, presented in a manner that is age-appropriate.

We encourage parents to review the lessons and resources we use, all of which are designed to be age-appropriate and sensitive to the needs of our students. The Jigsaw program is a unique, spiral, and progressive scheme of work that effectively prepares children for life. It helps them develop a deep understanding of their own identity and how to relate to others in our ever-changing world.

Educational Visits

Fieldwork and educational trips are integral to the learning experience at Hawksmoor Primary School, providing children with invaluable opportunities to connect classroom learning with the real world. These visits are not just occasional outings but are embedded into our curriculum, with each class participating in at least one trip every half term. These excursions serve to enhance and enrich the academic content taught in school, offering students a hands-on, immersive approach to education that deepens their understanding of various subjects.

Our trips range from local visits to significant landmarks and institutions, such as the Firepower Museum and Woolwich Town Hall, to more prominent national sites like the Houses of Parliament, the National Portrait Gallery, and the British Library. Each visit is carefully chosen to complement the curriculum, ensuring that students gain a broader perspective on the topics they study, from history and art to government and literature. These experiences foster a sense of curiosity and engagement, helping students to see the relevance of their studies in the wider world.

Field trips also play a crucial role in developing a child's social skills and independence. Navigating new environments, interacting with professionals in various fields, and working collaboratively with peers outside the classroom are all essential components of personal growth. Such experiences build confidence and resilience, as children are encouraged to ask questions, make observations, and reflect on their experiences.

A highlight of our fieldwork program is the five-day residential trip offered to students in Year 5. This extended excursion is a significant milestone in their educational journey, providing them with the opportunity to explore new surroundings, engage in team-building activities, and develop a greater sense of self-reliance. The residential trip is more than just an adventure; it is an immersive learning experience that challenges students to step out of their comfort zones, work closely with others, and develop life skills that will serve them well beyond their time at Hawksmoor.

These field trips and residential experiences are not only educational but also incredibly memorable. They create lasting impressions and often become the highlights of a child’s school years, fostering a lifelong love of learning and exploration. At Hawksmoor, we believe that education extends beyond the classroom walls, and our commitment to regular fieldwork and trips is a testament to our dedication to providing a holistic, well-rounded education that prepares our students for the future.

Home Learning

Hawksmoor Primary School has a policy of providing home learning opportunities that are enjoyable, manageable and interesting. Children throughout the school are encouraged to read at home for at least 10 minutes on a daily basis. It is also expected that parents and staff will write comments in their reading diary when a child is heard reading.

Each class is given a homework menu to complete over a 6-week period. Your child’s class teacher will inform you when your child starts school. The homework will be expected back on a set day. The work can include such things as finding out specific information on a topic, practicing spelling words that they find ‘tricky’ or have been given, practicing tables, playing a game from school to consolidate a particular math’s skill, finding artefacts at home to bring into school ... the list is exhaustive!

SATs

In the summer term of years 6, the children carry out the required Standard Assessment Tasks and Tests (SATs).

The class teacher assesses each child's development in speaking and listening, reading and writing, mathematics and science. In addition, each child undertakes a test in reading, writing and mathematics. Parents are informed of their child's SATs results at the end of the summer term as part of their child's annual school report.

In Year 1 children sit the Phonics test in June and again the results are shared in the end of year report.

Teaching Methods

We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching. Children will usually be grouped according to ability and experience but there are also many opportunities for mixed ability groupings. The groups may be different according to the task and will be flexible to reflect individual strengths.

Special Educational Needs

At Hawksmoor Primary School, we are deeply committed to ensuring that every child receives the support they need to thrive, both academically and personally. A key aspect of this commitment is the early identification and support of children with Special Educational Needs and Disabilities (SEND). We understand that early intervention is crucial in helping children overcome challenges and reach their full potential, and therefore, we place a strong emphasis on closely monitoring and assessing each child's progress.

Children's development is continuously monitored through a range of assessments and observations, and detailed records are meticulously maintained. This allows us to track each child's growth across various domains, including academic achievement, social skills, and emotional well-being. If a child does not make the expected progress, we take this very seriously. The first step in addressing any concerns is to consult with parents or caregivers, as they play a vital role in understanding and supporting their child's development. We believe that open communication with parents is essential, and we work in partnership with them to identify any potential barriers to learning.

When initial support measures are implemented but the child continues to face challenges, we may seek additional expertise from outside agencies. These professionals, such as Educational Psychologists, Speech and Language Therapists, or Behaviour Specialists, provide specialised assessments and interventions that can offer deeper insights into the child's needs. Their involvement is a critical component in ensuring that we are doing everything possible to support the child's learning and development. Through collaboration with these specialists, we can refine our strategies and provide tailored support that is precisely aligned with the child's unique requirements.

In some cases, despite the best efforts of the school and external professionals, a child may still not meet the set targets. When this happens, we continue to work closely with parents to explore further options. One such option may be to request a statutory assessment from the Local Authority (LA). This process involves a comprehensive evaluation of the child's needs, drawing on specialist advice from the various professionals involved in their care. The outcome of this assessment may be the development of an Education, Health, and Care Plan (EHCP).

An EHCP is a detailed document that outlines the child's specific needs and the support required to meet those needs effectively. It is a legally binding plan that ensures the child receives the necessary resources

and interventions to succeed. The creation of an EHCP marks an important step in securing long-term, consistent support for the child, both within the school and from other services.

At Hawksmoor, we recognise that every child is unique, and our approach to SEND reflects this belief. Early identification and intervention are not just about addressing challenges—they are about empowering children to succeed and flourish. By identifying and responding to SEND needs early, we can provide the right support at the right time, giving every child the opportunity to enjoy a positive and fulfilling educational experience. We are committed to working collaboratively with parents, specialists, and the Local Authority to ensure that all our students receive the care and support they deserve, paving the way for a bright and successful future.

Admissions

Children are admitted to school at the beginning of the school year, in which they become five. It is quite usual for a Reception class to contain some children who became five just as they started school and some children who will not be five until they are almost ready to begin Year One. This inevitably means that there may be differences in the stage of development that each child has reached however we often find our summer born children do as well as those born in the autumn.

At Hawksmoor we admit all children who will be five in the coming academic year in September.

The Admissions Procedure to Schools is clearly explained in the 'Information for Parents' booklet that is published each autumn by the Local Education Authority.

First Priority for places is given to…
Looked after children in the care of the Local Authority for e.g. fostered or living in a care home

Second Priority (Exceptional Arrangements) For example:
Children with medical conditions and other sensitive, individual and compelling family circumstances.

Third Priority
Brothers & Sisters (Siblings)
A sibling is a child who will have an older brother or sister still at the school concerned at the time of the younger sibling's admission.

Fourth Priority
Children living in the defined catchment area of the school

If the number of applicants in the defined catchment area is greater than the number of places available at the school, places will be offered to those living the closest distance from the school entrance, measured in a straight line. If the school is over-subscribed, within any category other than Priority 4, Greenwich will offer places according to distance from the permanent home address to the school. Home to school distance will be measured by a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use.

Fifth Priority
Any other applicant

Waiting lists
For all Community and Voluntary Controlled schools waiting lists will be held by the LA Admissions Section of Greenwich.
The waiting list will be prioritised using the admissions criteria as appropriate to the school(s) concerned.

Uniform

Uniform is worn at Hawksmoor to develop a sense of pride in being a member of the school community.

School Uniform Winter/Summer Uniform

Grey skirt, or trousers (black or grey) White polo shirt or white school shirt School sweatshirt, cardigan or jumper
Blue and white summer dresses
Black school shoes, grey tights or white socks.
Black Trainers may be worn instead of school shoes, but shoes are preferable

PE Uniform

On PE days, our children come to school in their PE kit, which is:
Plain White T-shirt and Navy or Black shorts/jogging bottoms
Black plimsoles or trainers (NOT lace up if possible, in Foundation Stage/KS1) with non- marking soles.

No jewellery must be worn in school. If your child has pierced ears, small studs are permitted. **However, these MUST be removed by the child. If your child cannot remove their studs then plasters will be placed over the earrings to ensure your child does not injure their ears in any way during the lesson.**
Your child must have a PE kit in school to be able to take part in the lesson we will contact you to remind you should your child forget their kit as it is part of the curriculum and a lesson that has great health benefits.

Hair

Please ensure your child's hair is neat and tidy. If hair is long it may help to tie it back. We would ask that lines and patterns are **NOT** shaved into boy's hair.

Nail Varnish

We ask that children do not wear nail varnish or make up of any kind to school. If we see nail varnish we will ask you, as the parent, to remove it before school the next day.

Behaviour at Hawksmoor Primary School

Within a school some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community.

As a school we have been commended for how respectful and polite Hawksmoor children are, our school improvement partner has commented at every visit on the ***'exemplary behaviour'*** she has witnessed.
We have a Behaviour Policy which is consistently applied by all adults who work in school and is outlined below, it can also be found on our website.

Aims

• We will strive to create a positive climate in which pupil's self-esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
• All people in the school will be valued, respected and safe.
• Hawksmoor Primary is an orderly environment in which effective teaching and learning can take place.
• Everyone will work together to encourage good behaviour.
• A high level of parental involvement is encouraged and expected.
• We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families are given appropriate support.

Dealing with inappropriate behavior

Our school values are:
Respect
Honesty
Resilience
Collaboration
Kindness
Hard working

Minor breaking of our values will be ignored or dealt with in a very discreet way often through a look. Members of staff will provide positive attention to those who are behaving correctly. When pupils have to be reminded of our values, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be challenged, not the child.

What happens if a child behaves inappropriately?

We follow a behaviour system called Good to be Green. Every child in class has a green card which is placed into a hanging wallet. All children's cards are visible. All cards start off horizontally in their pocket. Should a child behave inappropriately there are 4 stages that will be gone through.

1. Verbal warning
2. Warning - green card is turned vertically in its pocket
3. The child misbehaves again and the green card is replaced by an amber one – this is a 5 minute time out where they child will reflect on their behavior, this is done out of the class.
4. The child is still behaving inappropriately then the amber card is turned - this is a 10 minute time out where they child will reflect on their behavior, this is done out of the class.
5. A final warning has been given and the child's behaviour does not improve so a final reflection period is given. Upon receipt of this the child is sent to the Headteacher who will talk to the child, enter their name in the behaviour book and contact the parents informing them of what has happened, the sanctions undertaken and the need for support with their child's behaviour.

All adults in school will keep in mind that **EACH DAY IS A FRESH START**.

Working together to improve behavior

We will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any pupil lets his or her standards of behaviour fall, we will inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.

Our school community is made up of children, parents, teachers, support staff and Governors. Everyone has their part to play and this brings with it certain responsibilities.

Children
- Come to school with their parents and friends.
- Always try their best in everything they do.
- Be independent in managing their own possessions.
- Understand and follow the school rules and values.
- Follow the class routines.

Parents
- Bring their children to school and collect them on time.
- Ensure that their children attend school.
- Support their child by hearing them read and encouraging them to complete any tasks that their teachers

ask them to do at home.
• Keep the school informed of any concerns they may have about their child's welfare.

Teachers
• Take responsibility for the children between 9am and 3pm.
• Work closely with parents
• Provide the highest quality of education and care at all times.

Governors and Trustees
• Support and assist the Trust Lead in the strategic direction of the school.

The health and welfare of your child is our first priority. We will always contact you if we have any concerns.

Medical Care

Once your child reaches five, his or her weight, height, hearing and sight are checked by the school nurse and their general health is discussed with you.
Any child who becomes ill in school will be cared for and comforted until you can be contacted. We will need your telephone numbers and numbers of other emergency contacts in school. You will need to ensure that these are kept up to date.
If your child has an ongoing concern such as asthma or allergies that require epi pens please inform the school immediately as spare pumps and epi pens need to be kept in school in clearly marked containers. All medication needs to be clearly labelled with your child's name and class and a consent form signed. Any medication administered by school staff will be recorded on a daily medication sheet. All of our staff are trained in the use of epi pens and this training is updated yearly.

Food and Drink

We have our own school kitchens which are currently run by Independent Catering Services and the children can have a freshly cooked meal each day. Alternatively, they can bring a healthy packed lunch.

From September 2023 every child in Primary School is entitled to a free hot dinner under a new scheme implemented by the government called Universal Free School Meals.

Children in all the Early Years and KS1 classes have a free piece of fruit each day which they eat at morning break time. Children in receipt of Free School Meals as recognised by Greenwich are entitled to free milk daily.

Children are encouraged to bring a plastic bottle of water to school. It has been proven that if children have regular access to water during the day they are more-able to concentrate. The water bottles are kept in the classroom.

If your child brings in a packed lunch, we ask that it is as healthy and nutritious as possible. We do not encourage sandwiches with sweet spreads such as chocolate or jam. Yogurts, fruit and a biscuits bar are all acceptable but chocolate is not. Water will be provided for your child if they bring in a packed lunch.

Attendance

Hawksmoor Primary School encourages regular attendance in the following ways:
• providing a caring and welcoming learning environment with learning that is stimulating and fun so that children will not want to miss it.
• responding promptly to a child's or parent's concerns about the school or other pupils; marking registers accurately and punctually during morning and afternoon registration. If pupils arrive at school after the

close of the register without a written explanation, a late mark will be recorded. If a child arrives more than 30 minutes after the register has closed, they will be recorded as late absence and counted as an unauthorised absence. The pupil's name is recorded on our computerised log in system in case of a fire drill;
• Publishing and displaying attendance statistics;
• Celebrating good and improved attendance;
• Monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to the Attendance Advisory Service (AAS) if the irregular attendance continues.

We expect that you will:

• ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
• ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day;
• ensure that you contact the school whenever your child is unwell and unable to attend school
• contact the school by 9.00am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate.
• Contact us promptly whenever any problem occurs that may keep your child away from school.

Responding to Non-Attendance

When a pupil does not attend school we will respond in the following manner:
• On the first day of absence, if we have not heard from you by 11 a.m. we will phone you.
• If by the end of the second day, there has still been no contact made we will visit your home to ensure that your child is not at any risk. You will be notified that if the absence persists without explanation a referral will be made to AAS.
• Failure to comply with the expectations set by AAS may result in further action, an application for an Education Supervision Order, or court prosecution. Grant for leave of absence in very exceptional circumstance:

The school term dates are published a year in advance and we therefore do not see any reason for parents to need to take their child out of school during term time. We will not authorise any holidays taken during the term. If leave of absence is required for other reasons please complete the relevant form from the school office and the absence shall be considered, dependent upon whether your child has attendance above 97% and whether a request has been made previously. The final decision rests with the Headteacher.

Parents and the School

You are your child's first and most important educator.

At Hawksmoor Primary School we value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning. Research has shown that children learn best when home and school work in partnership. At Hawksmoor Primary School we offer a wide range of opportunities for parents to actively participate in supporting their children in school.

Parent/teacher consultation evenings – a chance to find out how your child is doing in school. There are consultation evenings in the autumn and spring terms.
School newsletter – we distribute a school newsletter with all the latest news and information every three weeks.
Curriculum visits – there are opportunities to attend during the school day, to see teaching and learning of the curriculum in your child's classroom environment.
Curriculum workshops – opportunities for you to come and find out more about a specific curricular area and undertake some simple 'hands on' activities.
Reading club – we invite in parents at the end of the day to enjoy reading with one of the teachers. It is a great opportunity for parents to observe different strategies whilst reading with their child.

Reading breakfasts – A wonderful opportunity to share a book with your child, speak to their teacher about reading and share breakfast with other families.
SEND Coffee mornings – Opportunity to meet with families in the community to share ideas, attend workshops run by ASD outreach and discuss any concerns with Mrs Rowe.

Staff working across schools

Trust Lead Jo Marchant
Trust Inclusion Manager: Hannah Morgan
Deputy Headteacher: Jack Reynolds
Assistant Headteacher/DSL: Shupa Ahmed
Trust Business Manager: Alison Deadman
Trust Office Manager: Donna Corrigan
Schools' Finance Officer: Xue Zhang
Foundation Stage Co-ordinator: Rachel Haynes
Years 5 & 6 Phase Lead: Katie Morris

Hawksmoor Staff 2025/26

Headteacher: James Thompson
Special Educational Needs Coordinator: Nicola Rowe
Office Staff – Amanda Silk
Premises Staff-Alan Kane and Mark Bussey

Teachers:	Antonia Chapman Sarah Huxley Kelly Price Susanna Forson Jale Gozde Louise Hastings Anene Obi David Sweetenham Gemma Rayner-Jeffrey Kay Williams Lucy Reynolds Rhoda Jones Sanjiv Chapman Jo Lancaster Bradley Case	
Support Staff:	Zoe Taylor Kelley Daroux Olena Conteh Balbinder Nunwa Lisa Hutchins Veronica Alexander Nikki Bedden Kim Boughelita Julie Smith Jan Down Angie Sanchez Jill Gordon	Jane Harris Sandra Bejic Kelly Emin Anita Nunn Simone Evwurjae Nicola Attard Jan Hills Kelly Berner Nicky Croucher Jo Croucher Sonia Latif Tooba Bilal