



Hounsome Fields Primary School, Basingstoke



Vision:

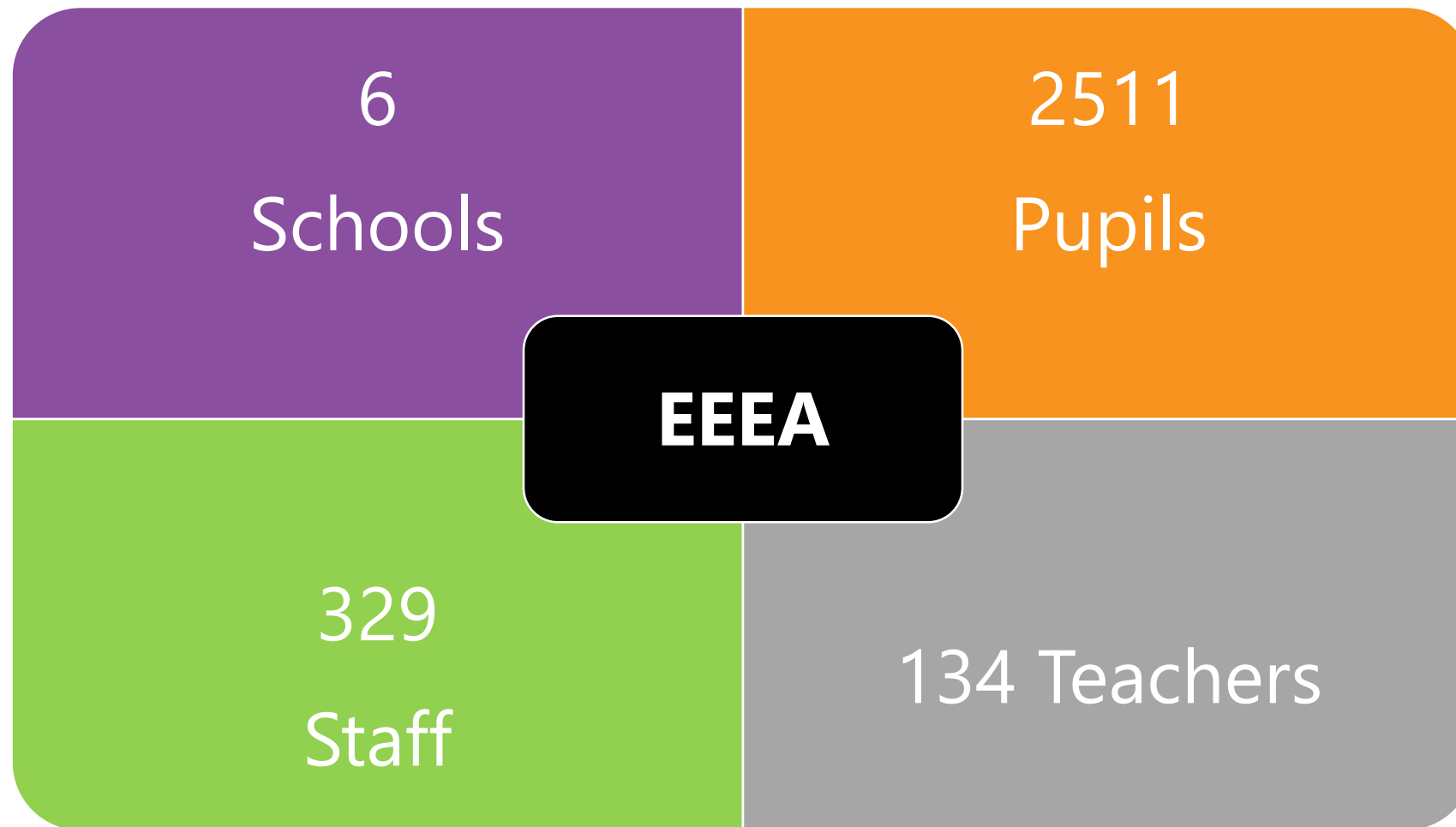
Inspire **belonging** through **respectful** collaboration,
empowering all to achieve excellence.

Mission:

Nurturing possibilities, growing stronger together

Values:

Belong, respect, empower: unlocking futures



EEEEA

6
Schools

2511
Pupils

329
Staff

134 Teachers



"Leaders strive to ensure that all pupils, including those with special educational needs and/or disabilities, **access a well-planned curriculum**. Teachers adapt learning to excite and engage pupils, helping them to make progress and remember more of the curriculum."



"The school provides high quality pastoral support. From children's first days at school, **staff form nurturing relationships with them and their families, built on clear communication**. Governors and trustees share school leaders' high expectations for an inclusive learning community."



'This school has really helped pull the community together.'





Mission Statement:

Hounsome Fields Primary School seeks to create a safe, happy and healthy learning environment.

We believe that every member of our community is a life-long learner. Together we can foster the hopes and dreams of our learning community. We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community, we believe that every child does matter and it is our duty to prepare our children for the challenges of the 21st Century. Providing high quality learning experiences is the foundation of our school.

We believe in excellence for all and strive to deliver a wide range of experiences which enable the children to grow in confidence and strive to become successful members of our community.

We believe that Teaching and Learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.





School Values:
HEART to represents the five core school values:

Honesty
Empathy
Achievement
Respect
Teamwork





Honesty: Promoting truthfulness and integrity in all interactions.

Empathy: Fostering understanding and compassion for others.

Achievement: Encouraging and celebrating academic and personal successes.

Respect: Cultivating a culture of mutual respect and appreciation for everyone.

Teamwork: Valuing collaboration and cooperation to achieve common goals.

These values collectively create a nurturing and positive school environment where everyone can thrive with HEART.



Facilities:

Extensive playing fields

Purpose built early years play area

Courtyard area

Outdoor play area - hard court

14 classrooms

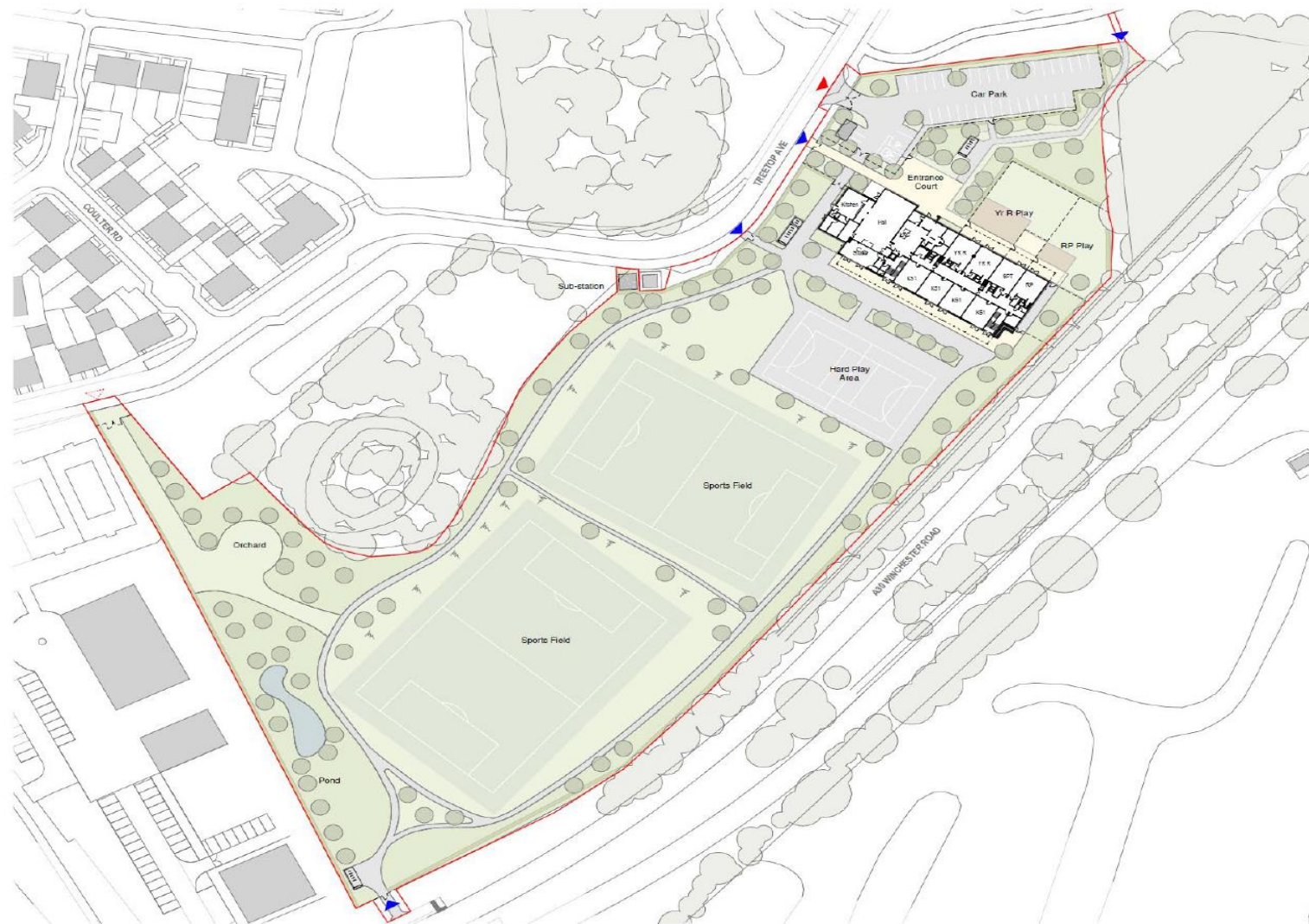
Specialist teaching areas for cooking,
science etc.

Learning Resource Centre

SEMH Resource Provision

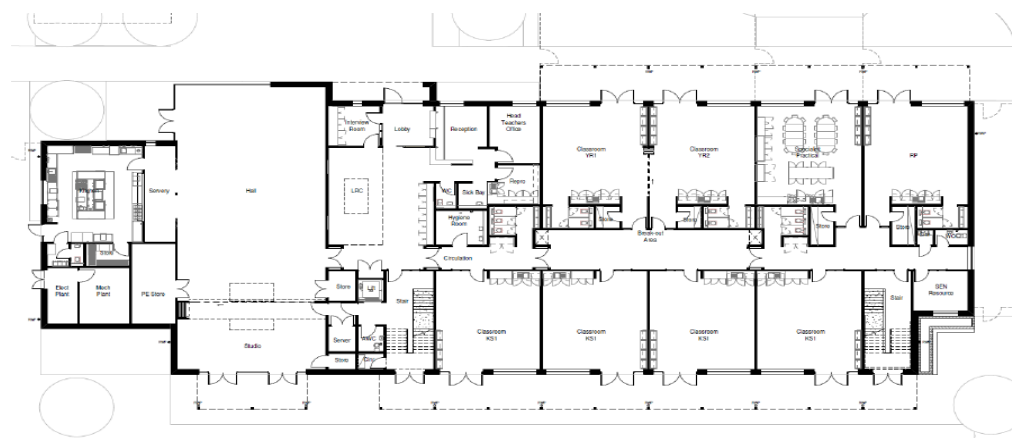


Hounsome Fields Site Strategy

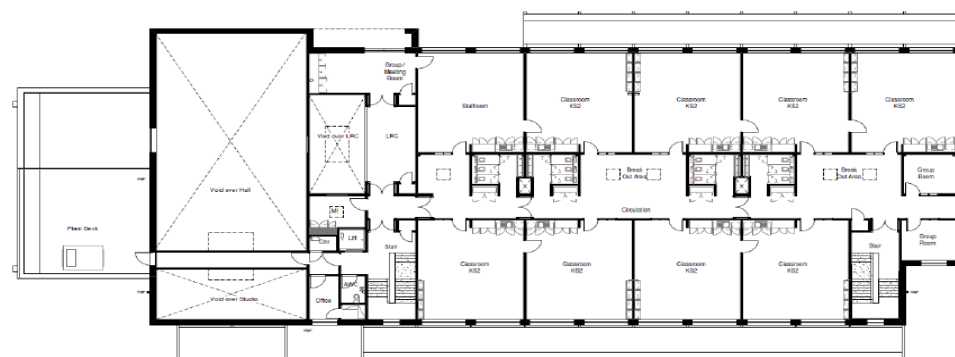




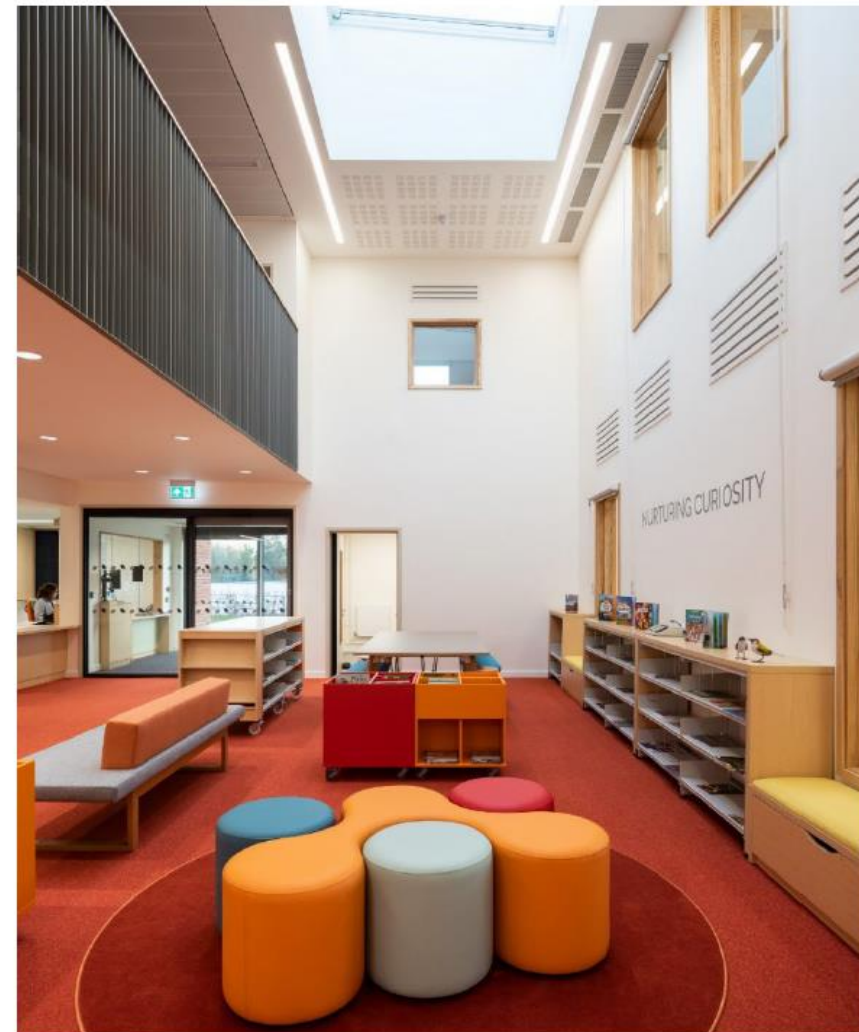
Hounsome Fields Plans



Ground Floor Plan



Interiors: Reception and LRC



Interiors: Ground + First Floor Classrooms



First Floor: KS2 classroom view of tree canopy; secure vents open for night-time purgi





We believe that every school **serves its community** and it is important that the school **contributes to the local area**. Relationships are important because **every child** has the right to flourish in a **safe and caring learning environment**.

Interiors: Shared Teaching & Break-out Spaces

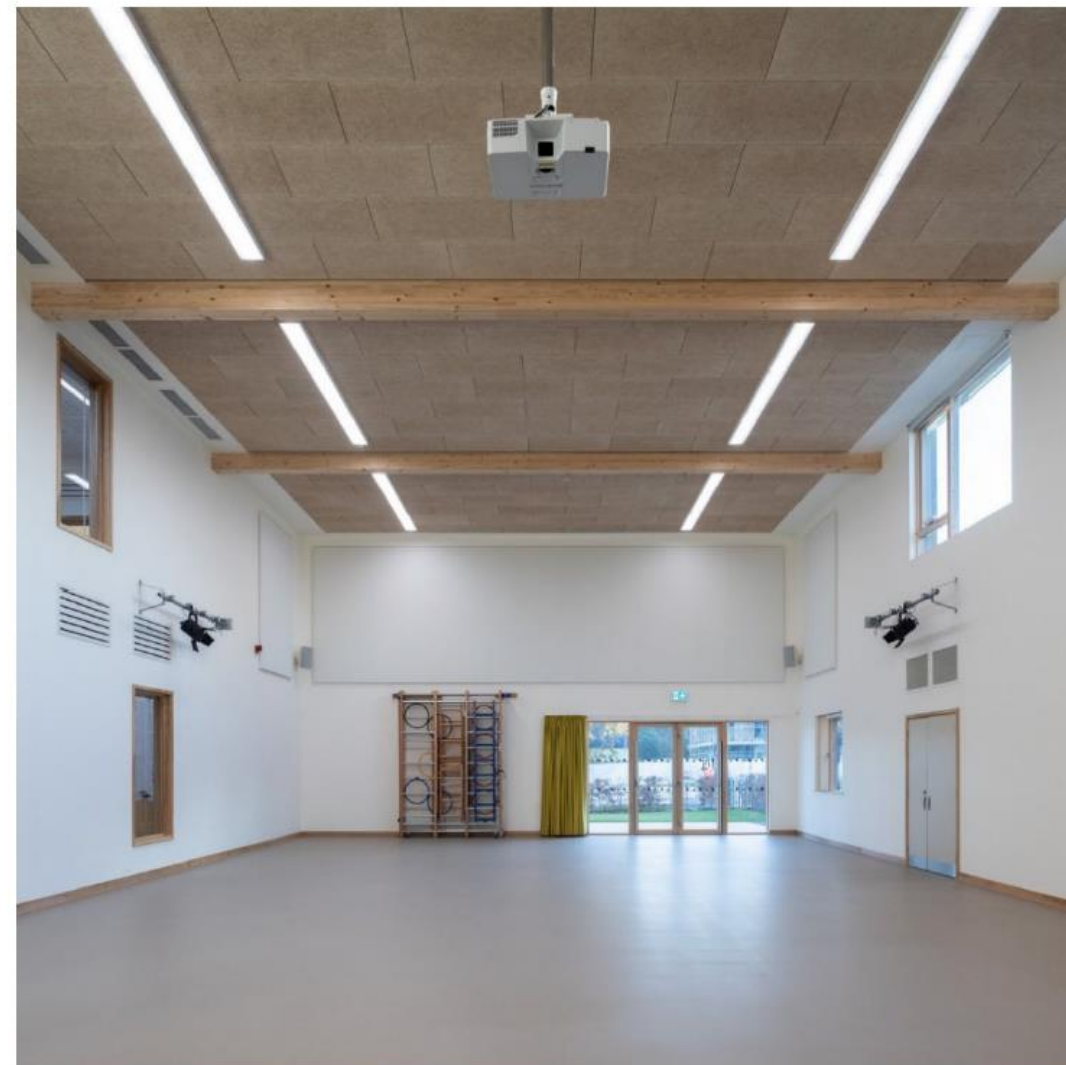
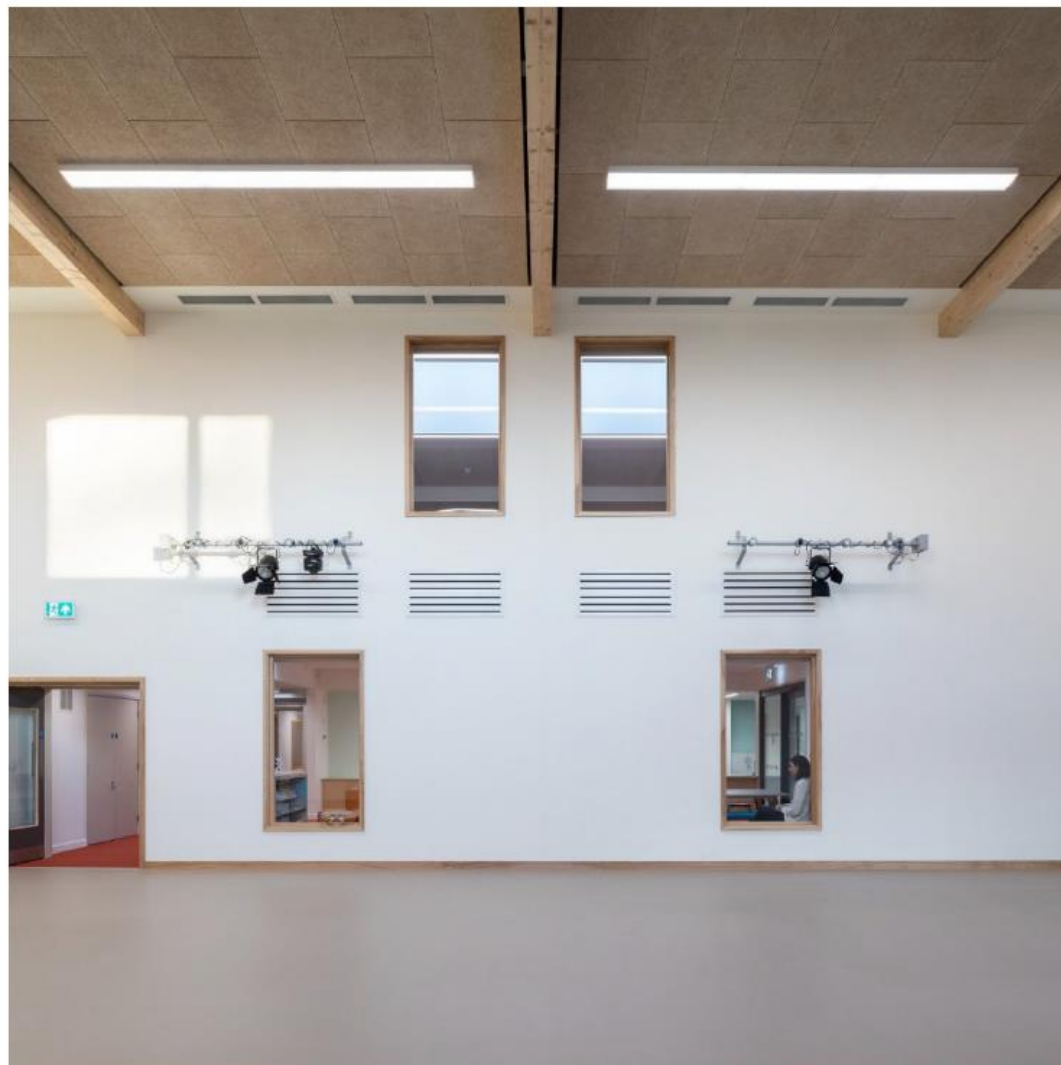


Ground Floor: Year R/KS1 shared teaching + reading alcove



First Floor: KS2 shared teaching/break-out area

Interiors: Hall



Interiors: Circulation & Stairwells





Hounsome Fields External Appearance

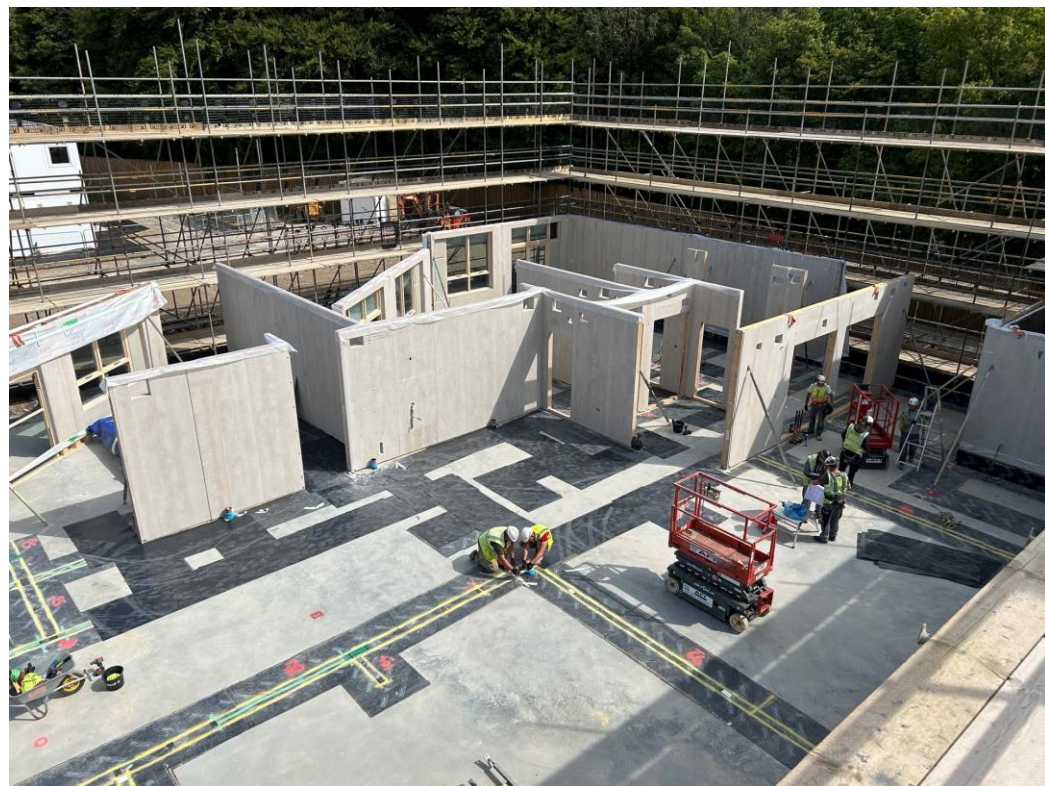


Main Entrance – North facing elevation



Shading and Shelter - South Facing Elevation







Hounsme Fields, Basingstoke

The Resourced Provision (RP)

Pupils who attend this provision will have an Education Health and Care Plan (EHCP) whose primary area of need is likely to fall within the category of Social, Emotional and Mental Health (SEMH), although it is not necessarily a requirement that they do.

This provision is targeted towards those pupils who typically present with high anxiety, reluctance to engage, school refusal, mood disorders, need additional support with their Mental Health or may exhibit traits of, or a diagnosis of Autism. They may also have presented with emotionally based school avoidance or have spent a period of time refusing to leave home, but it is not anticipated that they will display a level of challenging or disruptive behaviour that is often associated with an SEMH Provision.

Establish an environment that allows pupils in the RP to attend lessons within the mainstream classroom

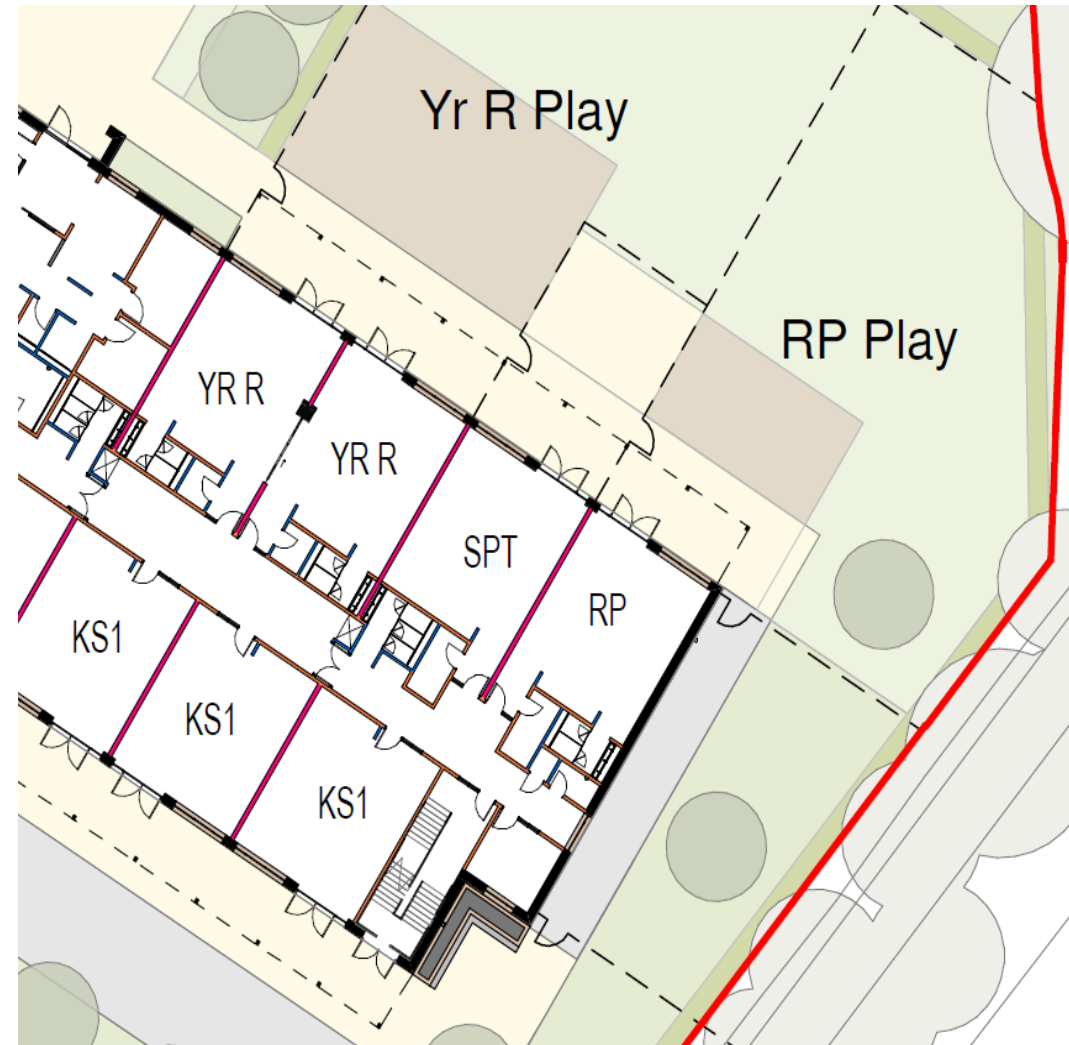
It is important each child feels part of the wider school and their allocated class.

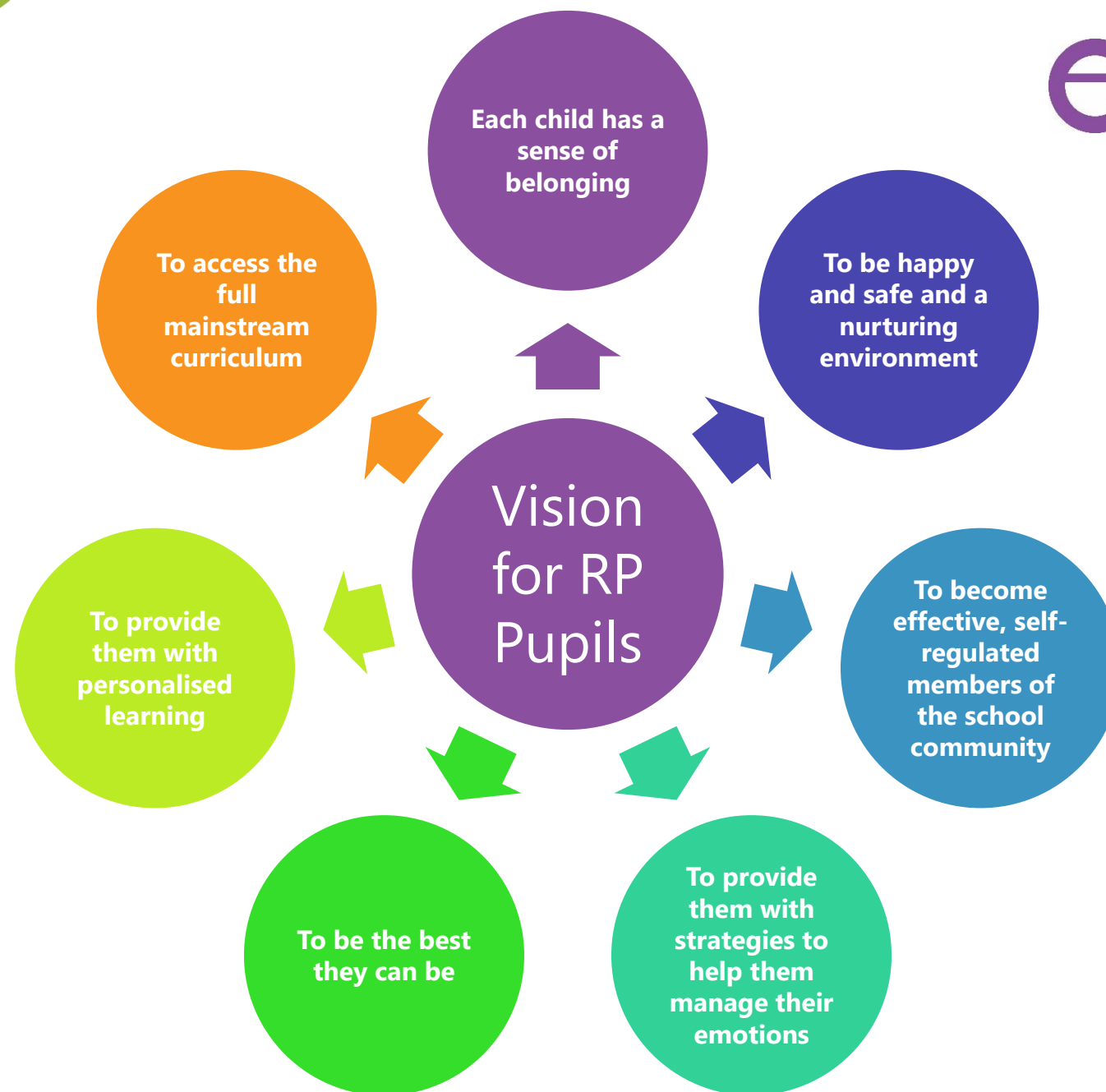
RP to allow quiet time, movement breaks, social rooms.

RP is a safe place with highly trained staff.

Teach strategies based around Zones of Regulation.

Establish one of the rooms with a more sensory focus.

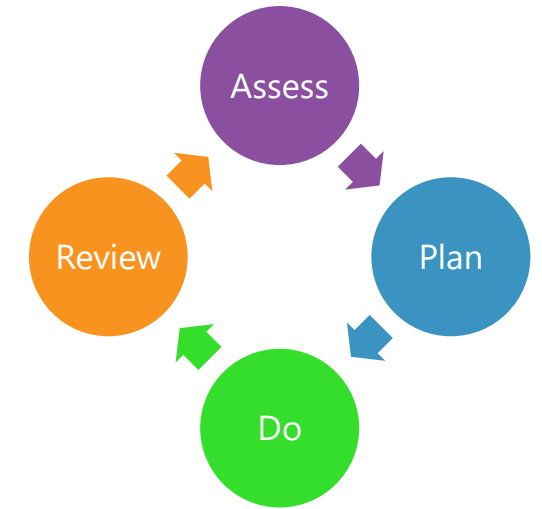




Key aims for the Resource Provision (RP)



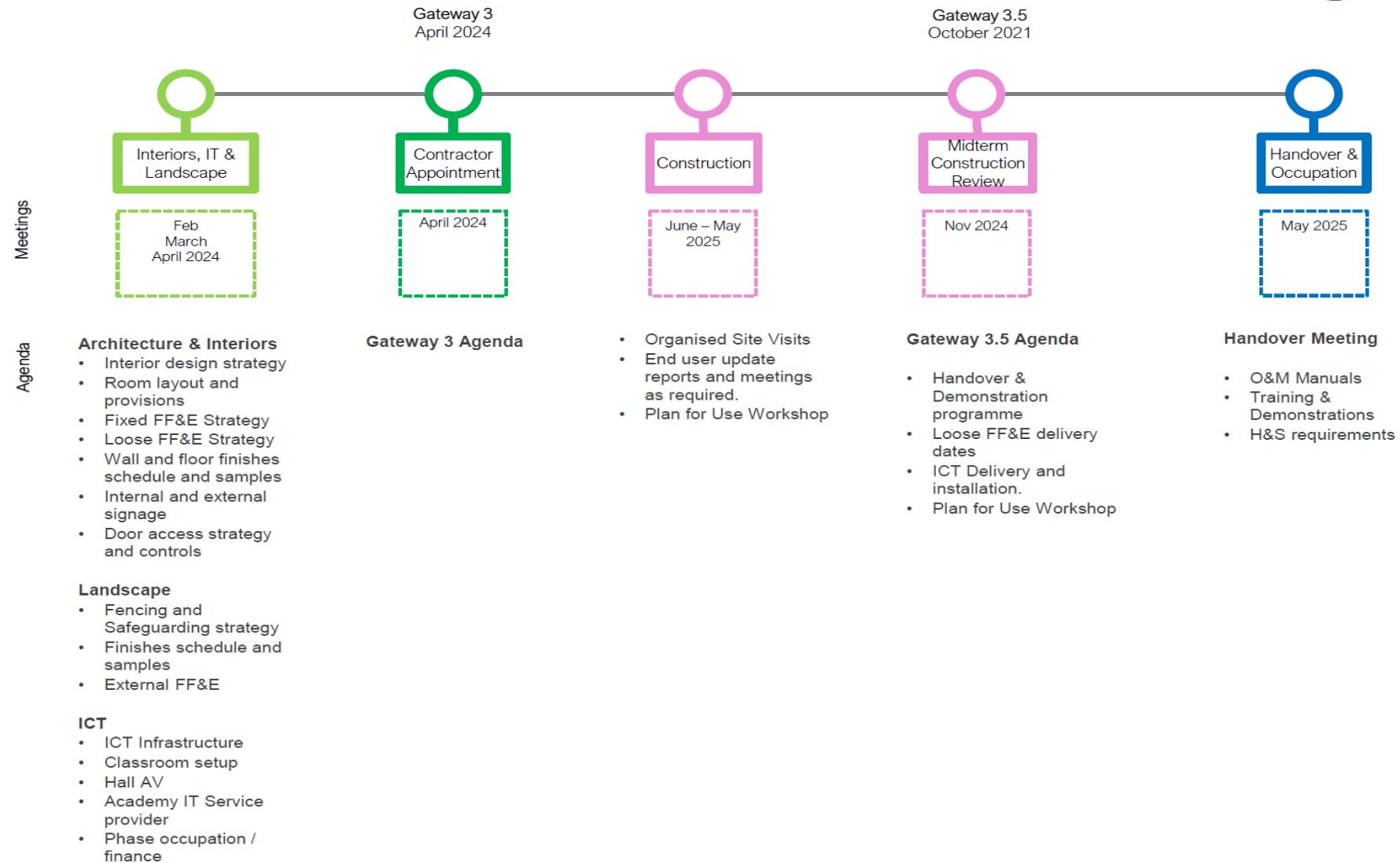
- For children to feel happy and safe in a positive environment
- To help pupils make good progress with their learning
- To build self-esteem and confidence. To have a sense of belonging
- To enable children to build trusting relationships and play with their peers
- To support children to stay in mainstream education
- To work with all stakeholders to understand behaviour as a communication of an emotional need so we can develop consistent strategies that benefit the individual child
- To positively collaborate to ensure the RP is a beacon of success





Admission Criteria

- **First criterion:** Looked after and previously looked after children.
- **Second criterion:** Children of a member of staff.
- **Third criterion:** Children who will have a sibling at the school and live within the catchment area.
- **Fourth criterion:** Children who live in the catchment area.
- **Fifth criterion:** Children who will have a sibling at the school and live outside the catchment area.
- **Sixth criterion:** Any other children. Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the child's home address, as set by Ordnance Survey to the nearest official school gate for pupils to use.





ACTIVATE YOUR SCHOOL RUN



School Travel Planning



We work with schools and colleges in Hampshire to encourage alternatives to car travel on the school run. By encouraging walking, cycling, scooting or using public transport for school journeys to help reduce congestion and pollution, the local area should become a nicer place to live and learn.

We have developed [engaging initiatives](#) that are inspiring teachers, parents and children across the county to get involved and make travel to school a lot more fun. We offer scooter training lesson plans, walk to school maps and Park & Stride advice to name a few. All of these initiatives can contribute to [Modeshift STARS](#) national schools' awards for your school. The team offers a wide range of resources for ready-made lesson planning right across the curriculum, and general school travel planning resources to support challenges and competitions throughout the year.



Service features

- Access to the national online travel planning tool, [Modeshift STARS](#) (School Travel Accreditation Recognition Scheme), to update and maintain travel plans, resources and initiatives
- [Half a day of training](#) on the benefits of Modeshift STARS and how to use the online planning tool
- Support with school travel plans. Either voluntary travel plans and travel initiatives or travel plans required as part of the planning system applications and conditions. Including implementation and measures
- [Scooter training](#) to enable teachers to show safe scooting to pupils
- Engineering advice on school gate congestion and access to school issues
- Support with setting up safe and suitable Park & Stride sites to reduce drop off congestion at school
- School maps which identify pupil locations as well as walking routes and distances to school, cycling paths and bus routes along with Park & Stride sites close to school

- Support with identifying and bidding for funding for physical improvements that can improve walking and cycling infrastructure such as crossing points and cycle storage
- Air quality monitoring, [advice and resources](#) to encourage clean air around the school
- [Curriculum materials](#) to provide an easily accessible series of lessons and ideas which aid with the integration of sustainable and active travel education into the curriculum
- [Downloadable resources](#) which can provide a fun way to encourage active travel on the school run, including our Parkwise Promise
- Active travel challenges throughout the year run by My Journey and charity partners [Living Streets](#) and [Sustrans](#)

Benefits to schools

- Assist with decreasing school gate congestion and associated safety issues
- Improve the health and wellbeing of pupils, parents and staff
- Improve the air quality around the school
- Provide good evidence for funding bids for infrastructure works from travel planning activities
- Improved relations with local community e.g. residents regarding parking issues
- Improved travel and access information
- Increase in walking and cycling levels to reduce the school's carbon footprint
- Improvement in road safety awareness
- Evidence for aspects of the Healthy Schools, Eco Schools, SMSC and other curriculum areas
- Provide a smoother transition process with linked schools



We are about sustainable schools that serve the local communities, we are about **localism and positive collaboration.**