



# Harrold Priory

School Prospectus

## A LETTER FROM THE HEAD OF SCHOOL

Welcome to Harrold Priory School. I appreciate how important the change of school is for both you and your child. Transfer at the tender age of 9 to a middle school is a very big step in your child's journey towards the adult they will become. Your choice of school will have a great bearing on this development, and it needs to be the right one.

We are justly very proud of our school. Visitors are always impressed by the positive and friendly learning environment. We provide engaging teaching and outstanding pastoral care for the children and we achieve excellent standards. We are fiercely competitive within the federation but yet cheer our individual successes.

Beyond the classroom, our sporting achievements, provision for the gifted and talented, musical and dramatic traditions are also really second to none! We provide our own traditional values but it is the way we work together across the federation that is almost unique. We share leadership, teaching and administration, allowing us to offer the pupils a remarkable curriculum at both key stages 2 and 3. As the pupils journey through the school, their learning will become personalised as they reveal their strengths and develop their interests. Their attitudes to learning are excellent.

Students' progress accelerates as they move through the school and they make exceptional progress in Years 7 and 8, especially in mathematics and English. Teachers use creative approaches to inspire students and consequently their motivation is high. The school creates a calm and purposeful learning environment and students feel very safe.

Understandably, you will be anxious about the change from the familiar surroundings of the lower school to a bigger setting. Try not to worry too much about this because it is also a very exciting time for the boys and girls. They will be looking forward to the new challenges that we provide.

Visitors to the middle schools are always impressed by the friendly and positive attitude of the pupils – talk to them, they know the school best of all. The staff in our school are very hardworking, approachable and caring. We encourage the pupils to work hard, enjoy and achieve – the middle years environment is where they feel very secure. We hope that your visit to Harrold Priory during the school day will give you a real sense of this; we will always be very pleased to see you.

Between the ages of 9 to 13 the intellectual, physical, social and emotional development of the boys and girls will be dramatic. Their attitudes to themselves, their friends, their parents and the world will mature in response to a wide range of influences. We will foster their self-esteem and they will grow in confidence as we develop their independence and individual talents.

Above all, however, we remember that you are your child's first, best and most important teacher. It is together that we provide the children with an outstanding education in preparation to face the demands of modern living. We endeavour to foster and build upon the connection between home and school and the impact we have together on your child's learning. You will have our full commitment.

Yours sincerely



Hilary Dilley  
Head of School

## WELCOME from the Chair of Governors

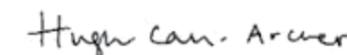


Sharnbrook Upper School has been successfully federated with three middle schools Harrold Priory, Lincroft and Margaret Beaufort for a number of years in the Sharnbrook Academy Federation (SAF). All four schools have worked closely together to ensure a similar learning pattern in the middle schools that allows smooth transition to the upper school's Key Stage 4 provision and beyond.

In the next few months further information will be available about proposals to change the age ranges in our schools. No changes will happen before September 2017 and you will receive plenty of notice about this. Please be assured that children are at the centre of all that we do and that we shall ensure there is continuity in your child's education once they enter a SAF school.

I do hope that some of our new parents will wish to consider joining the Governing Body of your local school. Your Head of School will have information if you wish to find out more.

On behalf of the Governing Body I welcome you and your child to our schools in the Sharnbrook Academy Federation. I hope you will be able to look back later on these years as amongst the best in your lives.



Hugh Carr-Archer  
Chair of Governors

## HARROLD PRIORY

### School Prospectus

This booklet provides a summary of the much more detailed prospectus, which can be found on the School website [www.harroldpriory.co.uk](http://www.harroldpriory.co.uk)

Picture resources are also available on this file to help give you the fullest impression of school-life at Harrold Priory.

It is important to refer to the prospectus for technical information, particularly admission criteria and procedures, as well as full descriptions about the School and its curriculum.

#### The following is included in this prospectus:

- Our Vision and Aims
- The Past and The Future
- Standards, Results and Targets
- Teaching and Learning
- Enrichment and Excellence
- Home, School and Family



## THE PAST & THE FUTURE

### Harrold Priory History

Harrold Priory Middle School is situated in a rural village in North Bedfordshire. The school opened as Harrold County Secondary School on 31 May 1937. It was renamed in the 1970s with the Bedfordshire County Council moving the education system to three-tier, and the school being renamed Harrold Priory Middle School as part of the process.

In September 2010, the School became part of the Federation of North Bedfordshire Schools with Sharnbrook, Lincroft and Margaret Beaufort schools, sharing a strategic vision and governing body as a single employer. Harrold Priory became a specialist media arts school in September 2008 and was acknowledged for the good standards of teaching, learning and performance, in this respect.

Harrold Priory acquired trust status in September 2008 and was a member school of the 19 school North Bedfordshire Schools Trust. The School was and still is committed to working

alongside all our partners, the Local Authority, lower schools, Sharnbrook Upper School, parents and pupils, to ensure that we continue to provide an outstanding education for the pupils.

In March 2009, the School was inspected concurrently with the other secondary schools in North Bedfordshire and was acknowledged as providing a good education for the children with several outstanding features.

Hilary Dilley was appointed as the new Head of School in April 2012 and in June 2012 the school was inspected with the other 3 middle schools and was satisfactory with some good

features. The dynamic leadership of outstanding schools was shared across the Federation and there was an uncompromising drive to improve standards with clear impact. Ofsted returned for a follow-up inspection 18-19 September 2013 and we are delighted to confirm that Harrold Priory is now a good school with very many outstanding features.

This has been achieved through a great deal of hard work by staff and governors. There has been a strong investment in teaching and leadership with a relentless focus on the quality of lessons, the progress children make, marking and

homework. The boys and girls are now really engaged with their learning and make outstanding progress, achieving the national expectation a year ahead of their peers in other schools.

We are proud of the turnaround that has been achieved in a very short space of time and restored the school's standing.

#### Pilgrim Learning Trust

The Pilgrim Learning Trust (PLT) is our 'umbrella' organisation that brings together 28 like minded schools and academies to provide mutual support and challenge to raise standards in all our schools. The Pilgrim Learning Trust aims to put children at the centre of all its activities and works closely with schools representing all phases of education. The Pilgrim Partnership provides initial teacher training for both secondary and primary teaching and its secondary base is at Lincroft School. Primary content is delivered from our base at The Priory Centre in Bedford. There are currently over 100 teacher trainees being trained through the partnership.

The Pilgrim Learning Teaching School Alliance is also based at Lincroft School. It provides teachers with on-going professional development spanning more than 50 schools across four local authority areas. Many of our teachers have enjoyed the teacher and leadership programmes that are based locally, as well as leading on very many school improvement opportunities. Of course, all of this impacts on the classroom, providing high quality of teaching, leadership and student achievement in our schools.



*"The quality of teaching has improved since the last inspection. Guided support and careful monitoring by school leaders have resulted in most of the teaching in the school now being good with some examples of outstanding practice."*

Ofsted 2013

## OUR VISION & AIMS

### Our Children – Our Community – Their Future

Harrold Priory School is a community of learners who think creatively, critically, and innovatively, who care for the school community and the environment and who use these skills to become confident, responsible and successful citizens of the 21st century.

We will ensure that children in our care are given every opportunity to fulfil their potential in terms of personal, emotional, intellectual and academic growth. We want them to become life-long learners and motivated to achieve their potential in a positive and extended environment.

You will have the full commitment of caring, enthusiastic and knowledgeable teachers, support staff and governors working with you to achieve the very best for your child.

#### In this school:

- we want the children to attend, enjoy and be ready for School
- we want to promote their right to feel safe at all times
- we promote healthy lifestyles and choices for the pupils
- we use positive discipline strategies
- we create an environment where all children and adults take responsibility for their behaviour and actions
- we ensure that pupils engage in decision making and support their community
- we develop pupils' self-confidence, self-esteem, independence and encourage enterprise
- we provide opportunities for the pupils to personalise their learning and to engage in a wide range of activities that prepare them for modern life
- we provide each child with the opportunity for growth – personal, emotional and intellectual
- we aim to ensure that every child fulfils their potential and has the opportunity to excel



*“The range of subjects and courses is carefully planned to ensure that pupils of all abilities receive an engaging educational experience.”*

Ofsted 2013



## OVERALL EFFECTIVENESS

### What does Ofsted say?

The school was inspected in September 2013. Harrold Priory was judged by Her Majesty's Inspectors to be a good school with some outstanding features. Ofsted also said: "The school's leadership team is ambitious for the school and consistently communicates high expectations. This is reflected in the excellent working relationships that contribute to a positive and supportive working environment."



### The main headlines

- Pupils make good progress across all their subjects. The school has worked to make lessons more challenging since the last inspection, and the proportion of pupils exceeding nationally expected progress has increased in English and particularly in Mathematics
- Progress is rapid in Years 7 and 8, and by the time pupils leave the school they have reached high standards in English and Mathematics
- All the teachers show that they have high expectations for what the pupils can achieve. They provide a good level of challenge in lessons, and ensure that everyone is able to take a full and active part
- Pupils are encouraged to fully engage in the learning process and sometimes take an active role in planning their lessons
- Pupils' behaviour is exemplary. The welcoming and supportive environment ensures that pupils feel very safe and confident. They enjoy school and their attitudes and approach to learning are always positive
- The school has worked hard to improve the quality of teaching since the last inspection. This has been achieved by the implementation of careful and supportive monitoring, effective training and performance management that is consistently well matched to the needs of the staff and the school
- The governors play an active role in the life of the school and know it well and the school benefits from the expertise of a strong group. The improvements are the result of constant challenge consistently tempered with careful, considerate and perceptive support
- Pupils are very well prepared for the next stage in their education

### National Curriculum Tests & Results

Children in Year 6 at Harrold Priory take their SATs tests in English, Mathematics in early May. The English and Mathematics tests are marked externally and pupils also receive a teacher assessment for these subjects. We also use optional SATs papers, in Years 5, 7 and 8. In this way we can track the progress of individual pupils effectively. We teach an accelerated Key Stage 3 programme of studies to enable pupils to achieve national expectations a full year early in Year 8 (instead of Year 9 at the upper school).

In Reading, 96% (of which 79% of pupils achieved an impressive level 6+) and in Writing 72% (of which 47% of pupils achieved a level 6+) of pupils achieve or surpass the national expectation at Harrold Priory in Year 8. Our Key Stage 2 (Year 6) results in May 2015 were outstanding in English – they are well above national expectations: 96% of the pupils achieved Level 4 or 5 in Reading, 95% in Writing and 92% in Mathematics.

The progress and achievement journey made at the School from Years 5 to 8 is outstanding.

## TEACHING & LEARNING

### The Curriculum & Organisation

There are five outcomes that are key to well-being in childhood and later life – being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.

Our ambition is to help to improve those outcomes for all our pupils and to narrow the gap in outcomes between those who do well and those who do not. Staffing structures and the extended curriculum have been aligned to take account of these. For example, the School is committed to being a healthy school, promoting Emotional Health and Well-being and safeguarding and promoting the welfare of pupils through the work of our Safe Guarding Officer.

We aim to stimulate and develop in every child the ability to discover and acquire the essential skills, knowledge and

understanding in a friendly and supportive environment. Academic targets are set in the context of the National Curriculum and the associated levels of attainment.

Harrold Priory is divided into Year Groups for teaching covering the age range from 9 to 13. Our pastoral arrangement is vertically grouped in Houses in Key Stage 2 (Years 5 and 6) and again in Key Stage 3 (Years 7 and 8). This allows us to take advantage of peer support and a forum of shared experience working together to support one another to achieve the very best we can. We have six Houses and regularly create opportunities to

work together and to develop positive contributions to school life.

We offer an excellent and cohesive curriculum encompassing the following curricular areas, as laid down under the new National Curriculum. We are also very proud of the extensive enrichment of the curriculum, clubs, visits and activities generously provided by the staff. The curriculum is aligned with its sister middle schools in the Federation, sharing staffing, leadership and resources.

*“Pupils are encouraged to fully engage in the learning process and sometimes take an active role in planning their lessons.”*

**Ofsted 2013**

#### Core Subjects

English, Mathematics, Science and Information and Communication Technology (ICT).

#### Foundation Subjects

French (and Spanish and German in Key Stage 3), Geography, History, Religious Education, Design & Technology (Resistant Materials and Food), Physical Education, Art & Design, PSHCE (Years 5 & 6), Citizenship (Years 7 & 8), Performing Arts (Music, Dance and Drama), Business Studies.

High standards of achievement and excellence are encouraged for pupils throughout their life at Harrold Priory School and the aims and objectives of the school clearly reflect this aspect.

Assessment of children’s work plays an important part in all curriculum subjects.

Much assessment is ongoing, as teachers review children’s progress and attainment in both lessons and homework. Teachers adjust their lessons in response to the feedback that they receive. They respond to children’s work through both written and spoken comments.

It is an important feature of the school that pupils’ achievements are recognised and celebrated.

Above all, the school invests in our teachers to ensure that the learning opportunities are the best they can be. In our last inspection ALL teaching was graded as good or outstanding by Ofsted inspectors.

*“Pupils are very well prepared for the next stage in their education.”*

**Ofsted 2013**



*“The range of subjects and courses is carefully planned to ensure that pupils of all abilities receive an engaging educational experience.”*

**Ofsted 2013**



## ENRICHMENT & EXCELLENCE

### Curriculum Enrichment

A great many clubs and activities are organised by the staff before school, at lunchtime and after school.

The activities are varied, exciting and challenging and include sport, choir, music groups and orchestra, computer, Drama, Dance, Art and Design, Mathematics, Science and Technology. We are very proud of our successes as a school at every level.

In addition, we provide opportunities for visits from school, including residential experiences, for all years. Pupils also enjoy lots of opportunity for extension activities. The school Policy for health and safety on all school visits uses a national on-line system prior to approval by the Governing Body – including undertaking risk assessments.

#### Health and Sport

As teachers and parents we instinctively know that learning comes easier to a healthy child. With this in mind it is also a commitment to raising standards across many areas of school activity:

- Drug & Alcohol Education
- Healthy Eating
- Physical Activity
- Safety, including e-Safety and using the Internet
- Sex and Relationships Education
- School Travel Plan
- Emotional Health and Well-being

Harrold Priory has many really committed staff that give very generously of their time for school sport outside lessons, including forging and fostering links with outside clubs.



*“Their contribution adds to the skilled and highly consistent management of behaviour, and leads to the harmonious and tolerant atmosphere that pervades the school.”*  
Ofsted 2013

*“The welcoming and supportive environment ensures that pupils feel very safe and confident. They enjoy school and their attitudes and approach to learning are always positive.”*  
Ofsted 2013

#### The Arts

Harrold Priory is an Arts Mark Gold school and has a commitment to provide young people with the highest quality artistic and cultural opportunities. A fine tradition of music, art, design, drama & dance is established and delivered by specialist teachers and visiting professional practitioners. An engaging curriculum is offered along with a broad extra-curricular programme designed to continually challenge, inspire and motivate pupils to be innovative, creative and expressive, free from the fear of failure.

Arts Council England believes that the earlier children are creatively inspired, the more likely they are to have a lifelong engagement

with art; something that can transform lives and give young people a voice for their thoughts and feelings.

Every pupil in all year groups benefit from visits from professional arts practitioners, can attend West End and local theatre trips, takes part in cultural projects, can perform in a number of shows and events. The work of the young people is recognised nationally through the Arts Award qualification which all of our young people are encouraged to participate in. The school year culminates in an Arts & Culture week and the ‘Festival on the Field’ which engage the whole school into arts and culture.

*“The school takes the opportunity to capitalise on the pupils’ initiative and leadership skills through the effective use of peer mentors and school prefects.”*  
Ofsted 2013



## HOME, SCHOOL & COMMUNITY

### Working Together

The support of parents is fundamental to ensure their child's academic and social achievement at the school is the best that it can possibly be.

The relationship between the home, the school and the child is embodied within the Home-School Agreement, which represents what can be regarded as the best endeavours of the home and school to achieve the very best for the pupils here at Harrold Priory. The Home-School Agreement is reviewed each year to reflect policy changes and improvements.

We are committed to ensuring that Harrold Priory is at the heart of the community. The relationship between the Home and School is a critical one. We must work together to ensure that the pupils really do achieve their full potential.

The Home School Agreement formally acknowledges this partnership. We are equal partners in fostering the growth and development of the children in our care.

All pupils are introduced to the central role of their responsibility to ensure that Harrold Priory is a happy and secure school.

The following statement is central to the Home-School Agreement:

#### All pupils have the right:

- to learn
- to a well-equipped and safe environment
- to equal access to the school, its curriculum and activities
- to dignity and respect regardless of individual needs, race or religion
- to express an opinion freely and confidently
- to feel accepted and welcomed
- to feel secure and safe at all times in school

#### Therefore, all pupils have a responsibility:

- to listen and behave in class
- to take care of equipment
- to treat others with respect
- to respect the opinions of others
- to respect others' choice of friends
- to ensure that no one is bullied
- to move from room to room in a safe and sensible way
- to respect the colour of skin and culture of other pupils and adults

#### Individual Education Needs and Disabilities

It is important to let us know if you or your child has a special need or is gifted and able in a particular curriculum area. We want to welcome disabled children to the school and provide them with opportunities for full participation in relationships and every day activities. If you or your child has a special need that we need to anticipate such as hearing or visual impairment or mobility requirements, please let the school know straight away.

Harrold Priory School believes education and inclusive learning should provide children with disability challenges with the opportunities to help them achieve their full potential and social inclusion.

#### SAF Middle School

##### Investors in People Award

In May 2013, the three middle schools of Lincroft, Harrold Priory and Margaret Beaufort successfully applied for a renewal of their Investors in People Award. This is a three year accreditation, with an 18 month interim progress against targets review. The CORE accreditation required we meet 39 criteria across 10 topics, we met 46. The assessment was far reaching and in-depth; it involved numerous interviews with staff and analysis of an anonymous staff survey, for example. We are very proud of this achievement and what it says about us as employers, dedicated to the well-being of our staff and the progress of our pupils.

#### PUPIL PREMIUM

##### Rationale

Children are eligible for the Pupil Premium if their family has been in receipt of free school meals. At key stage 2, the 2015 SATs results witnessed a closing of the gap between the typical attainment of all pupils with those for which the school receives the pupil premium. This indicates that the strategies the school has begun to develop are having an impact. There has always been a close tracking of achievement and factors that affect attainment, such as free school meals, vulnerability and attendance.

The Pupil Premium has provided the means for a tighter focus on this group of pupils and the school tracks attainment for all abilities within it.

The school also supports families with school uniform and concessions for school visits, including residential opportunities. Staff also provide opportunities such as music tuition and a rich variety of after school activities in PE, sport and the performing arts, although these are difficult to quantify. The school also has a support staff member dedicated to vulnerable groups and attendance.



*“Excellent help and guidance for individual pupils who have special educational needs in the full range of subjects ensure that they are able to fully participate in lessons and make progress in line with other pupils.”*

**Ofsted 2013**

# ADMISSION TO HARROLD PRIORY

## Admissions Criteria

We appreciate the importance that parents attach to expressing their school preferences. Harrold Priory is a very popular school and admission cannot always be guaranteed.

The school serves surrounding villages, drawing its catchment from, in the main, Harrold, Carlton, Turvey, Poddington, Wymington, Hinwick & Farnish, Chellington and Odell. There are also significant numbers of children joining the school from outside the catchment area.

Parents are advised to ensure that they are fully aware of the procedures for selecting a new school.

Parents will be notified of the school's allocation of places in the spring term. Should the number of applications for admission exceed 90; Governors will allocate places according to the admission criteria.

### Admission to Harrold Priory Middle School

The Governing Body, as the admission authority, determines the school's admission policy and arrangements, for taking decisions on applications for admission.

### Admissions Criteria

#### Method of Allocating Places – Equal Preference

Each preference is treated equally and the priority for a place at the school is worked out using the admissions criteria. This will mean that some second and third preference applications may be ranked higher than some first preference applications according to the admission criteria for the school.

Should the number of applications for the admission number exceed 90; Governors will allocate places according to the following criteria. These are listed in rank order.

Should each category fail to produce a clear result, then successive criteria will be applied in numerical order. This will also apply to waiting lists.

1. 'Looked after'\* children or children who were previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
2. Other students living in the catchment area \*\* with siblings \*\*\* at the school.
3. Other students (see Note 6) residing within the school's catchment area\*\*.
4. Students transferring from one of the following schools: Harrold Lower School, Carlton Lower School, Turvey Lower School, Christopher Reeves Lower School and St Lawrence Lower School.
5. Other students with siblings\*\*\* who attend the school.
6. Children of staff\*\*\*\* who have been employed at the school for two or more years at the time at which the application for admission to the school is made.
7. Other students.

### Notes

1. If applying these criteria results in there being more children with an equal right to admission to the school than the number of available places, the tie break will be the distance the pupil lives from the school, measured in a straight line, using the Local Authority's computerised measuring system, with those living closer to the school receiving higher priority. The distance will be measured from the address point of the pupil's home to the main school reception of the main school site. Priority will not be given within each criterion to children who meet other criteria.
2. A 'looked after' child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see Section 22 (1) of the Children Act 1989).  
A previously 'looked after' child is one who immediately after being 'looked after' became subject to an adoption, residence, or special guardianship order. An 'adoption order' is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
3. \*\*The School's catchment area comprises the parishes of Harrold, Carlton, Turvey, Poddington, Hinwick & Farnish, Wymington, Chellington, and Odell.
4. \*\*\*A sibling refers to a brother or sister, half-brother or sister, adopted brother or sister, step-brother or sister or the child of the parent/carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of the application and be likely to remain in the school at the proposed date of admission.
5. \*\*\*\*The definition of 'Staff' is any member of staff employed by Harrold Middle School, either full or part time who has been employed at the school for two or more years at the time at which the application for admission to the school is made.
6. A student's home address will be regarded as the address of the parent(s) or guardian(s) with parental responsibility with whom the student usually lives. This will not usually include grandparents, aunts or uncles. Where a student spends time with parents at more than one address, the address used will be the one at which the student is ordinarily resident and where the student spends the

majority of the school week (Mondays to Fridays) including nights. If there is a query on the home address, this will be checked against original documents, i.e. a council tax bill, a recent utility bill (gas electricity or water), a rental agreement, child benefit annual statement of family tax credit information). If a student moves into the admissions area outside the normal admissions round (or after the allocation process has been completed) there will be no guarantee of a place at the School if this would mean exceeding the admission number.

7. Pupils who have a Statement of Special Education Needs are required to be admitted to the school which is named on the statement, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the school is full.
8. Waiting List: the school maintains a waiting list for admission into Year 5 until the end of the Autumn term in the year of entry. If you are not offered a place at the school, we will place your child's name on a waiting list which has been prioritised according to the admissions criteria. Parents who have not been allocated a place for their child will have the right of appeal to an independent panel.
9. The school allocates places on an equal preference basis as explained in the Bedford Borough school transfer booklet and is a part of the Local Authority co-ordinated admissions process.
10. Requests for admission into other year groups should be made to the school. For in-year admissions, proof of residency in the catchment area is required. To confirm the address, you must attach one of the following: a copy of a recent utility bill, a child benefit statement or family tax credit information. If you are unable to provide this information because you are moving house, you must provide either of the following:
  - Confirmation that your house purchase is legally binding (a solicitor's letter to confirm completion will be sufficient)
  - Formal tenancy agreement showing that you will be resident at the proposed address for at least 12 months

Application forms are available from the school or Local Authority and can also be downloaded from the Local Authority website (Bedford Borough residents only). Parents not living in Bedford Borough should contact their own Local Authority for an application form.

*“Pupils enjoy their lessons and have excellent attitudes to learning. They have a thirst for learning, are always ready to share what they are doing, and are able to reflect thoughtfully about what they have learnt.”*

**Ofsted 2013**



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