

Bar Hill Community Primary School  
Gladeside  
Bar Hill  
Cambridge  
CB23 8DY

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Dear Parents and Friends

I am delighted to welcome you to Bar Hill Community Primary School. Bar Hill is a school which truly values children as individuals. We have high expectations for all children in our care. We aim to provide a safe, happy and stimulating environment for all children and we are committed to providing the best education for them.

During our last OFSTED inspection (November 2008) a team of two inspectors described how good our school was:

‘Bar Hill Community School is a good school. It provides a secure and encouraging environment that enables its pupils to enjoy their learning and to achieve well, both academically and in their personal development. The school’s successful work to promote community cohesion is a distinctive feature.’

As a Headteacher and parent I believe in developing a positive relationship between home and school. My staff, governors and I will endeavour to ensure that you are fully involved and informed about your child’s progress and development.

At our school children come first. There will be many decisions to be made regarding your child’s education during his/her years at Bar Hill and we hope that you will respect our decisions, which we make as a result of the considerable expertise residing within the collective professional experience of our teachers.

If you are considering sending your child to our school please make an appointment to visit us. The choice of school for your child is probably one of the most important decisions you have to make. Your child’s primary school years are a life changing experience and it is crucial that they are happy and enriching and enable every child to reach their full potential.

Yours sincerely

Lin Whyte



## *OUR SCHOOL VISION*

At Bar Hill School we are determined to create an inclusive culture where all children will be challenged in their thinking, strive for continuous self-improvement and be motivated to become independent and life-long learners.

We will empower our children to become respected citizens and enable them to make valuable contributions locally and globally.



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## ***SCHOOL AIMS***

As a school we aim to ensure that each child;

- Develops high self esteem, confidence and a true feeling of self-worth and develops a sense of responsibility;
- Is valued for their individual contributions and develops a positive attitude towards everyone in the life of the school and community;
- Will be enriched, motivated and challenged by a broad and balanced curriculum and will be valued for all their efforts and achievements;
- Is able to respond positively as a learner to all aspects of literacy, numeracy, ICT and science and performs at a level of competency in all areas with confidence and enthusiasm;
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices both at school and in the rest of their life;
- Develops the skills and attitudes necessary to work both independently and collaboratively;
- Will be given equal opportunities to participate in all aspects of school life.
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility;
- Develops an understanding of citizenship and their role in the community;
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view;
- Appreciates the spiritual nature of life;

We believe our aims provide the basis for the delivery of a dynamic curriculum, the provision of a stimulating and creative learning environment and a foundation which will prepare every child for the changing nature of society.

## ***ACCELERATED LEARNING AT BAR HILL SCHOOL (ALBS), CREATIVITY & THINKING SKILLS***

We introduced ALBS to our school in September 2004 as part of our focus on helping children develop strategies for life-long learning. ALBS underpins the school vision and focuses on personalised learning which is part of the government's agenda for raising standards.

### **Key features of ALBS include:**

- The development of a learning environment in which respect between learners is paramount and where all children have the confidence to learn and be motivated and stimulated to accelerate their learning;
- Emotional intelligence;
- Assessment for learning;
- Respect for different learning styles;
- Mind mapping as a strategy to help children organise their thinking, plan story writing and revise;
- 'Brain breaks' and water breaks at appropriate times to refresh children and to prevent tiredness;
- Development of thinking and talking skills.
- Study and thinking skills.

## ***ANTI-RACIST STATEMENT***

The governors and staff at Bar Hill Primary School recognise the positive contribution of the cultural and ethnic diversity present in the school and in society as a whole and oppose any form of racism. Our aim is to provide the best possible education according to individual need in a concerned and caring environment.

As partners in the education of our children staff, parents and governors fully appreciate the special responsibility they have to help all children develop values and attitudes which are appropriate for the multi-cultural society in which they live and to participate as members of a community. Our ultimate aim is to ensure equal value and respect to all cultures.

## ***ACCESSIBILITY***

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view those differences as an opportunity for adults and children alike to learn more about themselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage and we will know that we have succeeded when disabled pupils are participating fully in school life. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification.

In order that there is an effective partnership between home and school we anticipate that parents will want to:

- Inform the school, at the earliest opportunity, if their child has a disability and the exact nature of that disability.
- Provide the information the school needs to plan effectively for the child to be a full member of the school community.
- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community.
- Recognise the importance of the school and home working in partnership.

### **Equal Opportunities**

Education at Bar Hill Primary School is operated within our statement of equal opportunities. We believe that education has a crucial role to play in bringing about a fair and just society. It is important that pupils learn to respect themselves and each other as future citizens so that we can build a society which is based on mutual respect and understanding.

The education that we provide for pupils should therefore:

- Ensure that expectations of all pupils are equally high.
- Establish a socially inclusive ethos and environment.
- Promote and value racial, cultural and religious diversity.
- Ensure that all pupils are prepared for life in a diverse and multi-ethnic society.

## ***SPECIAL EDUCATIONAL NEEDS***

Many children, at some time in their school career, may have special educational needs of some kind. The difficulties a child may experience can vary and may occur in a number of areas. Some children will need help and support all of the time that they are at school, while other children may only need help for a short time.

Our aims with regard to Special Educational Needs at Bar Hill School are:

- To have a curriculum which is accessible to and includes all pupils, and which matches their individual needs.
- To ensure that the requirements of those pupils with Special Educational Needs are met.
- To ensure the early identification and assessment of children's needs and to act upon the results of such identification.
- To ensure that children with Special Educational Needs receive a broad and balanced curriculum.
- To ensure that all children with Special Educational Needs join in all school activities as far as possible.
- To provide differentiated work to take account of the needs of gifted and talented children as well as those with learning difficulties.
- To ensure that the atmosphere of the school promotes a happy, sensitive and secure environment to enable the most effective learning.
- To ensure that the school aims to encourage parents as partners in the learning process for their children.
- To appreciate that notable achievements can be made by all pupils and these should be recognised and recorded.

Throughout their career at Bar Hill School a pupil's progress is continuously monitored and tracked. Every pupil's progress is assessed at least once per term. This helps to highlight any problems immediately and identifies any children who may be slipping behind. As soon as any problems are highlighted, appropriate intervention is taken to support pupils in the learning process through being placed on the SEN register and given an Individual Education Plan (IEP). The SEN register is maintained by the Special Educational Needs Co-ordinator (SENCo) and reviewed on a termly basis. IEPs are written by the class teacher, in consultation with the pupil, parent and SENCo and any other agencies who may be involved.

## ***INCLUSION***

At Bar Hill School we are committed to providing effective learning opportunities for all of our pupils. Teachers set suitable learning challenges for all pupils, including for those with diverse learning needs. The school's SENCo, together with the Headteacher, provide monitoring and delivery of a fully inclusive curriculum. Further details of the school's inclusive practices can be found in our Inclusion Policy which can be accessed via the school's website.

### **Children who are more able, gifted or talented**

All children who are more able, gifted or talented are given differentiated or additional activities to meet their needs. We have a gifted and talented register in school and children are placed on this for a variety of reasons such as having exceptional talents or high ability in music or other creative arts, maths,

literacy, any of the core or foundation subjects or sport. Parents will be involved in drawing up individual action plans for children on this register. It is always helpful if parents could inform us of any talents children may display in activities outside school.

### **Children with disabilities**

We are proud to be a fully inclusive school. Our building is equipped for disabled pupils and those who have attended the school have made very good progress. We also have an accessibility plan in place for future improvements to the school buildings and access to the curriculum by disabled pupils. We are fully compliant with the Disability Discrimination Act 200? and hold regular meetings of the school's Disability Working Party. This has ensured targeted and ongoing support for children with a range of disabilities including physical, medical and emotional needs.

The official complaints procedure for Special Needs is as follows:

*If you have any complaint about the Special Educational provision for your child, or about Special Educational Needs generally, please speak to the Headteacher or to any member of the governing body. If you speak to a governor then he/she will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you as soon as possible. If he/she has not resolved the matter to your satisfaction it will be referred to the Special Needs governor who will raise the matter at the next governing body meeting and reply to you as soon as possible.*

## ***ADMISSIONS AND TRANSFER TO SECONDARY SCHOOL***

### **Admission**

The school year is from the 1<sup>st</sup> September to the 31<sup>st</sup> August of the following year. All children are entitled to admission to the reception class at the beginning of the year i.e. in September. However, legally, children do not have to start school until they are five years of age.

To register your child at Bar Hill School you should complete the registration form, which can be obtained from the school office. Children can be registered any time after their first birthday. In the autumn term prior to admission in the following September, parents will receive an admissions booklet from their pre-school or nursery. The registration form in this booklet **must** be completed and returned to the Admissions Department at Shire Hall.

Under government regulations, which came into force in September 2001, the maximum number of children in any reception or infant's class is limited to 30.

### **Secondary Transfer**

The school has close links with Swavesey Village College, which has an extremely good reputation for the quality of education it provides for its pupils. There is also liaison between our school and other feeder primary schools to ensure a smooth transition from primary to secondary education. The Year 6 pupils visit the college during their last term at Bar Hill and members of the college staff meet the children. In addition to the annual parents' evenings for new parents in November, the principal Martin Bacon, welcomes prospective parents to visit and discuss any matters of concern. A minority of children transfer to other schools in the area e.g. St Bede's which is an interdenominational school.

## ***THE DAILY ROUTINE***

We are unable to take responsibility for children on the school premises before 8:40am. It is very important that children do not play on the play equipment before or after school as there is no supervision at these times. Thank you for your co-operation.

### **Morning**

Reception children should arrive between 8:45 and 8:50am and proceed quietly to their classroom where the teacher will be waiting. Parents are welcome to accompany their children into school. School commences, for reception children, at 8:55am. Parents should deliver their children to the classroom via the reception class door and not be walking through the school as older children will have already begun their school day.

Key Stage 1 and 2 pupils should arrive by 8:40 ready to commence lessons at 8:45am.

10:55 – 11:15	morning break
12:15	end of morning session (Reception, Year 1 and Year 2)
12:20	end of morning session (Years 3 – 6)

### **Lunchtime**

Children who go home to lunch should return after 1:05. Those staying to lunch may only leave the premises at the written request of their parents to the Headteacher. Key Stage 2 children may walk home for lunch by themselves. If a child is walking home alone they must sign themselves out of the school in the appropriate book in the school lobby.

### **Afternoon**

1:15	Registration
2:25 – 2:35	afternoon break for Reception children
3:10	end of school day (Reception, Year 1 and Year 2)
3:15	end of school day (Years 3 – 6)

The school office is open for general enquiries Monday to Friday 8:45 to 9:15 and from 3:00 to 3:30. School uniform is sold on Wednesdays at these times. If the office staff are unable to help you they will refer you to the Head, Deputy Head or class teacher. Mrs Whyte (Headteacher) is generally available between 8:45 and 9:30am and appointments can be made by contacting the school office.

## ***HEALTH AND WELFARE***

### **Health Care**

The school is under the care of a community nurse who is based at a local Health Centre and can be contacted via the school office.

Please inform us if a child has a medical or dental appointment during the school day so that it can be noted in the register. Children must be collected or delivered back to school via the school office where they will be signed in or out.

We request that any child who has experienced sickness or diarrhoea does not return to school until at least 24 hours after the last episode of sickness or diarrhoea in order to reduce the possibility of spreading infection further. Thank you for your co-operation in this. Your doctor will be able to advise you of any other illness/infection which would require your child to be kept off school.

### **Emergency contact**

In the event of illness or accident, it is essential that we are able to contact either a parent, carer, other relative or other responsible adult. Any changes in contact details should be notified, as soon as possible, to the school office.

The majority of support staff and midday supervisors are first aid trained and any child who is ill or injured will receive an initial assessment by a trained member of staff. Any child visiting the first aid room will receive a slip to give to their parents. Parents will be contacted if a child needs to go home or receive further treatment from a doctor. If there is a medical emergency the school will call the ambulance service and contact the parents/carers of the child. The school does not have suitable facilities for looking after sick children.

### **Medicines in school**

School staff cannot administer routine medication such as antibiotics and paracetamol during the school day. If medication has to be administered then it is the parent's responsibility to make arrangements for the medicine to be administered by either coming to school and giving it personally to their child or by delegating that responsibility to another named adult (relative, child minder etc.)

Medication can only be administered by school staff in the following circumstances:

- That it is necessary to preserve life e.g. allergic reactions, asthma, diabetes;
- That the condition requiring medication is ongoing and requires immediate treatment to prevent it worsening e.g. hayfever, migraine.

In both cases the medication can only be administered if:

- The medication is accompanied by a doctor's/parent's note;
- The parent takes responsibility for the delivery/collection of the medicine to/from school, its replacement and checking that the medicine is in date;
- All medication must be given to school in its original packaging with the child's name on a pharmacy label (if a prescription medicine).
- Parents must complete a consent form which is then lodged with the school secretary.
- The above also apply to any medication taken on educational visits.

Further details of the school's policy on the administration of medication is available from the Headteacher.

### **Health Education**

All children participate in a health education programme during their years at Bar Hill School. This is part of the Personal, Social, Health and Citizenship programme.

The governing body has a responsibility to ensure that sex and relationship education takes place. This takes place within a broad health education programme, which includes input from the school nurse. For younger children it takes place within projects on topics such as growth, learning about ourselves etc and incidentally as opportunities arise e.g. the arrival of a new baby, responding to questions etc.

A more formal approach is included in Years 5 and 6 and is supported by the use of video programmes and the involvement of the school nurse. Parents will be informed when these sessions take place and are invited to preview the programmes if they wish to do so. Parents may withdraw their children from these sessions after informing the Headteacher. A copy of the school's policy is available on request.

### **Locality Team**

As a school we receive the support services of a Locality Team which is based in Swavesey Village College. The main aim of this team is to work in partnership with schools, parents and other services in a preventative way and to share information in order to enable every child to reach their full potential. If, therefore, you have particular concerns about your child e.g. about health, emotional, social or learning needs please contact the Headteacher who will then make an assessment as to whether a referral to the Locality Team is appropriate.

A key post in the Locality Team is that of Education Welfare Officer (EWO) whose function is to support the school in ensuring that all children attend regularly and punctually. The EWO monitors lateness and occasionally conducts audits of attendance in liaison with the school. The EWO may also act in a liaison capacity building up relationships between the school, family and child and the education department. She will support, explain and advise on a range of issues that may be preventing a child from attending or enjoying school. The EWO may also be able to advise on the availability of free school meals, uniform grants and maintenance grants.

### **Parent Support Advisor**

Since September 2007 we have hosted the local Parent Support Advisor (Rachel Britton) who is available every Friday in the community lounge between 8:45 and 10:00. All parents are welcome to contact her if they need advice or support. Further information is available from the school office.

### **Child Protection**

It may be helpful for parents/carers to know that the law (The Children Act, 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer and, where possible, seek their consent to a referral to social services. This will not be done where such discussion and agreement-seeking would not place the child at increased risk of significant harm. Schools are encouraged to be very cautious and seek advice from Social Services if there is concern for a child's safety. Occasionally this duty on Headteachers means that a concern is passed on which is later shown to be unfounded. It is hoped that parents/carers will appreciate how difficult it is for schools to carry out this delicate responsibility and accept that the Headteacher must sometimes act in good faith and in the best interests of all children.

## ***ATTENDANCE AND ABSENCE***

### **Attendance**

Parents are responsible for ensuring that their children attend school regularly and on time. This is a legal requirement.

### **Absence from school**

Children must attend school unless it is absolutely unavoidable. If your child is absent from school, please contact the school office between 8:00 and 8:40am. If we do not receive notification we will contact you to confirm the absence. A written letter must be sent to school on the child's return. Parents should be aware that absence is authorised at the discretion of the Headteacher and that an absence note, in itself, does not authorise an absence. Absence may be authorised for the following reasons:

- Medical, either through illness, dental or hospital appointments etc;
- Religious observance by a religious body to which the child's parents belong;
- Exclusion by the school.

If an absence does not fit into any of the above categories it will be registered as unauthorised.

### **Lateness**

Registers are closed and sent to the school office at 9:00am. Children who arrive after this time are deemed late. Children who arrive up to twenty minutes after the closure of the registers are deemed absent for registration and will be marked absent but with authorisation. Children who are over half an hour late will be marked with an unauthorised absence. Attendance is monitored by the Headteacher and the Education Welfare Officer (EWO). If lateness persists the EWO may contact parents. All late children must report to the school office to register their arrival and to make lunchtime bookings for a school meal or packed lunch.

### **Home dinner arrangements**

Please note the procedure for children going home at lunchtime:

- We require a brief note addressed to the class teacher, stating that your child will be having a home dinner and who will be collecting them.
- Whoever is collecting the child for home dinner needs to report to and collect the child from the school office (not the classroom or classroom exits).
- If any child in Years 3 – 6 has your permission to walk home by themselves the child will need to have your written permission in the note you send to the teacher, and sign in and out at the office in the Pupil Lunchtime Book.

### **Family holidays**

Family holidays are not permitted during term time unless in exceptional circumstances. As a school we follow the government's guidance on family holidays, a copy of which can be obtained from the school office. If you have any queries about the exceptional circumstances please make an appointment to see the Headteacher.

## **COMMUNICATION**

### **Written communication**

Fortnightly newsletters are sent home on alternate Fridays and contain information about current events, dates, new developments and celebrating achievements. In addition letters are sent home via the children giving information when particular changes to routine are necessary. The school is a registered user of ParentMail which enables us to send newsletters etc directly to nominated email addresses. Parents are strongly urged to register as subscribers to this service (at no cost). Details can be obtained from the school office or, if you prefer, simply supply the school with the email addresses you wish to register and we will complete the process for you. At the beginning of each term you will receive a letter from your child's class teacher which will contain details of the planned project, homework and annual targets. In this letter there might also be requests for help or resources that link in with the project. Details of Discovery Detectives, an investigative research and creative project are sent out termly. You will also receive a termly School Meals newsletter which carries information about our in-house catering service.

### **Parent Consultations**

Formal consultations are held with class teachers during the autumn and spring terms to discuss children's progress. Sessions start in the early afternoon and run until early evening and all parents may book a 10 minute meeting. In addition, if a parent or teacher has a particular concern about a child's progress, behaviour or other factors affecting their education additional meetings can be arranged.

### **Reports**

An annual report is sent home with your child in the second half of the summer term. This will contain a detailed account of your child's progress in all curriculum areas. Targets are set in both curriculum and personal & social development and will be discussed with parents during consultations.

### **Open Evening**

All parents are invited to our annual open evening which is usually held in June (you will be notified of the exact date in our newsletter) to look around the school and talk to both pupils and staff.

### **Educational Evenings**

These are held to discuss the curriculum or new school initiatives.

### **Home-School Agreement**

This document details our aims and values and also outlines the responsibilities of both parents and the school. This agreement is part of the school's wider policy on parental involvement and is reviewed every two years.

### **Website**

The school's website can be found at the following web address: <http://www.barhillschool.co.uk>

The newsletter, current menus and other information about dates and events can be found in addition to a wide range of information about the school.

### **Help in School**

We are always delighted if any parents or grandparents offer to help in the classroom. Please contact your child's class teacher if you would like to help in any way. All volunteer helpers must sign a copy of our volunteer helper policy which is available from class teachers. All volunteer helpers must be CRB (Criminal Records Bureau) checked prior to helping in school. Forms are available from the finance secretary.

## ***OTHER ASPECTS OF SCHOOL LIFE***

### **School Meals**

All school meals are cooked by our own chef and catering team and are of a very high standard. We have been awarded the Local Authority's Healthy Schools Award and also the national award. Parents are very welcome to sample the food and discuss any food requirements with our chef. We have a family meals day every Monday and also host birthday lunches.

School meals cost £1.95 per day and should be paid for on the Friday before the meals are required or at the latest on the following Monday. Cheques should be made payable to Bar Hill School. Please write your child's name and class on the back of the cheque. Dinner money should be sent to the child's class in a sealed envelope. Please ensure that dinner money payment is separate from any other money being paid to school. For details about free school meals contact the school office.

There is a locked red mail box outside the school office for all communication with the school.

### **Arrival and Departure from School**

Parents are asked **not to drive into the hammerhead** at the end of Gladeside and in front of the school as this creates a significant hazard for other children and adults. All reception and infant children should be accompanied by a parent or child minder who should remain with the children until they are allowed into their classroom at 8:40 – 8:45. At 3:10pm all infant children should be collected from the playground and not on the footpath near the infant block. Their class teacher or a member of the support staff will accompany them to the playground. If parents are not on the playground the child will be taken back into school and must be collected from the school office.

### **School Security**

Access to the school during the day is only via the main entrance door which is operated by the school secretary. All external doors are kept locked during the day. Children are encouraged to be vigilant and report any unknown adult in school who is not wearing a badge, to a member of staff.

### **Personal Property**

It is not advisable for children to bring valuables or money to school. If it is unavoidable, they must be handed to the class teacher for safe-keeping. Children are not allowed to bring mobile phones, skateboards or bicycles (unless they have passed their cycling proficiency test) to school. The school is not insured for damage or loss to personal items and we strongly recommend that all items which are brought to school are covered by your household insurance policy.

### **School Dress**

We encourage all children to take pride in their appearance and to wear appropriate clothing for school. The governors and majority of parents strongly support our policy on school uniform.

Our uniform is:

- Navy blue sweatshirt – plain or with school logo
- Grey/navy or black trousers
- Navy tunic or skirt
- Pale blue polo shirt – plain or with school logo
- Blue and white check or stripe summer dresses

The school office has samples of uniform. If you would like to see some, please contact the school office.

### **PE and games wear**

PE wear is as follows:

- White vest or t-shirt
- Blue shorts
- Indoor PE is done in bare feet

For outdoor games children will need:

- A warm top
- Shorts
- Socks
- Trainers (not plimsolls)
- Football boots (optional)
- In very cold weather jogging bottoms and a warm top are allowed to be worn over games kit.
- Baggy t-shirts are not allowed for safety reasons.

All children need a draw string bag for storing all PE and games kit. Anything larger is not suitable for the cloakrooms. Please ensure that your child has suitable clothing available at the beginning of each week. All clothing needs to be clearly marked with the child's name.

### **Lost Property**

There is a lost property box at the back of the school hall. Any found items will be stored in the box until the end of term. Any unclaimed items will then be disposed of. Any lost items which are valuable will be kept in the school office. Any named items will be returned to the child's class.

### **Educational visits**

During your child's stay at Bar Hill he/she will participate in educational visits such as:

- Local walks around the village
- Day trips to museums, environmental centres, art galleries etc.
- Sporting fixtures
- Extended residential visits

All visits are linked to the school curriculum. You will be required to complete a form giving permission for educational visits. All visits requiring transport will be in coaches or minibuses with seat belts. The teachers responsible for the visits act '*in loco parentis*' at all times and will give the care which any reasonable parent would give.

Under the Education Reform Act, 1988, parents are asked to make a contribution to help fund these visits. We are required to state that these contributions are voluntary but if insufficient funds are received the school reserves the right to cancel the visit or event. The governing body has adopted the Local Authority's policy on charging for non-school activities. If parents are in receipt of income support or family credit the governing body will make a financial contribution towards any residential activity that is organised within the school day. If any other parent finds difficulty in funding an educational visit please contact the Headteacher to discuss.

## ***DISCIPLINE AND BEHAVIOUR***

### **Praise and Punishment**

Discipline is firm but fair and is linked to a strong emphasis on courtesy and consideration for others. We aim to develop self-discipline which is a mark of a maturing child. Teachers encourage a positive approach, praising pupils and highlighting outstanding work.

### **Bullying**

We believe that all children should understand that bullying is unacceptable and our aim is to provide the appropriate support to the victim, whilst considering carefully the consequences for the bully. We encourage children to feel that they can discuss any concerns about bullying. All members of staff are available to listen to and help with such problems. In addition, children can take issues to the Anti-Bullying Council (ABC). The members of the Council are children who have been elected by their peers. With training and guidance from members of staff, they listen to both the bully and the victim and offer support in finding a solution.

Parents are always kept informed about bullying issues relating to their children. It is also important to note that parents can bring any worries to the school's attention. All incidents are treated seriously and confidentially.

### **Positive handling to restrain or control pupils**

Bar Hill School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggression or reckless behaviour and only use physical intervention as a last resort in line with DCSF (Department for Children, Schools and Families) and Local Authority advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to both pupils and staff.

## ***EXTENDED SCHOOL DAY***

### **Breakfast Club**

Our breakfast club is open from 7:45 until the start of school and is open to all ages. The food provided is in line with our healthy eating policy and provides excellent value for money. The cost is £2.50 per day per child.

### **Clubs**

There is a wide range of extra-curricular activities available. Details of clubs are sent out early in the autumn term or as they are established. For further details contact the school office.

### **After-School Club (The Playstation)**

This is a privately run club located in the SPARC building adjacent to the school and caters for children aged 4 to 11 from 3:30 – 6:00pm. Please contact Patsie Ostler for further information (tel: 01954 201079).

## ***COMMUNITY INVOLVEMENT***

### **Parent / Teacher Association (PTA)**

The school has an active PTA and all parents are automatically members. A committee is elected at the Annual General Meeting, the date of which is communicated via the PTA newsletter.

### **School Governors**

The governing body works closely with the Headteacher in the leadership and management of the school. It meets regularly during the term with additional committee meetings to discuss individual areas e.g. health and safety, premises, school development, finance, inclusion and personnel. The minutes of governing body meetings are available to parents.

The governors are all local people, caring for the welfare of the school's pupils and bringing their interests and experience to support the school. They play an active role in school improvement and raising standards. They are always happy to talk to you about any matters related to school and your children. All parents are eligible to stand for the position of parent governor as and when such positions arise. Notification of vacancies is via election documentation provided by the clerk.

### **Parent Partnership**

The Local Authority operates a Parent Partnership scheme which provides independent advice to parents about their children with SEN. It is advisable to contact the Headteacher, in the first instance, to register any concerns. The school also has access to a Parent Support Advisor (PSA) who provides a link between home and school. Further details are available from the school office.

### **Village Community**

The school has strong links with our Senior Citizens, local businesses and industries, church, library, Parish Council, community health and police.

### **Children's Centre**

The school is a designated Phase 3 Children's Centre. The building will be completed in April 2010. The centre will support all families with children under the age of 5.

## ***THE CURRICULUM***

We aim to develop your child and his/her potential in every sphere of growth and learning. We believe very strongly in a broad and balanced curriculum and value creativity as an essential part of children's learning. Our curriculum is underpinned by our ALBS and creativity philosophy and by the government's Primary Strategy.

### **Organisation of the curriculum**

The school is organised in the following way:

Early Years Foundation Stage	Reception
Key Stage 1	Infants [Years 1 and 2]
Key Stage 2	Juniors [Years 3 to 6]

Reception children follow a foundation curriculum with early learning goals which should be achieved by the end of their reception year. The foundation curriculum covers education in pre-schools and nurseries and operates from the ages of 3 to 6 and, therefore, provides continuity from pre-school to school. The reception class is an introduction to more formal education with a balance of free exploration, play and set tasks. There is an emphasis on literacy and numeracy as the children progress through their time in this class. Children are not functioning within the National Curriculum at this stage but will have gained valuable experiences in readiness for National Curriculum requirements in Year 1.

The curriculum is organised around the National Curriculum which consists of three core subjects; English, maths and science and non-core, foundation subjects; art, geography, history, PE, music, technology (information and communications, design) and PSHE (personal, social and health education) which incorporates citizenship.

Religious education is not part of the National Curriculum but is regarded as a main subject to be taught. All Cambridgeshire schools follow the Local Authority's syllabus for RE which aims to provide children with knowledge and understanding of the nature of religions, their beliefs and practices. Parents retain the right to request withdrawal of their children from RE lessons and from assemblies, which under the 1988 Education Act are required to be broadly Christian in character.

The rest of the curriculum is organised through a series of projects which groups together aspects of science and other foundation subjects.

### **Mathematics**

Mathematics is taught as a core subject throughout the school, from EYFS to Year 6. Children follow the Early Years Framework in the reception class. From Year 1 onwards, maths is taught using Renewed Primary Framework. This framework is split into 5 units that the children cover each year: A. Counting, partitioning and calculating B. Securing number facts, understanding shape C. Handling data and measures D. Calculating, measuring and understanding shape E. Securing number facts, relationships and calculating.

We have a calculations policy as part of the main mathematics policy that shows the progression children should follow with using the four operations of calculation.

We use ICT to enhance maths lessons whenever possible and encourage children to use visual models and images, as well as practical mathematical equipment. We tailor our maths lessons towards more practical and 'hands on' activities, together with teaching investigative and 'real life' mathematical skills.

Work is suitably differentiated for the needs of individual children. We encourage the thinking skills of our more able mathematicians by taking part in local and national Mathematical Challenges.

### **English**

English is another core subject which is taught daily throughout the school. Children follow the Early Years Framework in the reception class. However, teachers in KS1 and KS2 follow the Renewed Primary Framework to give children opportunities to develop speaking and listening skills such as performing drama, reading and analysing text and writing. From Year 1 to Year 6, children study units of work under the themes of fiction, non fiction and poetry. Spelling patterns/phonics, grammar and handwriting is also taught.

Children are introduced and encouraged to use a range of different writing styles through a range of purposeful activities across all curriculum areas; for example: poems, stories, lists, captions, brochures, letters, invitations, explanations, research and much more. Children are taught within guided reading and writing groups as well as a whole class and independently. They are encouraged to share ideas with response partners and check work against success criteria. Teachers provide written and verbal feedback to children when marking work through writing three stars and a challenge.

We aim to develop within the children an enjoyment of books, fiction, non-fiction and verse, and to enable them to read confidently with pleasure and to find information. Parents are encouraged to help their child read at home.

### **Science**

It is a further core subject. Children follow the Early Years Framework in the reception class. Science in the EYFS is an integral part of the topic work covered during the year. Science is taught for a minimum of 1 hour a week at KS1 and two hours a week at KS2. It is generally approached through subject specific lessons using a comprehensive scheme where children learn through practical investigations, developing skills of observing, comparing, predicting, testing, communicating, recording and interpreting results.

Teachers plan to cover all of the National Curriculum Programmes of Study over a two-yearly cycle. Teachers use the 'Thinking Wheel' to guide children through an experiment, thus developing thinking skills. Children work in mixed ability groups to encourage speaking, listening and sharing ideas and concepts.

Visitors are encouraged to speak to the children, especially during Science Week and when the opportunity within the topic studied arises.

### **ICT (Information and communication technology)**

We have a strong commitment to ICT skills for all children and celebrated receiving the ICT mark in April 2007 having previously been awarded the NAACE mark in 2003 and the ICT mark in 2006 when we were one of the first schools in Cambridgeshire to achieve this new benchmark of ICT provision.

We are well resourced with ICT equipment and have a dedicated computer suite, banks of classroom computers and interactive whiteboards in every classroom.

The ICT scheme of work covers the skills of communicating information, handling data, control, modelling and monitoring. All pupils are regularly assessed.

## **PE**

Children receive a varied and balanced PE curriculum with every child receiving at least two hours of high quality PE per week. Physical education includes games, dance, gymnastic, swimming (in year 5), outdoor adventure activities and athletics. Recently, we have included an additional 10 minutes physical exercise a day in the form of wake 'n' shake. The school is very well resourced including a fully equipped hall for gymnastics, all weather courts, school field and access to an Astroturf area and tennis courts. Throughout the year the school offers extra curricular activities including street dance, cheerleading, gymnastics, cross country running, tri golf, KS1 and KS2 football, tag rugby, kick boxing and there is a club link to hockey. In KS2 there are opportunities for children to participate in sports festivals with other local schools and the school is represented annually at the FA run football knockout competition, the County Cross Country Championships and County Kwik Cricket Competition.

## **Assessment of pupil progress**

We believe in assessment for learning, which helps us to deliver appropriate learning experiences for each child and provides the basis for continuity and progression. All children are continually assessed by their teacher during the course of the year, using both formative and summative assessments. The children are set curricular targets in literacy and numeracy, at the beginning of each term. These are then reviewed as a joint process between the children and their teachers at the end of the term. Giving children feedback both verbally and written is an essential part of our assessment policy.

Children are formally assessed by:

### Foundation Stage Profile

This is a form of continuous assessment which takes place throughout the child's reception year and culminates in a final summary at the end of the year. Children are assessed on six areas of learning:

- personal, social and emotional development,
- communication, language and literacy,
- mathematical knowledge,
- knowledge and understanding of the world
- physical development
- creative development.

### SATS (Standardised Assessment Tests)

End of Key Stage 1 (Year 2) in English and maths.

End of Key Stage 2 (Year 6) in English, maths and science

Tests are administered nationally during the summer term.

### Assessment through Key Stage 2

In Years 3 and 4 we use Assessing Pupils Progress (APP) materials to monitor progress in reading and writing and optional SATs tests for maths. In Year 5 we assess pupils using tests produced by QCA (Qualifications and Curriculum Authority). These tests are administered during the summer term.

## **Homework**

Homework is an integral part of our school ethos of life-long learning and ensures a clear link between learning within school and home. Homework includes the improvement of skills in literacy and maths and there is also a 'Discovery Detectives' project once a term. Further details will be communicated to by your child's teacher.

**Cycling Proficiency**

This course is taught by trained instructors to older pupils and is usually held either late in the summer term (Year 5) or early in the autumn term (Year 6). This course involves a bicycle road-worthiness check by a Road Safety Officer and practice in safe cycling.

**Complaints against the curriculum**

If you have any complaints about our curriculum you should first contact the Headteacher. If the problem is not resolved the complaint or query should be directed to the Chair of the Governing Body. If neither the Head nor governing body provide satisfactory solutions, a complaint may be made to the Local Authority.

## *APPENDICES*

1. Registration form
2. Medical form
3. Photo permission form
4. PTA committee
5. Governing body
6. Term dates and holidays
7. Key Stage 1 results (2008)
8. Key Stage 2 results (2008)
9. Proposed Key Stage 2 targets for 2009 and 2010
10. How to communicate with the school





## SCHOOL ADMISSION FORM

Please complete all three sides then sign on the last page.

The Data Protection Act (1998) and the Education (School Records) Regulations (1989) protect this strictly confidential information, stored on the school's student records database. The information on ethnic origin and first language is needed by the school and by Cambridgeshire Learning Authority. This is to ensure that resources are made available when required and that the Education Service offers real equality of opportunity for all pupils.

Legal Surname .....(as it appears on student's birth certificate)

Legal Forename .....(as it appears on student's birth certificate)

Middle name(s) .....

Known as ..... Gender.....Male / Female

Date of Birth .....

Home Address .....

Postcode ..... Telephone number .....

In Local Authority Care ..... Yes/No If Yes, Name of Care Authority .....

Name & address of previous school.....

.....  
If this school is overseas, please give name and address of any previous UK school attended (primary or secondary)

.....

### SERVICE CHILDREN IN SCHOOL

Schools are now required to indicate whether a child has a parent(s)/guardian(s) currently serving in regular military units of any of the armed forces, and designated as Personnel Category 1 or 2. Please could you indicate if your child is a 'service child in education' by ticking one of the boxes below.

No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	I do not wish a service children indicator to be recorded	<input type="checkbox"/>
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### CONTACT INFORMATION

Please provide details of three parents/guardians/contacts below and place them in the order you wish them to be contacted in an emergency.

Please tell us if the information changes; we need to be able to contact you quickly if your child is ill.

### PRIORITY 1 CONTACT

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility..... YES / NO

Home address .....

.....Postcode.....

Home telephone number .....Home email.....

Work address.....Work email.....

**PRIORITY 2 CONTACT**

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility..... YES / NO

Home address .....

.....Postcode.....

Home telephone number .....Home email.....

Work address.....Work email.....

Work telephone number ..... Mobile telephone number .....

**PRIORITY 3 CONTACT**

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility..... YES / NO

Home address .....

.....Postcode.....

Home telephone number .....Home email.....

Work address.....Work email.....

Work telephone number ..... Mobile telephone number .....

**SEPARATED PARENT INFORMATION – For parents not living with student  
Please specify contact priority (if any).....**

Under the 1989 Children’s Act all parents have the right to receive information about their child’s progress.

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility..... YES / NO

Home address .....

.....Postcode.....

Home telephone number .....Home email.....

Work address.....Work email.....

Work telephone number ..... Mobile telephone number .....

Court Case Yes/No ..... Address can be Disclosed Yes/No

**MEDICAL DETAILS**

Doctor .....

Address and telephone number .....

Please state any medical conditions of which you wish the school to be made aware, (e.g. asthma, epilepsy, allergies)

.....

.....

Does your child have any Special Needs Provision YES / NO

If YES \*School Action / School Action Plus / Statement ? (\*Please delete accordingly)

**PERSONAL INFORMATION**

To help us and the local authority in monitoring equal opportunities you are asked to complete the following:

- Country of birth .....
- Family's Ethnic Origin. (Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, culture, ancestry or family history. Ethnic background is not the same as nationality or country of birth.)

White - British	
White – Irish	
White - Traveller of Irish Heritage	
White - Gypsy/Roma	
White - Any other White background	
Mixed - White and Black Caribbean	
Mixed - White and Black African	
Mixed - White and Asian	
Mixed - Any other mixed background	
Asian or Asian British -Indian	
Asian or Asian British - Pakistani	
Asian or Asian British - Bangladeshi	

Any other Asian background (This includes African Asian, Nepali, Sinhalese, Sri Lankan Tamil....)	
Black or Black British -Caribbean	
Black or Black British -African	
Any other Black background	
Chinese	
Any other ethnic group – please circle one. (This includes Afghan, Arab, Egyptian, Filipino, Iranian, Iraqi, Japanese, Korean, Kurdish, Latin American, Lebanese, Libyan, Malay, Mauritian, Moroccan, Polynesian, Thai, Vietnamese, Yemeni...)	
I do not wish an ethnic background to be recorded	

- Date of arrival in UK (if relevant).....
- First language .....Other language(s).....
- Religion .....
- If there are any religious or cultural practices of which the school should be aware, please specify.  
.....
- Lunch arrangements - School Meal / Free School Meal / Packed Lunch / Home
- Please give the name, gender and date of birth of any other children in your family.  
Name ..... Date of Birth .....Male / Female  
Name ..... Date of Birth .....Male / Female  
Name ..... Date of Birth .....Male / Female

**TRAVEL ARRANGEMENTS**

Linked to the Government's Travel to School Initiative, we are currently refining a school travel plan, which details how our students travel to and from school. We would be grateful if you could tell us what mode of transport your child normally uses. Where he/she uses more than one mode of travel for each journey to school, you should tell us the most frequently used and/or the longest element of the journey by distance.

School Bus		Public Transport Bus		Bicycle		Walking		Train	
Taxi		Car/Van		Car Share				Other	

Any additional information.....  
.....

I certify that, to the best of my knowledge, the information on this form is correct.

Signature:.....Parent/Guardian

Date .....

## PHOTOGRAPH/VIDEO PERMISSION FORM

**Childcare Provider:**    **Bar Hill Community Primary School**

I am the parent/legal guardian of the child named below and I give permission for my child to be photographed or videotaped whilst in the care of the provider named above for the following purposes (please fill in one sheet for each child in the school):

School Photo Album

School Display

School Concerts

Outside Exhibition

Staff Coursework

Printed Media

School Web Site

Sport Events / Competitions

Child's Name [Block Capitals]

Parent/Guardian's Name [Block Capitals]

Address

Parent/Guardian Signature

Date

## **PARENT TEACHER ASSOCIATION**

Committee members 2008/09

Andrea Gothard  
Anna Flack  
Carole Cornwall  
Debbie Peterson  
Donna Bailey  
Jacqueline Milroy  
Jayne Bacon  
Jo Cundy  
Jo Montgomery  
Kirsten Cox  
Kirsten Goodfield  
Lin Whyte  
Meg Underhay  
Michelle Davies  
Sanjay Mistry  
Tina Andrews

## **GOVERNING BODY 2008/09**

Richard Sharman (Chair) (Parent Governor)

Lin Whyte (Head)

Claire Higgins (Staff governor)

Clare Ryan (Staff governor)

Krysa Parker (Staff governor)

Jo Montgomery (Parent governor)

Ben Peterson (Parent governor)

Matthew Cundy (Parent governor)

Peter Knott (Parent governor)

Richard Lewney (Community governor)

Jim Lay (Community governor)

Ruth Adams (Community governor)

Andrew Brown (Community governor)

Jo Hall (Community governor)

Margaret Traylen (LA governor)

Laura Parkinson (LA governor)

Bunty Waters (LA governor)

Jenny Dedman (Clerk)

# **BAR HILL COMMUNITY PRIMARY SCHOOL**

## **SCHOOL TERM AND HOLIDAY DATES**

**September 2009 to July 2010**

	<b><u>2009</u></b>
<b>Training Day</b>	<b>Wednesday, 2<sup>nd</sup> September</b>
<b>Autumn Term Opens</b>	<b>Thursday, 3<sup>rd</sup> September</b>
<b>Half Term</b>	<b>26<sup>th</sup> – 30<sup>th</sup> October</b>
<b>Autumn Term Closes</b>	<b>Friday, 18<sup>th</sup> December</b>
	<b><u>2010</u></b>
<b>Training Day</b>	<b>Monday, 4<sup>th</sup> January</b>
<b>Spring Term Opens</b>	<b>Tuesday, 5<sup>th</sup> January</b>
<b>Half Term</b>	<b>15<sup>th</sup> – 19<sup>th</sup> February</b>
<b>Spring Term Closes</b>	<b>Thursday, 1<sup>st</sup> April</b>
<b>Summer Term Opens</b>	<b>Monday, 19<sup>th</sup> April</b>
<b>May Day</b>	<b>Monday, 3<sup>rd</sup> May</b>
<b>Half Term</b>	<b>31<sup>st</sup> May – 4<sup>th</sup> June</b>
<b>Summer Term Closes</b>	<b>Thursday, 22<sup>nd</sup> July</b>

## KEY STAGE 1 RESULTS, 2008

This table shows a summary of the National Curriculum assessment results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 43

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	10	75				15	0	0
	Girls	0	0	74				26	0	0
	Whole School	0	5	74				21	0	0
	National	2	11	65				22	0	0
Reading	Boys	0	20		15	15	15	35	0	0
	Girls	0	0		17	22	17	43	0	0
	Whole School	0	9		16	19	16	40	0	0
	National	3	13		13	22	24	26	0	0
Writing	Boys	0	25		40	15	15	5	0	0
	Girls	0	4		39	22	13	22	0	0
	Whole School	0	14		40	19	14	14	0	0
	National	5	15		22	27	20	13	0	0
Mathematics	Boys	0	5		15	30	15	35	0	0
	Girls	0	0		4	35	30	30	0	0
	Whole School	0	2		9	33	23	33	0	0
	National	2	8		16	24	27	22	0	0
Science	Boys	0	0	75				25	0	0
	Girls	0	0	74				26	0	0
	Whole School	0	0	74				26	0	0
	National	2	9	66				23	0	0

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

## KEY STAGE 2 RESULTS, 2008

These tables show a summary of the National Curriculum results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 53

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2008 and NATIONAL 2007											
		Percentage at each level								Pupils disapplied	Pupils absent
		W	1	2	3	4	5	6			
English	School	0	0	0	11	45	43	0	0	0	
	National	0	1	4	17	48	29	0	0	0	
Mathematics	School	0	0	0	13	42	45	0	0	0	
	National	0	1	4	17	45	33	0	0	0	
Science	School	0	0	0	0	42	58	0	0	0	
	National	0	0	2	12	47	38	0	0	0	

TEST RESULTS 2008 and NATIONAL 2007							
		Percentage at each level					Pupils absent
		Below level 3*	3	4	5	L4+	
English	School	0	15	55	28	83	2
	National	6	13	47	33	80	1
	LA				32.9		
Reading	School	0	6	53	42	95	0
	National	7	9	36	48	84	1
Writing	School	0	34	43	21	64	2
	National	5	27	48	19	67	1
Mathematics	School	0	19	57	25	82	0
	National	6	16	45	33	78	1
					33.7		
Science	School	0	4	58	38	96	0
	National	3	9	41	46	87	1
	LA				45.9		

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

## PROPOSED TARGETS FOR KEY STAGE 2, 2009 & 2010

### Targets for Key Stage 2, 2009

		<b>Percentage of pupils</b>
Level 4 & above	English	86
	Maths	83
Level 5	English	31
	Maths	33

### Targets for Key Stage 2, 2010

		<b>Percentage of pupils</b>
Level 4 & above	English	84
	Maths	89
Level 5	English	45
	Maths	37

## SCHOOL COMMUNICATION CONTACTS

Following a school self-evaluation review with the staff and governors. We thought it would be helpful to clarify this, especially for our new parents in order to ensure that your area for communication is addressed effectively and efficiently.

### **Class Teachers / Teaching Assistants**

All day-to-day queries / concerns should always be communicated with the class teacher in the first instance. If the teacher is otherwise engaged, please inform the TA (teaching assistant) of your need to communicate with the teacher so that he / she can get back to you at his / her earliest convenience. If it is an emergency which involves the safety / health / welfare of your child, please inform Mrs Whyte or Mr Mistry, the deputy head.

### **Headteacher**

I can be contacted via telephone or in writing and I'll do my best to get back to you within three working days [unless I am absent from the school]. If your immediate query or concern persists for a variety of reasons, then please either book an appointment to see me through Mrs Lewney in the school office or wait to see if I am free that morning. Booked appointments will always take priority unless it is an emergency. In the latter case please inform Mrs Lewney.

Parents see me for a variety of other reasons; pupil progress, behaviour issues or for information on personal family situations including house / school moves. It is always helpful to understand the child's needs within the family context. Some parents express their appreciation for the work we are doing. These visits are equally appreciated.

### **Deputy Headteacher**

If I am away from school, Mr Mistry, will deal with your concern in an emergency.

Mr Mistry does have non-contact cover, which varies on a weekly basis, but if he is teaching her class, please note that his class commitment is his first priority.

On the occasions when Mrs Whyte is away, Mr Mistry can deal with queries and concerns at the end of the school day or before 8:30am in the morning. All concerns should be addressed through Mrs Lewney in the office who will communicate with Mr Mistry.

### **Senior Leadership Team**

Mr Sanjay Mistry (Deputy Headteacher)

Mrs Stephanie Tabram

If an occasion arises when both Mr Mistry and I are out of school, responsibility for the day to day management is delegated to a member of the senior leadership team noted above. Again, Mrs Lewney will communicate your query or concern on your behalf and arrange an appointment.

### **Admin. Team**

Mrs Emily Lewney – School secretary

Mrs Jayne Bacon – Finance secretary / Music lessons administrator

Mrs Clare Ryan – Resources manager / data manager

If your child is ill during the school day, one of the school's admin team, dinner supervisor, the class TA or class teacher will contact you either to collect your child or to ask your advice. Sometimes a child visits the sick bay complaining of an illness when, in fact, they are concerned about something which has happened either at school or at home. On these occasions we may ring you to ask for your advice.

Queries regarding school dinner money, trip money, music lesson payment, photograph payment etc. should be addressed to the school office although payment should normally be made via the child's class teacher so that a receipt can be issued.

### **Senior Midday Supervisor**

Any queries / concerns about incidents which occur at lunchtime can be communicated to the Head through the school office.

### **Other School Personnel With Whom You May Need To Communicate**

Site manager	Mr Stephen Tabram
Social skills	Mrs Julie Lemon
Further literacy support	Mrs Jo Jordan
Springboard maths (Year 5)	Mrs Jo Jordan
Early literacy support	Mrs Louise Honey

If your child is engaged in one of the above programmes and you have a minor query or concern, it is useful to put your query / concern in writing as the above personnel are part time and are not available before or after school. Action will be taken if necessary as a result of your letter, which will be dealt with by the appropriate person or myself.

### **Parent Governors**

These are Richard Sharman (also chair of the governors), Jo Montgomery and Ben Peterson.

If I or any of the other school personnel, have not dealt with a query or concern to your satisfaction, we have a very helpful and committed group of parent governors who you can contact to discuss your issues further. Contact details can be obtained via the school office.

### **After School Club Leaders**

The Playstation is an after school club which also runs during holiday times. If you need to contact them, please phone Mrs Patsy Ostler (mobile 07752-039-562 or Playstation's mobile 07957-572-653).