

ST JOHNS CHURCH OF ENGLAND SCHOOL

ETHOS STATEMENT

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils"





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BATH AND NORTH EAST SOMERSET

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Director of Children's Services
Mr A Ayre
Riverside
Temple Street
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BRISTOL BS31 1DN

Headteacher Mr M Cottrell BA (Hons) QTS NPQH MA

Chair of Governors

Mrs L Tredget
c/o St John's School
Charlton Park
Keynsham
BRISTOL BS31 2NB

Board of Governors

Mr E Nall) Foundation
Mr R Peach) Governors
Mr Graham Shaw	Ex-Officio
Mr S Shirley	Mrs L Tredget
Mrs W Day	Mrs N Davies
Mr D Britton	(Parent Governors Elected)
Mr A Spens	Staff Governor (elected)
Vacancy	Staff Governor (elected)
Mrs L Hutchings	LA Appointed Governor
Mrs L O'Brien	LA Appointed Governor
Mr P Campbell	LA Appointed Governor
Mr B Davies	Community
Vacancy	Community

Clerk to the Governors Mrs V Hunt

Teaching Staff

Mr A Spens BSc (Hons) PGCE	[Deputy Headteacher]
Mrs F Sadowski Cert Ed	Mr A Robertson BA (Hons) MPhil
Mrs S Bruton BSc (Hons)	Mrs M Quilter Cert Ed
Mrs S Bindon BSc (Hons) QTS	Mrs C Singleton BSc (Hons) PGCE
Mrs A Percival BEd (Hons)	Mrs W Vye BA (Hons) PGCE
Miss L Gay BEd (Hons) QTS	Mrs K Simmonds BA (Hons) PGCE
Mrs K Hillier BEd (Hons)	

School Secretary Mrs K Matthews

Clerical Assistant Mrs J Barnes

Learning Support Assistants

Mrs L Thomas	Mrs L Luker	Mrs D Turner
Mrs S Rice	Mrs K Rhys-Jones	Ms J Taylor
Mrs A Haines	Mrs N Morton	

Kitchen Staff (Employed by Bath and North East Somerset)

Mrs D Bell	Kitchen Manager
Mrs T Heaton	Kitchen Assistant
Mrs K Sands	Kitchen Assistant

School Meals Supervisory Assistants

Yeoman	Mrs R King	Mrs L Brewer	Mrs J Norris	Mrs S
	Mrs J Kendall	Mrs Y Kendall	Mrs S Harding	

Caretaker Mr E Nall

Cleaners (Employed by Bath and North East Somerset)

2 THE SCHOOL

St John's Primary School is a voluntary controlled school, which owes its foundation to the Church of England. The school probably opened in 1857 when it was called "Keynsham Parochial School". In August 1960 the school transferred to the present site in Charlton Park, being named St John's Church of England (VC) Primary School.

Aims

- to provide a happy, secure, caring environment in which children can learn.
- provide equal opportunity for all children to reach their full potential.
- enable children to form appropriate spiritual and moral values within a Christian context.
- to motivate and challenge children's thinking and to develop enquiring minds.
- encourage children to respect and value themselves and others in their school and community by developing social and cultural awareness.
- foster positive links with the local and wider community.
- ensure a high quality of education through the appropriate allocation of physical and human resources.
- develop respect for the environment and an awareness of rights and responsibilities.
- to celebrate children's achievement and foster a love of learning.

The school enjoys a close relationship with Keynsham Parish. The Church is represented through the Foundation Governors on the Governing Body. The clergy from St John's Church visit the school weekly to conduct collective worship and are involved in the pastoral, spiritual and moral aspects of the school's life.

There are eight classrooms in the school and a large hall, which is used for PE, Collective Worship, music and drama. An ICT suite opened in autumn 2003.

The school has a kitchen, a large dining area and the usual administrative offices, stockrooms, children's cloakrooms and toilets, playing fields and playground.

The school has a wide range of audio-visual equipment including cassette recorders, overhead projectors, data projectors, two television sets and two DVD players. The school has 32 multi-media computers and a mobile bank of 8 laptops. Each classroom has an interactive whiteboard.

The school currently holds the Basic Skills Quality Mark (in recognition of excellence in the teaching of English and Maths), National Healthy Schools Status, Activemark (in recognition of excellence in sport and Physical Education) and Artsmark (in recognition of excellent in the teaching of the arts).

In May 2008, St John's was found to be an 'outstanding' provider by Ofsted. The school was deemed to be an 'outstanding' church school by the Church of England School Inspectorate in June 2008.

As this is a primary school it has infant and junior age children, from four to eleven years old. This has the great advantage of providing continuity and stability. It encourages a longer view of our curriculum, so that the later stages are able to build positively and constructively on the excellent foundation of the early years.

Objectives

- 1 *to have a clear philosophy and ethos*
- 2 *to provide a well resourced curriculum that*
 - is broad and well balanced
 - is consistent and coherent
 - has continuity and progression
 - delivers and assesses the National Curriculum and Religious Education
 - has social, moral, spiritual and cultural strands
 - gives priority to basic skills
 - recognises individual, special and exceptional needs for all pupils
- 3 *to provide effective staff and Governors who are*
 - a united team
 - committed to keeping themselves up-to-date through professional development
 - able to provide a spread and depth of subject knowledge made readily available to all.
- 4 *to provide an appropriate and stimulating learning environment for all.*
- 5 *to provide all staff, teaching and non- teaching, with a working environment that is supportive, values them and is conducive to good practice.*
- 6 *assessment that*
 - is formative and summative
 - informs parents of pupils achievements
 - informs pupils of their progress and next steps
 - assists teachers to plan.
- 7 *to provide high quality teaching that*
 - is well organised
 - uses appropriate teaching styles
 - encourages high achievement in knowledge, understanding and skills
- 8 *to provide a well ordered school that allows children*
 - to develop their own self-discipline
 - to concentrate on their learning
 - to recognise and accept that honesty, politeness and thoughtfulness are essential qualities in daily life.
- 9 *to recognise that all members of the school have individual needs and are entitled to equality of opportunity regardless of their race, colour, creed, gender or physical ability.*
- 10 *to work in partnership with parents/carers to ensure that the best education is provided for the children through*
 - regular, relevant contact with parent/carers.
 - parents working with school to support childrens' learning
 - a supportive, committed parents' association.
- 11 *to develop a system of target setting to raise achievement for all.*

ADMISSION/TRANSFER ARRANGEMENTS

There are 220 pupils on roll at present. The school has an admission number of 30 children per year group, which may not be exceeded.

The current policy for admission as laid down by Bath and North East Somerset Education Council, allows a place in one of their schools, from September, for any child who will become five during that academic year (ie THEY MUST BE FOUR BEFORE 1 SEPTEMBER). The place does not have to be accepted or may be taken up in January or April. However, children must be in school at the beginning of the term following their fifth birthday.

Children who are eligible to start school must be registered with the Local Authority by 30 September in the academic year prior to admission. This includes children who already have brothers/sisters attending the school. Failure to register a sibling may well prejudice his/her chance of obtaining a place in the school.

In the event that more applications are received by the LA for this school than the agreed Admissions Number, the Admissions Criteria published in 'A Primary School for your Child in Bath and North East Somerset' would be applied to determine who could be offered a place and who would be refused. All parents whose applications were unsuccessful would be told by the LA of their options including their right to appeal and/or the opportunity to put their child's name on a waiting list.

All the children, and their parents, starting school in September will have the opportunity to visit the school during the summer term preceding their admission. For details see "Home School Relationships".

In addition, if parents wish to see the school and meet the Headteacher at any other time, an appointment can be arranged by contacting the School Secretary, Mrs K Matthews.

Parents will receive information about transferring their children to secondary school at the appropriate time. This is usually at the beginning of the last year in the junior department.

A booklet, giving details of Bath and North East Somerset's transfer arrangements, published in accordance with Section 8 (5) of the Education Act 1981, is available from the Director of Children's Services.

3a THE CURRICULUM

In common with all schools we have to ensure that we meet the requirements of the National Curriculum as specified in the 1988 Education Reform Act. Copies of all the National Curriculum Statutory Instruments, associated Circulars and other guidance are available for inspection in the School office.

St John's Church of England Primary School Curriculum Statement

The curriculum is defined as all those activities, which are designed or encouraged within a school to promote the spiritual, intellectual, personal, emotional, social and physical development of its pupils and students. The 'whole' curriculum includes:

- **Aspects which create the school's ethos such as**
- *quality of relationships and the caring community*
- *concern for equal opportunities*
- *organisational and management structures*
- *presentation of the school's learning environment*
- *spiritual, moral, social and cultural dimensions*
- *celebration of achievement and success*

- *The National Curriculum, Religious Education and Sex Education*
- *The provision of support for pupils identified as having Special Educational Needs, including the more able (Gifted and Talented).*
- *Cross-curricular themes and skills not covered within the National Curriculum.*
- *The programme of extra-curricular activities.*

2 The curriculum offered by a school should:

- be broad, balanced, relevant and coherent
- be available to all pupils and students at all key stages
- be matched to the needs and abilities of all pupils and students
- have intrinsic value
- develop the whole child as a valued individual
- encourage confidence, high self-esteem and independence
- develop a sense of pride and personal dignity
- encourage pupils to value others
- encourage pupils to discuss their learning and the assessment of it
- reflect the multicultural nature of society
- encourage a commitment to life long learning
- develop a respect for the environment
- prepare pupils and students for the opportunities, responsibilities and experience of adult life.

3 The curriculum will be shaped by the range of teaching strategies and learning styles within a school.

Planning the curriculum

1 There are nine areas of experience (six for the Foundation Stage) which should be considered when planning the curriculum:

- Aesthetic and creative
- Human and social
- Linguistic and literary
- Mathematical
- Moral
- Physical
- Scientific
- Spiritual
- Technological

Foundation Stage

- Personal , social and emotional development
- Communication, Language and Literacy
- Physical development
- Mathematical development
- Knowledge and understanding of the world
- Creative development

2 The design and planning of the curriculum should ensure that there are clear links between the nine areas of experience and the National Curriculum subjects, recognising that there are characteristics of many of the areas in each subject.

3 Although not specified in the National Curriculum, a school should ensure that the cross curriculum themes and skills are an integral part of the whole curriculum for all pupils.

- | | |
|---|-----------------------------|
| - <i>Personal, social and moral education</i> | - <i>Drugs education</i> |
| - <i>Environmental education</i> | - <i>Economic education</i> |
| - <i>European awareness</i> | - <i>Consumer education</i> |
| - <i>Carers education and guidance</i> | - <i>Health education</i> |
| - <i>Cultural Education</i> | - <i>Citizenship</i> |
| - <i>uses and application of Information Communication Technology</i> | |

Instrumental tuition may be arranged through Bath and North East Somerset Music Service. The development of physical skills, body co-ordination and control, form the basis of the physical education curriculum. At St John's Church of England Primary School children are encouraged to use the skills developed in physical education to participate in sporting activities.

The school makes effective use of interactive technology to support learning. Children have access to a broad range of equipment both in their classroom and in the ICT Suite. Children in the junior classes are taught French as part of our modern foreign language curriculum.

3b Special Educational Needs (SEN)

At St John's Church of England Primary School we aim to meet the personal, social and educational needs of all children in our care, including those with special educational needs. From a very early stage in your child's education, you will be expected to take an active role in supporting your child. If a teacher is particularly pleased with, or concerned about your child's progress, you will be invited to come in and talk about it. In November 2001, the Government issued a new Code of Practice, giving practical guidance on how to identify and assess special educational needs.

Many children, at some point during their time at school, need a little extra support in order to make progress with their learning. Most of these children will have extra help arranged for them in school, using a differentiated teaching approach, and classroom resources.

Some children, however, may have 'special educational needs'.

What are 'special educational needs'?

Children have special educational needs if they have a learning difficulty, which requires them to have special help. A child has learning difficulties if he/she finds it much harder to learn than most children of the same age do, or if he or she has a disability, which makes it difficult to use the normal educational facilities in the area. Their special educational needs may fall into one or more of the following areas: communication, learning, sensory and/or physical, or behaviour, emotional and social development.

If your child is considered to have special educational needs (SEN) then further help is required. This help is called *special educational provision*.

What 'special educational provision' is given at St. John's Church of England Primary school?

School Action

The class teacher and the Inclusion Leader, following discussion with you and your child, will draw up an Individual Education Plan (IEP) or 'action plan'. This plan will set realistic and attainable targets for your child to achieve, and record ways in which your child will be supported in order to achieve them. This plan will be reviewed regularly with you, to see what progress your son/daughter has made. The school may ask you to work with your child and help him or her at home. Your support and encouragement are vital.

School Action Plus

If your child continues to have difficulties and everybody involved feels it has become necessary, then help from external support services (provided by the LA and/or by outside specialist agencies, for example educational psychologists or speech and language therapists) is requested.

After consultation with these services, a new IEP will be drawn up which sets out fresh strategies for supporting your child. Although drawn up with the help of outside specialists, the strategies specified in the IEP will usually be carried out, as far as possible, within the normal classroom setting.

You will be invited to review meetings and kept fully informed as to the progress of your child. The school may continue to ask you to work with your child and help him or her at home. Your support and encouragement are vital.

Statutory Assessment

The special educational needs of most children will be met through School Action or School Action Plus. Some children, however - those with severe, complex or long-term learning difficulties or disabilities - will need to have extra support arranged for them by the LA.

If your child does not seem to be making as much progress as expected, the Headteacher, through discussion with the class teacher and Inclusion Leader, will then decide whether to ask the Local Authority to make a Statutory Assessment. This assessment will involve all those connected to your child, including outside agencies, and can lead to a 'statement'.

Statements

Following this Statutory Assessment, the LA may decide to issue a 'statement of educational needs'. The statement describes in what area(s) your child has needs and includes details of extra resources that are required to help the school support your child further. The decisions about the type and quantity of extra resources to be allocated to your child through a statement are based on as detailed a picture as possible, provided by all those involved with him/her. The support for your child will usually take place at the school but may on occasions involve working with other professional organisations.

Working in Partnership with Parents/Carers

You will be invited to all review meetings and kept fully informed as to the progress of your child. You are encouraged to support your child and take part in the review and target setting process. You will be given photocopies of all IEPs, target sheets, and details of the Parent Partnership Service.

Pupil Participation

If your child has SEN, he/she will be encouraged to participate in the reviewing and target setting process. Your child's views will be sought and taken into account wherever appropriate and possible.

What is inclusion?

All pupils at St John's School receive an inclusive education. Whatever a child's ability, they have an entitlement to be educated in a mainstream school whether or not they have SEN. This includes children with a statement unless this is against the wishes of the child's parents or is incompatible with the provision of efficient education for other children.

Special Educational Needs Policy

The Special Educational Needs and Disabilities Policy and Procedure and the school's Inclusion Policy at St Church of England Primary School lists the aims of the school for meeting the needs of every child. It encourages a close working relationship with parents, explains the school's arrangements for deciding which children need special help and plans for giving that help.

The policy explains who has responsibility for special educational needs: the Headteacher, Governors, Inclusion Leader and class teachers. A copy of it is available from the school office.

Currently, Mrs S Bindon is the Inclusion Leader and Mrs L Tredget is the Governor with responsibility for monitoring Special Educational Needs.

Each year in their report to parents, the Governors will outline the numbers and progress of Special Educational Needs pupils in the school. There have been no significant changes to the policy during the last year.



★3c TEACHING ORGANISATION



The school is organised on a class basis, each being taught for the most part by the class teacher for all areas of the curriculum. Much of the work in foundation subject teaching (eg PE, Music) is taken with the class as a whole. However, in areas such as language or mathematics, the children will usually be taught in groups or individually so that the work can be matched to each child's ability and knowledge. The daily Literacy and Numeracy Hours are part of the school's core curriculum provision.



★4 CHILD PROTECTION AND SAFEGUARDING PROCEDURES



★ VISITORS AND PARENT HELPERS



All visitors must report to the school office and must sign in. Visitors will be issued with a 'Visitor's Badge' to identify them.



Regular visitors to school, such as Parent Helpers, who visit the school more than once per month or who make regular timetabled visits to school will be subject to an enhanced Criminal Records Bureau (CRB) check.



Until the school receives confirmation that an individual is in receipt of a CRB clearance **an individual will only be authorised to work under the direct supervision of a member of school staff that is in receipt of an enhanced CRB clearance.** This will often mean that in practice, visitors will work within the classroom under the direct supervision of the Class Teacher.



★ SAFETY & SECURITY



Admittance to the school and grounds is restricted to authorised persons. A number of systems operate to ensure that children and adults and their property are secure when at school.



★ Visitor Access and Induction



Access to the school should always be via the main school entrance and the school office.



Visitors to school should sign in and out in a visitor's book located in the school office. Visitors are required to wear identification badge which is to be worn at all times whilst the visitor remains on the school site. Visitors will be asked to show their CRB clearance certificate (where appropriate) and will be asked to show a photographic confirmation of their identity.



Visitors will be issued with Child Protection and Emergency Procedure Guidance which they are required to read and sign.



★5 MUSIC ACTIVITIES



Instrumental tuition for pupils may be provided through the Bath and North East Somerset Music Service. Lessons are provided on a charged basis and take place during the normal school day, with the exception of the school's guitar club which takes place after school. The whole of Year 3 are taught the violin as part of the school's music curriculum and instruments are provided. The school owns a number of brass instruments and two violins, which may be used by pupils receiving tuition. Teaching takes place in groups of 2-4 pupils and is subject to demand. Further details of this provision may be obtained from the school office.



★6 EXTRA CURRICULAR ACTIVITIES



These **may** be offered to children in Years 2-6, subject to availability of appropriate providers. There will be a charge for any activity offered by an external provider taking place outside school hours. In 2009-10 clubs included tag rugby, street dance, cricket, tennis, gymnastics, tri-golf, guitar and Art Club.





★ 7 **SWIMMING**

Swimming lessons are held at the Keynsham Leisure Centre. Children in Y3 and Y4 have the opportunity to go swimming on a weekly basis at the Keynsham Leisure Centre for part of the academic year. Year 4 swim during Terms 1, 2, 3 and 4 and Year 3 swim during terms 5 and 6. The cost of admission and instruction is met from money delegated to the school.

★ 8 **RELIGIOUS EDUCATION**

Religious Education forms an integral part of the School Curriculum. It is taught in accordance with the Local Authority agreed syllabus and with guidance from the Diocese of Bath and Wells.

As a Church of England School, we aim to give the children an understanding of the beliefs of the Christian faith and an awareness of other religions and their teachings.

The children also learn about the lives of exemplary men and women. The basic virtues and values are emphasised and they are encouraged to consider "a code for life".

In accordance with the terms of the 1988 Education Reform Act, all the pupils participate in a daily collective act of worship which is wholly or mainly of a broadly Christian character. Parents are cordially invited to attend class services and other special occasions, eg Harvest Thanksgiving, Christingle, Easter and summer Patronal Festival Services.

★ **Collective Worship**

As a Church of England School, collective worship is a central part of daily school life. In accordance with the 1988 Education Reform Act, parents may request that a pupil be wholly or partly excused from worship or Religious Education. Such requests should be made in writing preferably when the child joins the school.

★ 8a **SEX EDUCATION**

We believe that Sex Education is a joint responsibility between the school and the home.

Within the ethos of our school where we are concerned that children should live and develop in a caring and responsible atmosphere, we seek to help them to grow in understanding of physical development and relationships. We do this as and when they need help and information. The staff provide for informal discussion at a level suitable for the age and maturity of the children as occasions arise such as the birth of a baby brother or sister.

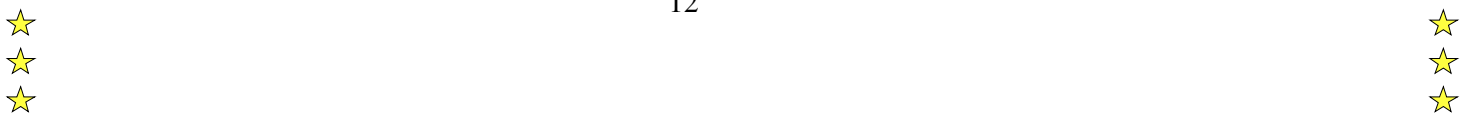
For children in the upper junior stage opportunities may arise within an integrated curriculum to help the children understand the changes associated with growing up. This will be approached in a sensitive manner aimed at developing a positive self-image.

Children in Year 6 receive as part of their Health Education a programme of sex education, (within the schools' sex education policy). Parents are informed when this is to occur and are invited to meet with teachers to discuss the contents of the programme.

★ 8b **PASTORAL CARE**

All members of the school community are committed to achieving our school aims by providing a secure, safe and pleasant environment for the children in our care.

During their time at this school, the pupils will have contact with a wide range of adults (eg Headteacher and Teaching Staff, Learning Support Assistants, School Secretary, Caretaker and School Meals Supervisory Staff). Of paramount importance will be the relationship and trust between the child and his/her classroom teacher.



Whenever there is a concern regarding a particular child we will always contact his/her parents/carers. In addition, we would encourage parents/guardians to share any concerns they may have with the class teacher.

9 HOME/SCHOOL RELATIONSHIPS

We believe that it is most important for a child's well being and happiness that the school and parents work together with understanding and sympathy.

The school holds a New Parents' Meeting for children joining the school in the Reception Class. The meeting is held in the term prior to their admission. This enables them to meet their new class teacher and become familiar with their classroom. At the New Parents' Meeting the teacher will explain to parents what she hopes to achieve with the children and the ways in which parents may help their children reach these objectives. We have regular 'open' evenings where parents meet their children's teacher. However, parents are welcome at any time and should not hesitate to contact their child's Class Teacher or the Headteacher if they are concerned about a problem.

Similarly, the school will contact the parents if there is concern regarding a pupil. Letters and newsletters are sent home on all school matters and newsletters are posted on the school website.

St John's School has a School Association. It has contributed much to the character and well being of the school. It organises regular fund-raising, and social and educational events. Parents are encouraged to become active members if at all possible and information is readily available.

10 HOMEWORK

The school has a homework policy, which is issued to all parents/carers. The DfE provide guidelines to schools on the amount of homework pupils should be required to do during KS1 and KS2.

Primary

Foundation Stage:	10 minutes a week	Practice sounds, keywords or read reading book
Years 1 and 2	1 hour a week	(reading, spelling, other literacy work and number work).
Years 3 and 4	1½ hours a week	(Literacy and Numeracy as for Years 1 and 2 with occasional assignments.
Years 5 and 6		30 minutes a day (regular weekly schedules with continued emphasis on Literacy and Numeracy but also ranging widely over the curriculum)

Work will not normally be given to children who are at home through illness, as they usually lack the energy or concentration to benefit from school work until they are once more fit enough to attend school.

At the end of a busy full school day children need time to relax, to pursue personal interests and to develop hobbies. We do ask that children should be encouraged to read at home every day. At the early stages we ask parents to hear and encourage their children to read. Later, children need to read for pleasure and become an active member of the public library. If they decide to learn to play a musical instrument they need to practise every day.

The class teacher may ask children to complete or to explore further some aspect of a project, or to practise a basic skill (eg tables, spelling etc).

Mid-grey skirt, pinafore or trousers
Trousers worn by girls and boys **must be mid-grey, straight legged and tailored. No boot leg or hipster trousers are allowed.** Trousers with fashion accessories eg leg pockets are not allowed for boys or girls.

The school sweatshirt and sweat-cardigan has the school logo on it and is part of the uniform. We also have a polo-type T-shirt with the school logo. The sweatshirt and polo-shirts are available through the school.

Almost all other items of clothing may be bought from a variety of shops and chain stores at a variety of prices.

We expect children to wear suitable footwear to school. Children must **not** wear trainers, 'fashion' boots, shoes or open toe sandals for school. The children should also have a sunhat which can stay in school at all times.

It is essential that all children have a waterproof coat or anorak. A waterproof fleece with the school logo may be ordered through the school if parents wish.

It is important that all items of clothing are clearly marked since it is almost impossible to identify lost shoes, shirts etc.

Jewellery

Children **must** not wear 'jewellery' to school for Health and Safety reasons. If earrings are worn they should be of the stud type and **one only** worn in each ear. Children will be asked to remove all other jewellery.

Hairstyles

Children should not be sent to school with extreme haircuts or hairstyles. Long hair should be tied back for health and safety reasons.

Children must not bring to school any items of great value, as we are not covered for loss or damage to pupils' property.

Each child should have their own overall for art/craft activities. An old shirt with the sleeves shortened and elasticised and worn back to front is ideal.

PE CLOTHING

The children are expected to have the school PE shorts and t-shirt with the school logo. They will also need daps (plimsolls) and a dap bag (a draw string school PE bag can be purchased from the school) to be hung on a coat peg. Plastic carrier bags **must not** be brought to school with PE kit.

Fashion or cycling shorts are not acceptable as suitable clothing for physical education. Daps should either be the slip-on type (particularly suitable for younger children) or Velcro. A change of footwear must be available in school for PE. Children in the Reception class will also need a pair of wellingtons in a separate waterproof bag and a sun-hat for the summer terms (**all** items to be named please).

SWIMMING

Children will need appropriate swimming costume or swimming trunks when swimming lessons are taken. Children with long hair must have it tied back during swimming lessons.

This will be dependent on parents indicating in advance that they wish to own the finished product.

These may include:

- a) food related activities
- b) art/craft/needlework
- c) pottery

v) GENERAL

The Governing Body may from time to time amend the categories of activity for which a charge may be made. Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils.

C REMISSIONS

In circumstances where there may be cases of family hardship which make it difficult for pupils to take part in particular activities for which a charge is made, parents may apply in confidence for the remission of charges, in part or in full. Authorisation of remission will be made by the Headteacher in consultation with the Chair of Governors.

19 CONCERNS AND COMPLAINTS

We believe there is a free flow of information between home and school but recognise that there may be times when you are concerned about aspects of your child's progress or times when you are unhappy about a particular event or activity which you have heard has taken place. In any event it is important that you do not keep a problem or concern to yourself but approach the school.

Most concerns are resolved satisfactorily through informal discussions with your child's class teacher/and or Headteacher. In the event that a concern is not resolved, the Governors have drawn up a complaints procedure with the assurance that any complaint will be dealt with sympathetically and speedily.

As it is important that parents and others are clear about the Complaints Procedure when making a complaint, a guide to the process is available from the school or if preferred through the Chair of Governors.

20 PERSONAL ACCIDENT BENEFITS FOR PUPILS

Bath and North East Somerset Council is not responsible for, and does not provide, Personal Accident benefits for pupils. Parents who require the provision of such benefits should make their own arrangements with their Insurer or Broker. It may be of interest that a scheme has been arranged by the National Confederation of Parent Teacher Associations, details of which may be obtained from the school office.

Mention of the NCPTA's Scheme is for information only and the Bath and North East Somerset Council is not to be assumed to be endorsing it or otherwise. In particular parents should satisfy themselves that the cover provided by any policy, which they are thinking of taking out, is adequate for their own and their childrens' requirements.

DATES OF SCHOOL TERMS AND HOLIDAY DATES

2010/2011 Academic Year

TERM 1

Start: Wednesday 1 September 2010

Finish: Friday 22 October 2010

TERM 2

Start: Monday 1 November 2010

Finish: Friday 17 December 2010

TERM 3

Start: Monday 4 January 2011

Finish: Friday 18 February 2011

TERM 4

Start: Monday 28 February 2011

Finish: Friday 8 April 2011

TERM 5

Start: Tuesday 26 April 2011

Finish: Friday 27 May 2011

TERM 6

Start: Monday 6 June 2011

Finish: Friday 22 July 2011

PUBLIC HOLIDAYS

25	December	Christmas Day
26	December	Boxing Day
3	January	New Year's Holiday
22	April	Good Friday
25	April	Easter Monday
2	May	May Day Bank Holiday
30	May	Spring Bank Holiday

If you need this information in a different format such as tape, Braille or community language, please ring the following telephone number 0117-9863824

IMPORTANT

Five days are to be used for staff professional development, which means that schools will be open to receive pupils for the legal minimum of 190 days (380 sessions). It will be necessary for parents and other interested parties to contact school direct for confirmation of the 5 dates when they will be closed to pupils. The Governors have confirmed a 6th INSET Day for 2010-2011.

This document relates to the school year commencing September 2010.

Although the information and particulars herein were correct for this year at the time of publication shown below, it should not be assumed that there could be no subsequent arrangements or some matter particularised before the start, or during the year in question.

KEY STAGE 1 SATS RESULTS YEAR 2009 - 2010

SUBJECT	LEVEL 1	LEVEL 2	LEVEL 3
READING	100%	100%	43%
WRITING	100%	100%	13%
MATHS	100%	100%	37%

KEY STAGE 2 SATS RESULTS YEAR 2009 - 2010

SUBJECT	LEVEL 3	LEVEL 4+	LEVEL 5
ENGLISH	96%	88%	29%
MATHS	100%	91%	38%



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