



SCHOOL PROSPECTUS

The St Andrew's and Sherington Village Church Schools Partnership



Headteacher: Ms Anne Shedden
 High Street, Great Linford, Milton Keynes, Bucks MK14 5AX
 Tel: 01908 605515 E-mail: standrews@milton-keynes.gov.uk

ADMISSION FORM

Name of Child: Date of Birth:

Address Telephone No:

..... Post Code:

Please tick appropriate boxes with regard to your application - for our information only.
 In the event of over-subscription, Milton Keynes Council will allocate places according to their admissions procedure.

- 1. I have another child who currently attends St Andrews
 (please give name)
- 2. I have another child who has attended St Andrews
 (please give name and approximate dates)
- 3. I would prefer my child to attend a Church of England School
- 4. I am/we are active member(s) of the St Andrew's community
- 5. I live outside the catchment area and would prefer a church school
- 6. I have other strong educational, social, medical or geographical
 reasons for my preference

Please provide any additional reasons/comments if you wish. Continue over the page if necessary.

I confirm that I would prefer my son/daughter to attend St Andrew's Church of England First School

Signed: Date:

Please print name:

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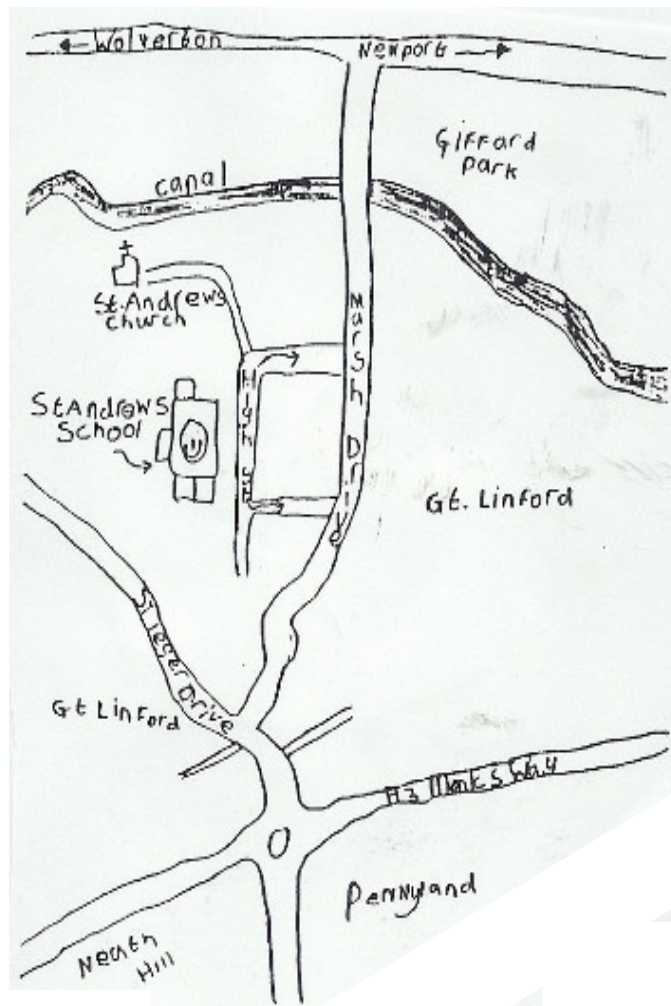
WHERE TO FIND US

Our address is:

St. Andrew's C. of E. Infant School
High Street
Great Linford
Milton Keynes
MK14 5AX

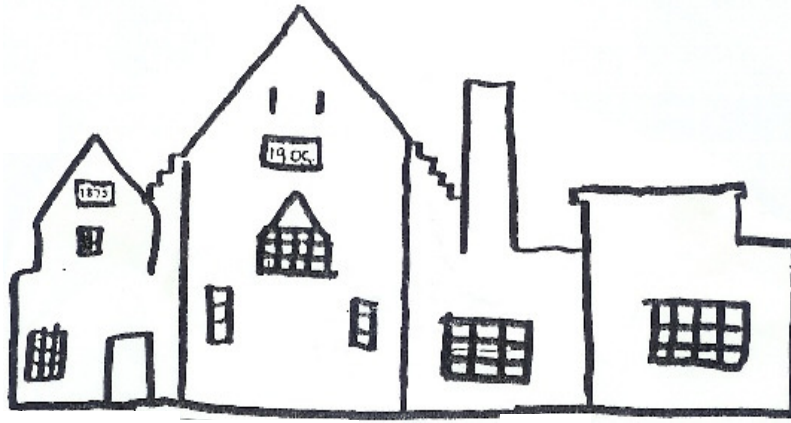
Headteacher - Ms Anne Shedden

Telephone: (01908) 605515



This map was drawn by a pupil who hopes it helps you find your way!

**WELCOME TO
St. ANDREW'S C. of E. INFANT SCHOOL**



We extend a warm welcome and hope our Prospectus provides an initial introduction and insight into the life of St Andrew's. We welcome any further enquiries (telephone 01908 605515). Visits to the school are encouraged 'to see us in action'.

THE SCHOOL AND ITS LOCATION

St. Andrew's C. of E. Infant School is unique because it is a small village school (maximum 45 pupils) in the built up city area of Milton Keynes. The main entrance is situated in the old village High Street and leads to the picturesque Manor Grounds, which incorporate the old Manor and Almshouses and St Andrew's Church. The Courtyard buildings have been converted into the Arts Centre Workshop. The canal runs through the grounds. The school backs onto the "newer" city environment. The school and village have a long and interesting history and offer many possibilities with regard to the curriculum. Equally, there are the activities and opportunities, which the new city provides.

The original building dates back to 1875 and has had various extensions and alterations throughout the years, including the refurbishment of the thatched barn in the playground.

The Village Cricket Pitch in the High Street is available for outdoor games and sports.

There is a total commitment to making our school a stimulating and attractive learning environment.

MISSION STATEMENT

St Andrew's C. of E. Infant School aims to provide an atmosphere in which all the children feel happy, secure and able to learn to the best of their abilities. It is a caring community where each person's individuality is valued and learning is seen as essential to personal growth. We work in partnership with parents, church and community. Together we aim to provide a nurturing environment, based on Christian values, where everyone is treated with fairness, respect and equality. This makes St Andrew's a unique small village school within Milton Keynes.

VISION STATEMENT

We also have a vision statement

We Care, We Share, We Learn, We Grow

THE AIMS OF THE SCHOOL

Our aims are as follows:-

To establish a secure and happy environment in which great emphasis is placed on caring and sharing and on a respect for the needs of others and awareness of their environment.

To provide for the all round development of every individual by presenting a broad and challenging curriculum; and to develop knowledge and understanding by providing much first hand learning experience.

To encourage self-confidence and independence and give every child at his or her appropriate level, the experience of success and satisfaction.

To develop lively, enquiring minds, an enthusiasm to explore and discover, and to develop skills from the variety of tasks presented to them.

To encourage children to communicate effectively and share their learning and social activities with others.

To foster close relationships with parents and the community and to liaise with other schools.

To promote and sustain improvement in education standards achieved by pupils and the quality of education provided by the school.

These aims are reflected in the various areas of the curriculum and school activities.

Comments From Our Ofsted Report
13th & 14th July 2011

Main Findings

St Andrew's is a good school. Children, pupils, parents and carers as well as governors and visitors are made to feel extremely welcome every time they enter the building. Everyone is made to feel as if they are part of a big family.

The children's behaviour is outstanding in all they do.

Pupils' awareness of safety and the need to keep themselves safe is excellent because safety is promoted very effectively during all activities.

Engagement with parents and carers is excellent.

Outcomes for Pupils

Pupils achieve well and in discussions were keen to tell the inspector how much they enjoyed school.

Pupils learn effectively about moral issues.

Visits to Forest School, which is a thriving provision which takes place in the grounds of a nearby manor, are used to enable pupils to learn how to work in teams, solve problems, as well as organise activities and begin to learn about taking leadership roles.

How Effective Is The Provision

The Curriculum is effectively organised and planned to enable all pupils to make good progress. A strength is the way it is enriched to promote and reinforce learning in all subjects.

The school's creative partnership with two other local schools enables exciting and innovative activities to be arranged.

Pupils' confidence and social skills are particularly well promoted and focused.

The outside stage is a valuable resource and allows pupils to get an idea of performing during break times.

How Effective Are Leadership and Management

Engagement with parents and carers is outstanding

Views of Parents and Carers.

Parents and carers wrote comments such as "the children blossom at St Andrew's" And "they are challenged and inspired by the dedicated and committed staff".

Comments From Our SIAS Report
29th September 2011

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

Values have a clear impact on the whole school community, evidenced in the extremely good behaviour of the children who show great care and respect for all others in the school and in the wider community.

The distinctiveness and effectiveness of St Andrew's as a Church of England School are good. The strong and vibrant Christian ethos which is at the heart of the school's life has been developed through the clear sighted leadership of the head teacher working in close partnership with a dedicated team of staff and governors.

The strengths of the school are:-

Very strong Christian values which are reflected in the excellent behaviour and mutual support of the children.

Extremely enthusiastic and supportive parents

A strong partnership with the parish church and local community.

STAFF AND CLASSROOM ORGANISATION

The present staffing consists of the following:-

HEADTEACHER

Ms Anne Shedden

ASSISTANT HEADTEACHER

Mrs Jan Waugh

TEACHING STAFF

Mrs Jan Waugh

teacher Reception

Mrs Emma Parker

teacher Years 1 and 2

Mrs Rebecca Ellery

teacher Reception & Years 1 and 2

TEACHING ASSISTANTS

Mrs Fran Hall

Reception

Mrs Linda Mitchell

Years 1 and 2

Mrs Loretta Miller

Part-time - Years 1 and 2

SECRETARY / BURSAR

Mrs Louise Page

MIDDAY SUPERVISORS

Mrs Fran Hall

Mrs Loretta Miller

SCHOOL CARETAKER/CLEANER

Ms Karen Mellon

GOVERNOR PARTNERSHIP

The Governors play a very active and supportive role. There are various working groups that meet regularly to discuss the range of school activities and responsibilities in addition to half-termly Governing Body meetings.

CURRENT GOVERNORS

Anne Shedden	Headteacher
Jan Waugh	Assistant Head - St Andrews
Colin Storey	Assistant Head - Sherington
David Argent	Chair
Nigel Anderson	Vice Chair
Rev Peter Ballantine	Foundation Governor
Trudy Hutchings	Foundation Governor
Margaret Broadhurst	Community Governor
Gary Bruce	Community Governor
Barbara Thompson	LEA Governor
Barbara Potts	LEA Governor
Paula Noble	Parent Governor
Corrine Kanji	Parent Governor
Mathew Taylor	Parent Governor
Tim Barrass	Parent Governor
Ian Thatcher	Parent Governor



Local Authority Education Office
Milton Keynes Council
Saxon Court
502 Avebury Boulevard
Central Milton Keynes,
MK9 3HJ

WIDER COMMUNITY

We are committed to joint liaison programmes with our feeder school. Staff attend various Stantonbury Liaison and Milton Keynes Curriculum Group meetings and activities. We are also involved in varying activities with surrounding village schools: this sometimes includes shared activities.

We also endeavour to be part of the Great Linford community. We liaise and are involved with the Arts Centre Workshops and participate in the annual Great Linford Waterside Festival.

The school welcomes visitors in all capacities. Regular visitors include the school doctor, nurse and dentist, the local vicar and the Bridgebuilder Trust, and the local community policeman, plus various representatives from sporting teams. We also perform our Christmas production to the local Old People's Home and Playgroup.



HOME SCHOOL PARTNERSHIP

We value the positive home/school links established and believe in a partnership that enhances the all round development of each child. The basic relationships, fundamental to any positive partnership are quickly established within our small school community. Parents are urged to come in and discuss any problems if they arise: what often seems a very minor problem to an adult can cause distress in a child. We encourage any liaison, which ensures your child is a happy and fulfilled member of our school community.

HOME SCHOOL AGREEMENT

This became a legal requirement for all schools in 1999. It was our aim that the policy reflects the very good partnership established with parents and a copy is enclosed at the back of this prospectus.

SPECIFIC HOME SCHOOL ACTIVITIES

PARENTS' EVENING

We invite you to come in and discuss your child's progress each term. A written Report is shared each year in the summer term.

OPEN MORNING

We invite you to come in and look at your child's work and classroom displays.

SHARED CURRICULUM ACTIVITIES

READING

Children take home books to read and share each day. Parents are invited to comment in the Shared Reading Record booklet. The school provides for parents a Reading Partnership Booklet, which suggests ways of sharing reading with your children.

FRIENDS OF ST. ANDREW'S C. of E. INFANT SCHOOL

An association of parents, relatives and friends helps the school in various supportive, social and fundraising activities. Anyone with an interest in the school is encouraged to attend any meetings of the group, and to put forward suggestions and ideas for activities and social events and help in the organisation.

INTRODUCTION TO ST. ANDREW'S

ADMISSIONS

The school admits children for full-time education in the September following their fourth birthday.

The intended admission number for each year is 15. It is helpful if families who wish their child to attend the school notify the Headteacher as early as is feasible.

Visits to the school are very welcome. Please telephone - 01908 605515 -to make an appointment.

If our admissions list is oversubscribed then places are allocated by Milton Keynes Council, following their admissions procedures.

INDUCTION

Induction sessions are offered during the half term prior to the child commencing education. They offer a programme, which enables the children to become familiar with their new environment and its many aspects. The children have the opportunity to participate in the activities one morning or afternoon.

Parents are invited in for an individual meeting with the Headteacher to discuss the school organisation and aims, and any individual needs. At this meeting the parents are given an Induction Pack. It is hoped a partnership between parents and the school should be established for the benefit of the child.

STARTING SCHOOL

For the first weeks of term the children attend school for mornings only. In the afternoons the Headteacher and Assisant Headteacher visit each child in their home and give out our "pre-school" pack which we invite parents to fill in with their child.

THE CURRICULUM

We aim to provide a broad and balanced curriculum.

The National Curriculum, as created by the 1988 Education Reform Act, has since been implemented in our school.

We have an established Topic Cycle, which provides an integrated approach to most subject areas, and access to the National Curriculum Programmes of Study and Attainment Targets at appropriate and challenging levels for each individual child. The Numeracy Hour and Literacy Hour have been introduced in line with Government policies. A variety of approaches are adopted and we plan for numerous first hand experiences to enhance the children's learning.

R.E., Music and P.E. also have their own plans.

Assessment is an integral part of good teaching practice and is a continual process. At the end of Key Stage 1, Year 2, all children are formally assessed via nationally prescribed Standard Assessment Task (S.A.T.'s) and the results are shared with parents.

We review each subject area when planning for topics and specific programmes of work. The following information states briefly our aims in each area.



LITERACY

Language is the foundation and the 'tool' by which all areas of the curriculum are learned and experiences shared and developed. In addition to the specific areas listed and the daily National Literacy Hour, language experiences are an integral part of the day.

Listening skills are essential for all language work. Opportunity is given daily in a variety of ways for these skills to be broadened and strengthened. Music, sound and rhythm are all part of the programme aimed at developing listening ability. Children are always encouraged to listen to each other and share and expand their thought patterns.

Great emphasis is put on the spoken word: to help children communicate their thoughts and experiences accurately in discussion, to relate feelings, and to encourage creative thoughts. Drama - with its role-play - is greatly enjoyed in different situations. Opportunity is given constantly to develop and broaden their vocabulary.

The basic skills of writing are taught and encouraged.

We encourage children to become independent writers. We encourage children to communicate in a meaningful way so their writing can be shared with an audience. We encourage quality of thought, ideas and expression, awareness of sentence construction and punctuation, appropriate vocabulary and an awareness of our basic grammar.

Topic planning and our basic English Scheme offer a wide variety of writing for different purposes, i.e.:-

- Informative
- Descriptive
- Creative: stories, poems, plays
- Letter writing

Our aim is to provide a firm foundation and essentially a pleasurable and satisfying experience.

There is an integrated programme of reading readiness skills and activities. Children are introduced to books using a whole word approach and an emphasis on sharing the experience to stimulate enjoyment, active discussion and prediction. A phonic programme runs alongside this approach and begins with recognition of basic sounds. We have a very successful supplementary Reading Scheme and follow up activities for those experiencing specific difficulties.

There are various Reading Schemes and 'Real Books' in school which are inter-slotted to provide a wide variety of reading at each level as well as a full range of other activities. The children are encouraged to use the school library and have the opportunity to exchange books once a fortnight when the County Library van visits the village High Street. Equally we will always try to find time to share a special book brought from home.

Effective reading will, however, only be achieved and enjoyed if the child is secure and confident. Our Reading Scheme is discussed in more detail with new parents.

NUMERACY

We aim to develop a clear understanding of the basic concepts and skills and to instil a confident and enthusiastic approach throughout the different aspects of the Numeracy Hour and the National Curriculum mathematics programme, i.e. applying maths, numbers, shapes, space and measures, and data handling.

Our basic Maths Scheme provides logical and exciting schemes of work to teach these areas. The children are involved in a variety of practical experiences using apparatus and discussion to enable them to understand the range of concepts and skills and to apply this knowledge in a meaningful way. They also encounter a variety of activities in their topic work. Calculators and computer programmes are used to enhance mathematical thought processes and skills; and our large variety of games and activities help enhance learning at all levels.

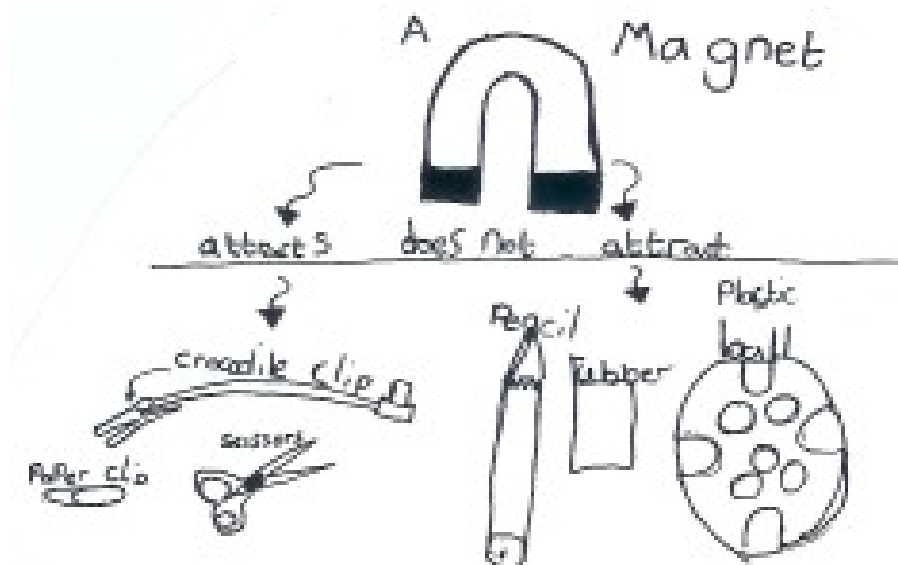
SCIENCE

We aim to encourage their natural curiosity about the world we live in and to extend their knowledge and understanding.

The children participate in practical and investigative activities. Experiences arise from children's interest, their own environment and school topic work and covers the range of National Curriculum Attainment targets:

1. Living things and their interaction with the environment.
2. Materials and their characteristics.
3. Energy.
4. Forces and their effects.

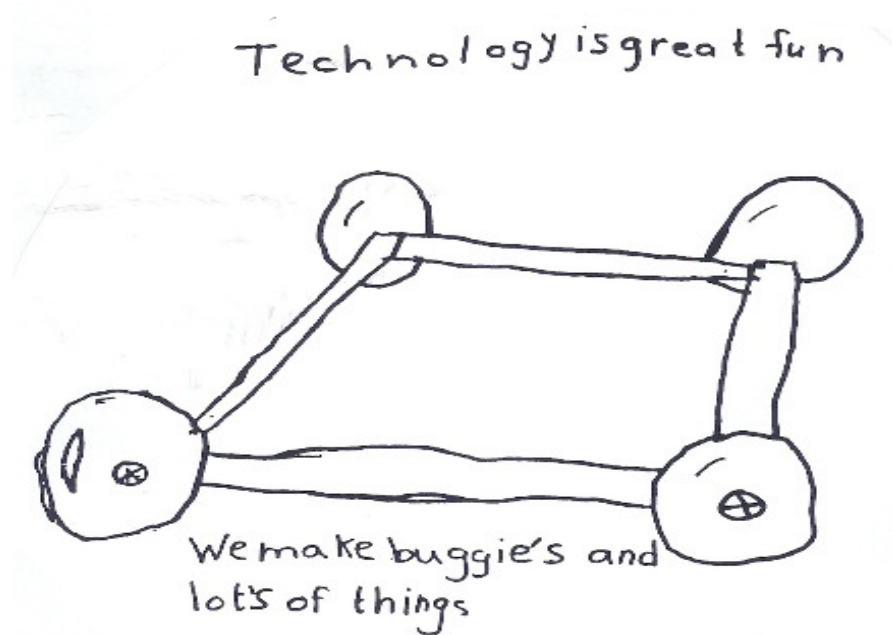
We encourage the children to develop; lively, enquiring minds; a method of scientific enquiry; the necessary skills and confidence to investigate; the use of appropriate tools and materials; and the recording and sharing of their discoveries with others.



TECHNOLOGY

We use our Topics to identify needs and opportunities to design, construct and evaluate. A wide variety of activities, materials and approaches are used including the use of suitable woodwork tools.

We additionally have a range of construction apparatus, which provides many exciting challenges.



COMPUTER STUDIES

Children have access to at least five laptops and one desktop pc in each classroom, and they have supervised access to the internet. Our updated system allows positive access for pupils to participate in word processing, data handling, graphics packages and a variety of programmes, which help reinforce basic core concepts.

FOREST SCHOOLS

Forest school is an inspirational process that offers children regular opportunities to achieve and develop confidence and self esteem through hands on learning experiences in a local woodland environment. The benefits of outdoor and environmental education are well researched and documented but for many children these experiences are rare and not always successfully contextualised or developed. We aim to bring this experience to all of our children, teaching them many forestry skills along the way. One of the greatest impacts of our work last year was the improvement in the boys writing.

HISTORY

We want our children to develop an awareness and understanding of the past.

The village offers a wealth of first hand exploration, and changes can easily be observed in the contrasting surrounding environment of the 'New City'. Stories are shared about famous people and events of the past and we encourage them to question and build an awareness of the reason behind 'words and actions' and 'consequences'. We provide opportunities to develop an awareness of chronology and a variety of 'time lines' are constructed.

Each of our Topics provides specific experiences and a variety of resources are used, such as:

- Television programmes
- Artefacts
- Visits
- Pictures and photographs
- Senior members of our community sharing their past
- Visits from past students from our school

GEOGRAPHY

We aim to provide a wealth of first hand experiences through investigations in the locality of the school as well as extending their knowledge of contrasting features in this country and other areas of the world.

Basic skills and geographic language and knowledge are introduced through Topic work. Plans and map work is presented using a variety of resources and activities: our large mat map jigsaws are a very popular and exciting way of identifying areas of the world.



RELIGIOUS EDUCATION

Although St Andrew's Church of England Infant School is C. of E. in title, the religious teaching is caring Christianity rather than sectarian. St Andrew's Church, with which the school is associated, became Ecumenical (inter-denominational) in the summer of 1982.

We wish to share with the children the love of Jesus; for them to explore their own feelings and experiences and encourage positive contributions to make our school a happy, secure and purposeful community. Great emphasis is put on the quality of relationships, both with the school and outside the community. It is hoped to foster a caring, sharing attitude, sensitivity and respect for others' needs and property, and to provide the children with responsibilities. An awareness of other religions and cultures is provided in our multi-cultural curriculum.

It is hoped that we enhance the church's teaching in our everyday assemblies, where moral and religious views are presented in a variety of ways. Child participation in our assemblies involves listening, thinking and reasoning, discussing, writing and reading their own prayers and, of course, singing the many hymns they have learnt and love. Classes are given the opportunity to present their own assemblies from time to time.

We value close links with the church and the children take an active part in church services at least once a term.

Parents have the right to withdraw their child from collective worship and religious education. Prospective parents should note that whilst collective worship occurs at specific times in the day and religious education is timetabled in short, medium and long term plans, the emphasis of caring and sharing is integrated throughout our plans.



ART

We offer the opportunity for children to discover their own abilities and build upon them, encouraging specific skills and artistic interpretations. A wide range of materials are offered in Art and Craft to provide opportunities to experience colour, texture, shape and specific properties of materials. Materials may be used to express something personal to them, the world about them and the various aspects of our topic programme.

MUSIC

Children are encouraged to appreciate and participate in a wide variety of musical activities and have the opportunity to explore tuned and un-tuned percussion regularly. Notation is introduced, if applicable. Singing occurs every day. Music is also used to aid other activities and skills, such as reading and writing.

P.E. AND GAMES

We aim to develop personal awareness, confidence and skills. Children participate in movement sessions in their classroom environment. We bring in specialist sport coaches to increase the variety of sport activities (eg basketball, tag rugby, gymnastics and yoga). Once a week we use the gym/large hall at our neighbouring school for apparatus work. In the summer the playground and village playing fields are used, and the children also love to participate in country dancing sessions. If, for any reason your child cannot participate at a particular time, please send in a note.

SPECIAL NEEDS PROVISION

All Schemes of Work are planned carefully to meet the needs of every pupil. We organise our teaching time to include maximum teacher group input and we are continually assessing the individual's understanding and development and any specific needs are quickly recognised.

These needs would be discussed with the parents at an early stage and the necessary action and Programme of Work agreed upon.

Classroom organisation and curriculum planning will endeavour to recognise these needs and additionally, we have allocated Classroom Assistant help to provide extra input under the direction of the class teacher. Authority also provides support at specific stages of Special Educational Needs.

We encourage sensitivity to the needs of others throughout the school community. Every child has something they are good at and we aim to highlight their strengths whilst helping their weaknesses.

We have a Scheme of Work, which acknowledges a variety of Special Needs, and we at all times recognise the importance of Parent Partnership.

There are various external support systems, which are available for all schools.

The Authority is presently assessing all schools to ensure appropriate access for all disabled people and our accommodation has recently been reviewed.

SCHOOL SPORTING AIMS

- We wish to develop on initial enthusiasm for sporting events, appropriate to the needs, talents and development of our individual pupils.
- To encourage and develop basic concepts such as 'fair play', accepting specific rules, self-discipline and positive appreciation of every pupil's efforts.
- To ensure pupils have access to appropriate National Curriculum programmes and encourage the specific skills.
- To ensure our programme helps to encourage and develop an appreciation of physical exercise, as one important factor of an on-going healthy lifestyle.

'Games' sessions are timetabled in our Scheme of Work for the summer and autumn terms. The sessions encourage development of skills and pupils participate in appropriate 'mini team' activities in preparation for traditional middle school team participation.

We do not have a school field but do have access to the village cricket pitch just one minute down the road.

GENERAL INFORMATION

SCHOOL TIMES

Morning sessions	9.00am-12.00 noon Children are not expected to arrive at school before 8.45am after which a teacher is available to supervise. Children may come in as they arrive and parents are welcome to come in with them A short playtime occurs during the morning session.
Lunchtime	12.00 noon - 1pm Children bring a packed lunch and supervision is provided. Information and advice on applying for free school meals can be obtained from school or the Education Welfare Office
Afternoon Session	1pm-3pm Home Time. A member of teaching staff is always in the playground supervising the children at going home time. We instil in the children that no one is to leave the playground without an adult. It is essential to inform us if someone different is picking them up or if they walk home by themselves.

Children are encouraged to cycle to school and we have an undercover, secure storage for bicycles and scooters.

AFTER-SCHOOL CLUB

Great Linford Primary School has an After-School Club - SWASP - and we share this facility. The Club runs until 5.45pm each night. Further details can be obtained from the SWASP administrator, Tel: 07802 410472

SCHOOL HOLIDAYS

An up-to-date list is at the back of this booklet.

ABSENCE FROM SCHOOL

Illness

If your child is ill and cannot come to school, **you must telephone the school by 9am in the morning.** When the child returns to school, a letter of explanation must be sent, or a sickness absence form must be completed. When a child is off school due to sickness we ask parents to keep their child at home for a further 48 hours to aid a full recovery. This time limit is a Dept of Health guideline.

Medical Appointments

If your child has a medical appointment please complete a permission form in advance.

Holidays

Please note there is no right to take a child out of school for a holiday, family outings or events. Any child missing school for these reasons will have their absence recorded as unauthorised.

PASTORAL CARE AND DISCIPLINE

We are devoted to creating a happy, co-operative environment. We aim to help children become responsible for their own actions. When a child's behaviour is causing concern parents are contacted. (Our close relationship with parents is regarded as a meaningful way in which we can, together, help solve the problem).

We hope you will feel confident to confide in us about home or other circumstances that are affecting your child's happiness and progress and that, together, we can achieve a positively, suitable approach.

COMPLAINTS PROCEDURE

Our small school community enables us to quickly establish partnership relationships with you. It is already emphasised in our booklet that it is important we liaise with regard to any problems, no matter how minor.

It is hoped that any matters of parental concern can be dealt with through informal discussions within school. If in the unfortunate event that the concern is not resolved, parents should put it in writing to the Area Education Officer.

HEALTH AND SAFETY

We aim to teach the children an awareness of the need to care for their own bodies. Our Health programme is integrated into our Topic planning, Physical activities and additional visits and programmes. We aim to teach them the basic safety skills for school, home, at play and on the roads. We have a Health and Safety Representative from the Governing Body who liaises with the Headteacher, staff and Authority on Health and Safety issues.

FIRST AID

Three members of our staff are trained First Aiders.

MEDICINE IN SCHOOL

Other than children on long term medication, medicines are not given in school, except by special arrangement. Medicines must always be brought in by an adult and the parent must complete a Medicine Consent form. We can only administer medicines prescribed by a doctor.

We appreciate the specific medical needs of some children and if you have any concerns we advise you to discuss it with us at an early date for the benefit of the child.

Unfortunately, many children now suffer from asthma and we always aim to co-operate with individual needs. Our Asthma Policy is available from school.

HEAD LICE

Head lice is a problem common to all schools. Information can be obtained from the office if necessary. Please inform us if your child has needed treatment.

STANDARDS OF DRESS

We have an official school uniform :- blue sweatshirts, sweat-cardigans, T-shirts and polo shirts with our school logo on are available. Please see the school secretary for an order form.

Skirts, pinifore dresses and trousers should be grey. School dresses should be blue and white check and are available from many local stores.

We do request children come comfortably and suitably dressed so the child can participate freely in the day's activities. Sensible flat-heeled shoes are requested. Long hair should be tied back.

The provision of suitable P.E. footwear, shorts and T-shirt is essential, all of which should be clearly named and kept in a named P.E. bag.

All clothing worn to school must be clearly labelled. This is essential if it is a school logo garment.

LOST PROPERTY

Lost Property is kept in the cloakrooms and the class teacher should be informed of any items lost.

JEWELLERY

Watches may be worn and sleepers or studs for pierced ears. It is Authority policy that earrings and rings are not worn for P.E. Other jewellery will be safer kept at home.

TOYS

We encourage children not to bring toys. It is upsetting if they accidentally get broken or lost and the school has more than adequate curriculum resources.

PENCIL CASES

We provide all relevant equipment and it is not necessary for children to bring their own resources.

SCHOOL TRIPS

The children experience a variety of trips. They provide valuable first hand input for Topic work.



We are off on our school
trip

CHARGING FOR EDUCATIONAL ACTIVITIES

The Department for Education has requested, as part of the Education Reform Act of 1988, that the Governing Body adopt a policy on charging for educational activities. Our policy is set out below:-

- a) That where activities take place in school session time parents should be invited to make voluntary contributions towards the cost of the activity, but that a pupil should not be prevented from taking part in that activity because his/her parents cannot or will not contribute.
- b) When the school inform parents of visits and activities, we will give details of the full cost involved. The Headteacher will decide how much of the full cost she is going to ask for as a voluntary contribution. It will be clearly stated that this is a voluntary contribution and no child will be excluded because a contribution has not been made.
- c) It will also be clearly stated that if sufficient voluntary contributions are not received the visit or activity may be cancelled due to the cost to the school.
- d) That where activities take place outside school session time, charges should continue to be levied, where appropriate.
- e) That appropriate charges be made for ingredients and materials where parents have indicated in advance that they wish to own their child's finished work.
- f) That parents may be required to meet the cost of breakages and damages where this is a result of their child's behaviour, including the loss of reading books. Our charge for a lost reading book is £4 per book. This is to enable the school to replace the book.

NATIONAL CURRICULUM: S.A.T. ACHIEVEMENTS ASSESSMENT AND SATS

Assessment is an integral part of good teaching and is a continuous process. All children in Year 2 undertook mandatory Standard Assessment Tasks (SATs) in English and Mathematics (the results of which are shown below). Once again every effort was made to ensure the tasks did not cause undue stress to the children to enable them to achieve their best.

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 12

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	School	0	0	40	-	-	-	60	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	0	43	-	-	-	57	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	0	0	42	-	-	-	58	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	20	-	20	0	0	60	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	14	-	0	29	0	57	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	0	17	-	8	17	0	58	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	0	20	-	20	0	20	40	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	14	-	14	0	57	14	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	0	17	-	17	0	42	25	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	20	-	0	20	40	20	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	14	-	0	29	57	0	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	0	17	-	0	25	50	8	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	0	20	40	-	-	-	40	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	14	86	-	-	-	0	0	
		National	1	8	70	-	-	-	20	0	
	All	School	0	17	67	-	-	-	17	0	
		National	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.
 U represents children for whom it is not possible to determine a level.



TERM DATES

2011/2012

	OPEN MORNING OF:	CLOSE AT END OF AFTERNOON SESSION ON:
AUTUMN TERM 2011	Wednesday 7th September	Thursday 20 October
	(INSET Days Monday 5 th and Tuesday 6 th)	(INSET Day Friday 21 st)
<i>Half term break</i>	<i>Monday 24 October</i>	<i>Friday 28 October</i>
	Monday 31 October	Friday 16 December
<i>Christmas break</i>	<i>Monday 19 December</i>	<i>Monday 2 January</i>
SPRING TERM 2012	Wednesday 4 January	Friday 10 February
	(INSET Day Tuesday 3rd)	
<i>Half term break</i>	<i>Monday 13 February</i>	<i>Friday 17 February</i>
	Monday 20 February	Friday 30 March
<i>Spring term break</i>	<i>Monday 2 April</i>	<i>Friday 13 April</i>
SUMMER TERM 2012	Monday 16 April	Friday 1 June
<i>Half term break</i>	<i>Monday 4 June</i>	<i>Friday 8 June</i>

Good Friday - 6th April 2012
 Easter Monday - 9th April 2012
 Bank Holiday - 7th May 2012
 Queens' Diamond Jubilee Bank Holiday - 5th June 2012

INSET DAYS 2011/2012
PLEASE NOTE INSET DAYS ARE IN-SERVICE TRAINING DAYS FOR TEACHERS
CHILDREN DO NOT ATTEND SCHOOL ON THESE DAYS

INSET DAYS
 Monday 5th September 2011
 Tuesday 6th September 2011
 Friday 21st October 2011
 Tuesday 3rd January 2012
 Monday 23rd July 2012

HOME SCHOOL AGREEMENT

SCHOOL AIMS AND COMMITMENT

The whole staff in our small school environment aim in achieving very positive all round partnerships and dedicated input to try and ensure the following objectives.

- ❖ to provide a kind, caring and supportive environment for all our pupils and their individual needs
- ❖ to provide an exciting curriculum with regard to the National Curriculum framework and a learning environment which inspires children to learn and achieve their best
- ❖ to liaise and discuss relevant issues to ensure the happiness and all round development of each child
- ❖ to promote the school behaviour policy in a positive way to ensure your child is able to enjoy learning in a caring, happy and secure environment
- ❖ to continue to address any problems or concerns regarding behaviour that effect your child's work and agree on a positive 'programme' which deals with the specific needs
- ❖ to provide the established half-termly 'shared-times' to give you the opportunity to share your child's recent activities and keep you abreast of their input and progress
- ❖ to provide at least 2, usually 3, shared parent/teacher evenings to discuss pupil progress (these are usually held after a shared-morning for maximum input)
- ❖ to provide you with an annual written report on your child's progress and opportunity to discuss it
- ❖ to keep you informed of the broad range of activities and events through regular newsletters
- ❖ to provide you with opportunities and activities to help your child at home

We emphasise whilst we provide these home learning opportunities we also recognise the very special input of home life and activities. Our partnership activities should not infringe on the special opportunities you can provide.

THE PARENTS/GUARDIANS

To provide a positive partnership and commitment to support your child's whole development needs, school asks you to try and support our aims at all times and to fulfil the following:-

- ❖ to support the school aims and partnership
- ❖ to recognise our partnership is a great strength of the school and consult with any matters of concern as appropriate (equally please share your positive thoughts!)
- ❖ to value and support our educational programmes and whole child development aims and encourage your child to co-operate and do their best
- ❖ support the school's behaviour policy and the specific sanctions re. mis-behaviour, to ensure a positive caring and learning environment for all
- ❖ to attend shared mornings and open evenings to support your child whenever possible
- ❖ ensure you have access and read the on-going newsletters re. events and specific issues
- ❖ ensuring your child attends and is collected with regards to school opening and finishing times
- ❖ ensuring you let the school know as soon as possible if your child is absent. A telephone call is appreciated; absence and holiday forms are available from the office
- ❖ ensuring all medical needs are made aware by signing the specific forms
- ❖ supporting the home/school partnership programmes. School recognises these should not encroach on home activities, and ask you to sign the home partnership booklet as appropriate

THE CHILD

We would expect all our children to try their very best re. the following issues:-

- ❖ to remember what makes a happy school and conform
- ❖ to make friends and care for all
- ❖ to enjoy the learning environment
- ❖ ask the teacher if I have a problem or are worried about anything
- ❖ to try to do my very best at all times
- ❖ to respect all adults at the school and always do as I am asked
- ❖ to get to school on time
- ❖ to return to the classroom at the end of the day if nobody is there to collect me
- ❖ to remember to take my reading folder home daily
- ❖ to take home other activities and do my best
- ❖ to come in with a smile and leave with a smile

Model Child Protection Policy For Schools

Introduction

The Governing Body takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

Aims

The aims of this policy are:

To support the child's development in ways that will foster security, confidence and resilience.

To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school contribute to assessments of need and support plans for those children.

To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

To develop structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

To develop effective working relationships with all other agencies, involved in safeguarding children.

To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.