

Community

Respect

Perseverance



Meole Brace

C of E Primary School and Nursery

Let Your Light Shine!

School Prospectus

2020-2021

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**MISSION STATEMENT OF MEOLE BRACE C of E PRIMARY
SCHOOL AND NURSERY**

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“Let your light shine” Matthew 5.16

THE AIMS OF THE SCHOOL

Our school aims to reflect a warm, caring Christian ethos where everyone is valued.

Our school aims to:

- Offer an excellent education within a framework of Christian values and beliefs
- Be an inclusive community in which everyone feels happy, valued and secure
- Build strong relationships with our families, church and wider community
- Promote an environment where children of all abilities can reach their full potential
- Foster a desire for independent and lifelong learning

Dear Parent/Carer,

Welcome to our school. On behalf of the school governors, I am pleased to welcome you to Meole Brace C of E Primary School and Nursery. We are delighted that you and your child are to be part of our school community.

Under the guidance of our Headteacher, we are seeking the very highest standards, both in the quality of education we offer and in the quality of our school environment. We have a dedicated and skilled staff team and pupils benefit from the valuable contributions which parents and the Friends Association make to school life.

This prospectus contains information which will help you and your child make the transition quickly and happily into our school community.

We are extremely proud of our school. Our classrooms are bright, spacious and well resourced and we are fortunate to have beautiful extensive grounds in which we can extend our learning environment.

We ensure that our pupils feel happy, safe and enthusiastic about their learning. We celebrate the individual and recognise that each child is different with a variety of needs.

As governors, we have the responsibility for the financial management of the school and also for monitoring and directing the overall development of school life. As we do this, we want to listen to the views of parents and carers. You can contact us through the school and meetings can be organised if you would like to meet one or more of us.

I hope you have a very happy association with our school.

Chair of Governors

GENERAL INFORMATION

Headteacher: Mr Henry Bray
 Deputy Headteacher: Mrs Hayley Lakin
 School Business Manager: Mrs Sandra Holloway

School Administrators: Mrs Lisa Meadows
 Mrs Sue Brierley

School Address: Meole Brace C of E Primary School and Nursery
 Church Road
 Meole Brace
 Shrewsbury Shropshire
 SY3 9HG

Telephone: 01743 351027

E-mail: admin@meolebrace-pri.shropshire.sch.uk

Website: www.meolebraceceprimary.co.uk

How to find us:



HOW TO GET IN TOUCH WITH US

Please contact our school administrators, Mrs Lisa Meadows or Mrs Sue Brierley for any queries you may have, or to make an appointment to meet the Headteacher, Mr Bray.

We welcome parents/carers to visit the school to see us during our working day and will be pleased to answer any questions that you, or your child, may have about us.

Office Hours

The school office is open during the following times for general enquiries:

Monday to Friday: 8:30 a.m. to 4.30 p.m.

You may telephone the school at any time during the day. However, there may be occasions when it is not possible for us to answer your call straight away (particularly during our lunch break between 12.00-1.00p.m). We do have an answer machine for these occasions, so if we are unable to answer your call, please leave a message and we will get back to you as soon as we are able to.

SCHOOL GOVERNING BODY

Foundation	Reverend Phil Cansdale (Vice Chair) Mr John Pitt Mrs Sarah Latcham
Local Authority	Vacancy
Co-opted	Vacancy Mr Roy Whitfield-Percy (Chair)
Parent	Mr Duncan Bowdler Mrs Kelly Watkins
Headteacher Governor	Mr Henry Bray
Staff Governor	Mrs Sue Evans
Co-opted Staff	Mrs Hayley Lakin Mrs Sandra Holloway

SCHOOL STAFF 2020-2021

Headteacher	Mr Henry Bray
Deputy Headteacher	Mrs Hayley Lakin
Senior Management Team	Mrs Brigette Wilson (Lower KS2 Leader) Mrs Karen Cooke (Upper KS2 Leader) Miss Ruth Jones (KS1 Leader) Miss Louise Morris (Early Years Foundation Stage Leader) Mrs Sian Bowdler (Special Educational Needs Co-ordinator) Mrs Sandra Holloway (School Business Manager)
Class Teachers	Mrs Susan Evans Mrs Lisa Hetherington Mr Jon Hunter Mr Andrew Nodder Mrs Julie Nolan

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School Business Manager
Administrator
Admin Assistant
Pastoral Support Adviser
Teaching Assistants

Mrs Sally Polisena
Miss Kimberley Robson
Miss Megan Coles
Mr Edward Pharo
Miss Nicola Stinson
Miss Helena Eastman

Mrs Sandra Holloway
Mrs Lisa Meadows
Mrs Sue Brierley
Ms Emma Quinn
Mrs Rachel Blowers
Mrs Beth Brooks
Mrs Kathy Bridgwater
Mrs Laura Cooper
Mrs Sandie Davies
Miss Jazz Dyke
Miss Lizzy Edwards
Mrs Kerry Fisher
Mrs Joanne Griffiths
Mrs Jo Hillier
Mrs Lizzie Hulme
Mrs Susan Jones
Mrs Cheryl Lea
Mrs Ruth Leaman
Mrs Ruth Lawn
Miss Abbie Morris
Mrs Helen Myers
Miss Sian Owens
Mrs Julie Painter
Mrs Jane Pilliner
Miss Chrissy Purslow
Mrs Katie Roughan
Mrs Helen Rushworth
Mrs Michelle Seeney
Mrs Sandy Thomas
Mrs Linda Williams
Mrs Hazel Williams

Caretakers

Mr Andrew Breeze

Mr Paul Cowper

Senior Lunchtime Supervisors

Mrs Elaine Griffiths

Lunchtime Play Leaders

Mrs Sonya Pugh

Mrs Sheila Skews

Mrs Kelly Wilcox

Mrs Beth Brooks

Mrs Julie Painter

Mrs Cheryl Lea

Mrs Laura Cooper

Mrs Jessica Round

Mrs Linda Williams

Cleaning Staff

Mrs Elaine Griffiths

Mrs Becky Jones

Mrs Maxine Tidyman

Mrs Sheila Skews

Kitchen Staff

Mrs Cathy Perkins

Mrs Becky Jones

Miss Clare Weston

Mrs Tonia Brewis

THE SCHOOL BUILDING AND GROUNDS

Our School

Meole Brace Primary is a Church of England Primary School, affiliated to the Lichfield Diocese. We were awarded Beacon School status by the Diocese in May 2013.

We are a welcoming and friendly school situated on the southern outskirts of Shrewsbury. Our school was built in 1955 as two separate schools, Meole Brace C of E Infant School and Nursery and Meole Brace Junior School. In September 2009 the schools amalgamated to form Meole Brace C of E Primary School and Nursery. We are fortunate to have large, spacious, light classrooms, two large



halls, two libraries and plenty of cloakroom space. We have created a bright and welcoming learning environment with well furnished, airy classrooms and attractive, quiet working areas in some of our corridor space. Classrooms are well equipped with a range of resources including interactive whiteboards and banks

The entire school

of laptops.
and
nursery



have access to wireless internet. Recently we have created a new Foundation Stage Unit which contains a nursery and two reception classes. The unit has a sleep room, kitchenette area and hygiene room, in addition to free flow outdoor activity areas. The school has a demountable building called Lighthouse, which is used for Breakfast Club, After School Care (up to 6pm), Family Learning and a variety of activities such as music tuition.

We are very lucky to have a large playing field and three tarmacked playgrounds, which accommodate each Key Stage. The school field and buildings are surrounded with mature trees, hedges and shrubs, and we have quiet areas with wooden seating, set around paths and flower borders. Our adventure playgrounds are very popular, and we have a willow 'outdoor classroom' designed by the children. The grounds are being continuously developed to enhance both the playing and learning environments for the children, and we are working hard, guided by our Eco Committee, to achieve our Green Flag Eco status. We planted our orchard and established our wildlife area in the autumn of 2006.



THE SCHOOL DAY

Timetable;

Breakfast Club	8.00am
School doors open	8.45am
School day starts	9.00am
Morning Break	10:20 – 10:35 am
Lunch Break	12:00 – 1:00 pm
School day ends	3.00pm (KS1)
	3:05pm (KS2)
Lighthouse Club (after school care) and Sandcastles (Nursery)	3.00pm – 6.00pm

Tuition Time

Our tuition time is 22 hours and 55 minutes per week. This does not include collective worship (15 mins per day), registration (5 mins per day) and breaks.

Class Organisation for this Academic Year

Nursery	- Mrs Nolan
Seahorses (Reception)	- Miss Morris
Starfish (Reception)	- Miss Coles
Seals (Y1)	- Mrs Polisena
Polar Bears (Y1)	- Mr Hunter
Penguins (Y2)	- Miss Jones
Octopuses (Y2)	- Miss Eastman
Sharks (Y3)	- Miss Sammons
Sea Otters (Y3)	- Mrs Evans
Dolphins (Y4)	- Mrs Wilson
Sealions (Y4)	- Mr Pharo
Stingrays (Y5)	- Mrs Cooke
Turtles (Y5)	- Miss Robson
Orcas (Y6)	- Mr Nodder
Beluga Whales	- Mrs Hetherington

Each class has its own dedicated teaching assistant every morning and during the afternoon, a number of teaching assistants are deployed to deliver additional support material to individual children and small groups.

Breakfast Club

We run a Breakfast Club for children from 8.00 am until 9.00 am every morning. The club takes place either in the Extended Schools demountable we call "Treasure Island" or for Reception and Nursery children within the Nursery. Breakfast Club is run by our teaching assistants, although there is always a member of the senior teaching staff present on site. Children are given a choice of cereals, fruit juice and toast before playing games or taking part in activities.

The cost of the club is £3.50 per day or discounted to £14.00 per week for 5 days. There are concessions for siblings. Children should be booked into this via www.schoolmoney.co.uk

Lighthouse Club

Our after school provision, Lighthouse or Sandcastles Club, provides high quality child care from 3.00 until 6.00 pm, Monday to Friday. Like Breakfast Club, it is also run by our teaching assistants who know the children well. We provide a sandwich or beans or spaghetti on toast, and a drink. The cost of the club is £3.50 per hour or part of an hour, discounted to £10.00 for the full three hours. There are concessions for siblings. To book a place please use www.schoolmoney.co.uk.

(For more details about Breakfast and Lighthouse and Sandcastles Club, please see appendix 1)

Arrival Time

If children are not attending Breakfast Club, they should not arrive on the school premises before 8:40 a.m. as they will not be supervised before that time. The children use the playground entrance to the school, which is opened at 8:45 a.m., when a member of staff will escort children into school.

End of the School Day

Our tuition time ends at 3:00 p.m. for Foundation Stage and KS1 pupils and 3.05 pm for our KS2 pupils. Children leave the school through four points of exit, depending upon which Key Stage they are in. No pupils are expected to use the car park area to gain access to school unless they are arriving beyond 9.00 am. If you are collecting your child from school, please allow a few minutes after the end of tuition time for them to collect bags and coats. If you are late collecting your child/ren from school they will be taken to Lighthouse or Sandcastles After School Care for which the normal charge applies. **Dropping Off and Collecting Children**

We would like to encourage children to walk or cycle to school wherever possible, and as part of our school travel plan, regularly promote “Walk to School Week”. This helps to reduce congestion outside the school gates as well as creating a safer environment for everyone. Children are expected to wear cycle helmets. Cycle racks are provided, though we cannot accept responsibility for bikes during the day, and suggest that they are securely locked to the bike rack.

If you need to drive, please park in our “Park and Stride” car park near the church. So that we can make sure your child is safe, we ask you not to park on the zig-zag lines, drive in through the school gates, or park in the staff car park. For reasons of safety, children are forbidden from walking through the car park unless accompanied by an adult.

ADMISSIONS AND TRANSFERS

Starting with Us

Our Foundation Stage Unit is full of love, care, fun and excitement, providing a wonderful learning environment for children. In our Foundation Stage you will find that:

- Happiness shines through
- Children learn through practical activities
- Challenging activities are provided for all children
- Respect for the child as an individual is of paramount importance
- The individual is catered for both in planning of the curriculum and assessment
- Each child’s progress is carefully monitored, recorded and passed on to the next teacher
- Strong links exist between home/school/church and the wider community



The school’s current admissions policy is operated by the Shropshire Local Authority (LA), which is the Admissions Authority for all Community and Controlled Schools within Shropshire. Full details of the policy, together with information about arrangements for admission, are set out in the “Parents’ Guide to Education in Shropshire”. Copies of this booklet are available on request from the Admissions Team, Children and Young People’s Services, The Shirehall, Abbey Foregate Frankwell Quay, Shrewsbury. Copies are also available for reference in school. Any specific requests for information on admissions should be directed to the Admissions Team, Tel: 0345 6789008.

The school has an admission number of 60. For the school year commencing September 2019 the number places allocated were as follows:

Date of Allocation	Admission limit	Total places allocated
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April 2020	60	56
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Primary schools in Shropshire must provide for the admission of all children in the September following their fourth birthday, one point admission has proven very beneficial both for pupils and school. We all know that children develop at different rates, and parents and carers will know what is best for their child. With this in mind, we will be able to provide a variety of four flexible offers for children who are eligible for consideration to start school.

Option One

Your child could remain in Nursery until they are of compulsory school age. This could be a part time place or full time place depending on the availability of places. Part time provision could be any option of up to their entitled fifteen hours per week. Our Nursery must ensure that the fifteen hours entitlement is available for each child.

A full time place could be provided with parents and carers opting to pay for any number of sessions over the fifteen, but this will depend on the Nursery prioritising places for the fifteen hours entitlement. A child must start school full time, no later than the beginning of the term after their fifth birthday.

Option Two

Parents and carers could decide to send their child to school part time until their child reaches compulsory school age. If parents choose this option, their child must attend for a minimum of 12.5 hours. Parents and carers who wish to do this will be asked to commit to a decision on this arrangement a term at a time, until their child reaches compulsory school age.

Option Three

Parents and carers decide to send their child to school full time in September.

Option Four

Option four entails the offer of shared provision between Nursery and Reception, with a minimum of 12.5 hours in Reception. The school will ask parents and carers to commit a term in advance to these arrangements, so that appropriate levels of staffing can be arranged.

Transition to KS3 and Secondary School

At the end of Year 6, most pupils transfer to either Meole Brace School or The Priory School, with a few children going to other Shrewsbury secondary schools.

Parents of Year 6 children in Shropshire will be required, in the autumn term, prior to the school year of admission, to complete an LA application form stating preferences for up to three schools. The process is administered by the LA, as detailed under the section "Starting with Us", above.

Each school holds Open Evenings in the autumn term to enable parents and children to visit, before expressing their preference for a particular school. Schools then have induction programmes arranged, so that children familiarise themselves with the school and teachers before their start date.

Children with Disabilities and Special Educational Needs

The school operates a comprehensive policy on admitting pupils with disabilities and special educational needs (SEN). We welcome all children to our school and will always endeavour to ensure that appropriate provision is made to cater for their needs. All children with disabilities and SEN play a full part in the daily life of the school and are encouraged to join in with all activities, enabling them to reach their potential as learners and contribute to all aspects of school life.

Admission arrangements for children with SEN, but without a statement, are the same as for all pupils. Children with statements are admitted into school and fully integrated, unless it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. At present, there are no children in the school with special needs related to access. Should the need arise, every effort will be made to accommodate both wheelchair users and ambulant pupils with a physical difficulty, and recent internal improvements have included ramped access into the hall and an automatic front door that complies with current legislation. The school and nursery is fortunate to have four disabled toileting facilities and three disabled shower facilities.

The Governors have an Accessibility Plan that will help us to work with the Local Authority to address identified areas of difficulty over the next few years. The plan covers increasing access to the curriculum, to the physical environment of the school and improving the provision to disabled pupils of written information in alternative formats. A copy of the school's current Accessibility Plan is available from the school office.

We have an SEN Policy that fully reflects the guidelines of the current SEN Code of Practice. Mrs Bowdler is the SENCO (Special Educational Needs Co-ordinator). She is responsible, alongside the headteacher and the teaching staff, for identifying, assessing and providing for children with special needs. Mrs Williams has the role of Governor with responsibility for special needs. Together with Mrs Bowdler, they are responsible for monitoring and reviewing the effectiveness of the special educational needs provision and policy, and ensuring that it is an integral part of the School Evaluation and Development Plan each year. The Local Authority audits our provision for SEN pupils every two years. A copy of this audit can be obtained from the school office. Progress of children on the SEN Register is monitored very carefully and teachers ensure that lessons are well differentiated to meet the needs of pupils. Additional teaching assistants lead intervention programme work during morning and afternoon sessions to target the specific needs of individual pupils. The school continues to be supported by external agencies, which include the Learning Support Advisory Teacher, Educational Psychologist, Speech and Language Therapists, Occupational Therapist and other services who advise the school to enable children's needs to be addressed in the most effective way possible.

Gifted and Talented Pupils

The school identifies which pupils are Gifted and Talented, using specific criteria, and provision is made for these pupils in line with the "Quality Standards Project for Gifted and Talented pupils". Progress of these pupils is scrutinised through termly review meetings and teachers work hard to ensure appropriate levels of challenge and engagement across the curriculum.

Our policy for Gifted and Talented children, which is available from the school office, provides further details of the way in which we work with this identified group of children.

ABSENCE FROM SCHOOL

Illness

If your child is absent from school because of illness, please telephone to let us know the reason before 9:00 am on the first morning of absence, or alternatively send a written note. Verbal messages with friends or brothers and sisters, cannot be accepted. This procedure helps to ensure the safe arrival of your child at school.

If we have not heard from you by this time, every effort will be made to contact you by telephone. If your child is ill for more than a day, please try to give us some idea of the expected length of absence, or ring in each day.

Holidays and Absence from School

All requests for absence from school should be authorised by the Headteacher. Absence due to holidays in term time will not be authorised. Parents and carers are especially asked not to take their children out of school during the autumn term and during test or assessment weeks which will occur at the end of every half term.

Each request for leave of absence from school will be considered individually. Factors that will be taken into consideration by the Headteacher when reaching a decision will be:

- Your child's previous attendance history (children with less than 85% attendance are deemed to be of concern by the Education Welfare Service)
- Your child's stage of education and level of attainment
- The nature of the proposed reason for absence
- Whether parents/carers are restricted in terms of leave from their employer.

New guidelines, recently issued to schools by the Local Authority regarding the procedure for requesting a holiday, are detailed below.

Procedure

- Parents complete a request for leave of absence form (Ht1) and return it to the school for authorisation. *(These forms are available from our school office)*
- Parents are informed of the school's decision (ideally within 5 working days).
- If the reason for the absence is due to an un-authorised holiday, the Education Welfare Officer must receive a copy of the school's communication with the parents at the same time - in such cases a 'Holiday In Term Time' warning notice will be served.
- If a warning has been served and the holiday is taken and the conditions are not in line with the Code of Conduct, a Truancy Penalty Notice will be served.
- If the Truancy Penalty Notice is not paid, the Local Authority will prosecute for the absence under the Code of Conduct Regulations.

Absence for any other Reason

If your child is going to be absent for any other valid reason e.g. a medical appointment or a musical examination, please send a written note into school before the absence.

Children going out of school during the school day, or arriving after registration has closed, must report to the school office.

If a child needs to attend an emergency appointment which cannot be arranged outside the times of the school day, then a written note must be sent to the class teacher, giving details of the time the child is to be collected from school. Parents need to also let the school administrator know when they collect or return children, so that the registers can be kept up to date in case of an emergency.

Children who arrive late for registration must come through the main school doors and report to the school office.

If we do not have a valid reason for children being absent from school, we have to record an unauthorised absence. Unauthorised absences have to be reported to the government and are regarded as truancy. Our registers are regularly checked, and repeated unauthorised absences, or patterns of absence, are followed up by the Education Welfare Officer.

Authorised and unauthorised absence and attendance statistics for the latest reporting year are given in Appendix 3.

INFORMATION ABOUT THE CURRICULUM

“Pupils’ personal development, behaviour and welfare are at the forefront of this school’s work and are outstanding as a result.”

“The early years provision is outstanding. The Nursery and Reception classes are very calm and organised, and provide children with an effective start to school, which ensures they make at least good progress.” OfSTED November 2015

What We Teach

We teach our children in class groups, employing a range of strategies and methods, according to the needs of the individual child and the demands of a particular subject. These methods include whole class and group teaching, either in mixed ability, age or ability groups. We have a creative approach to our curriculum and provide exciting contexts to inspire children to achieve their very best. We are committed to enabling every child to develop the basic skills in English and maths to the highest level of which they are capable and have been awarded a Basic Skills Agency Quality Mark for our work in this area.

We teach all of the subjects that are part of the National Curriculum for children in Key Stage 1 and 2 (5-11 years). The curriculum is made up of three core subjects: English, maths and science, and several foundation subjects: History, Geography, Design and Technology, Music, Art, Personal, Social and Health Education (PSHE), Computing, PE and RE. We are committed to teaching a broad curriculum at our school, though the core subjects, English, maths and science, as well as P.E., have a higher priority given to them. Additionally, all children throughout KS2 have the opportunity to learn French. The curriculum is planned through long term, medium term and short-term plans, which carefully set out the amount of time given to each area. In addition, throughout the year we offer workshops for parents based around different subject areas. Each curriculum area has a teacher who has a special interest in it, and they will be happy to answer queries or provide any further information you may need.

A typical lesson might begin with whole class teaching, led by the teacher, to introduce the focus of the lesson and to teach specific skills or concepts. Children then move on to work in small groups, either independently on tasks set by the teacher, or alongside the teacher

in guided work. At the end of the lesson, a short plenary of around five minutes will recap on all the main points and allow the teacher to make an assessment of where the next lesson in that subject should be aimed.

Assessment of children's progress is made throughout the year by their teachers using a range of methods, including formal assessment tests, and each May, children in Year 2 and Year 6 sit their SAT tests and tasks (National Assessment Tests for 7 and 11 year olds).

"The behaviour of pupils is outstanding" Ofsted November 2015

English

Children learn to communicate and to understand themselves and the world in which they live through exploring language; speaking and listening, reading and writing. Development of these skills is therefore central to the curriculum, not only through English lessons, but through learning in other subject areas too. As a school, we place great emphasis on literacy, and all classes have a daily literacy lesson, which is based on the National Strategy for English.

In addition, children experience guided reading sessions where extension of comprehension and reading skills are developed. The school has adopted the 'Penpals' scheme for handwriting, and children are aware of the need for high quality presentation.

Spellings are taught and practised regularly. Letters and Sounds is used as a phonics programme in Key Stage 1, and as a method of intervention in Key Stage 2, alongside Wave 3 support programmes.

Mathematics

The Maths curriculum is made up of daily mathematics lessons. The main features of these lessons are mental and oral work, class introductions and activities based on a learning objective and a conclusion. The lessons are planned according to the National Strategy for Mathematics, which teaches maths in 5 blocks every term. These blocks are repeated 3 times over the year, each time at a higher level to ensure hierarchical, or pedagogical learning.



Lessons allow the children to work at a pace appropriate for their own needs within appropriately supported ability groups.

According to children's progress, these groups are reviewed regularly. A variety of resources are used including text books, photocopiable sheets, work sheets, models and images, Computing and games using simple equipment such as cards, dice, counters, number lines etc.

There is sometimes a very strong emphasis on mental calculation which may result in less written recording. All children are encouraged to learn their tables. Every effort is made to use and apply mathematical knowledge in other areas of the curriculum.

Information and Communication Technology

ICT is used in all areas of the curriculum, and children are encouraged to use ICT to present, research and enhance their work. Skills are taught to ensure that children can be aware of ICT and its uses in the wider world. The school has a dedicated Computer Suite and all classes have a wide and varied amount of ICT equipment including: interactive whiteboards, viewers, digital still and video cameras and access to banks of iPads and laptops. In addition, children use the Podium software to record and manipulate sounds.



Every child is given the opportunity to use a variety of programs which allow the National Curriculum guidelines for Computing to be fully met. Pupils experience word processing, data and information handling, multi-media presentations, communication systems, simulation and control technology.

From Year 1 onwards, children are encouraged to use the Shropshire Learning Gateway. They are all given a log in code and password. Parents can also access the Gateway to find documents, policies, newsletters and other information. Parents' passwords are available from school.

Science

Science is taught almost exclusively in topics but is used in cross curricular ways wherever possible. The topics include 'Life Processes and Living Things', 'Materials and their Properties' and 'Physical Processes'. Throughout all of these themes, 'Experimental and Investigative Science' is of utmost importance. Whilst the content of what is taught is important, we are also concerned to develop in children scientific approaches and skills, as emphasised in the National Curriculum.



A variety of teaching methods is therefore used, with particular importance being attached to practical work. Children are helped to identify the need to explore and learn through practical investigations. Through these, children develop scientific skills. They are taught how to devise a 'fair' test, observe, record, draw conclusions and communicate findings. Throughout their scientific work, our children will be given opportunities to predict, ask questions, make inferences and calculated conclusions through a range of investigative work.

Pupils will develop their knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences. In Science, we aim to sharpen the children's inquisitive nature by providing them with a wealth of experiences, so they can explore the world about them. They can use this experience to develop their understanding of key scientific ideas and make links between different phenomena.

PSHE /Citizenship/ Drug Education

Central to the whole curriculum is the growth of the individual child as a person who has a healthy sense of self-esteem and can relate well to others. Children at Meole Brace Primary School develop an awareness of each other's worth as individuals and learn how to appreciate the feelings and view points of others. They need to learn how to work

together and how to resolve conflict, developing a sense of fairness and justice. We believe they must be helped to understand their own culture and society and further their understanding of other people and their cultures. They also need to develop a concern for both the immediate and the world environment.

These personal and social issues are addressed both directly, in specific lessons, and through day-to-day learning situations. The building of good relationships is a vital part of the curriculum, permeating all aspects of school life.

Geography

Geography is taught as part of the topic related theme for each term, but is also included in other lessons when appropriate, cross-curricular links can be made. Children develop their understanding of the world in which they live through direct experience wherever possible, and learn to use a range of resources, including ICT, as part of their work. A variety of teaching approaches are used: whole class lessons; group activities and individual work. Field trips and visits to sites are an integral part of the work. Children are encouraged to become increasingly independent organised in their learning.



Music

We aim to develop children's enjoyment and appreciation of music through regular class lessons. There are other opportunities for children to develop their musical skills, for example through musical tuition, visiting musical groups, and singing assemblies and lessons. We aim for every child to perform to parents in some way, every term, through Church services and Christmas concerts.

Musicians are encouraged to perform for parents at open days and school fetes.



Many of our children have lessons with music tutors who work for the Shropshire Music Service. These generally take place at the school during lunchtime, before school starts or at the end of the day. When children begin playing an orchestral instrument, they are able to join the school Orchestra, this group takes place as an extra curricular activity. Children who learn instruments are given the opportunity to take part in festivals and workshops run at various locations throughout the year. Instrumental lessons currently offered within school are woodwind, brass, guitar, violin and recorder, and from September this year, keyboard. Children acquire a great sense of achievement by learning an instrument and we aim to encourage as many as possible to develop confidence in this area. Further information about music lessons is available at the school office.

Relationships and Sex Education

Relationships and Sex Education is taught as part of the curriculum to all pupils. It initially involves teaching about relationships and self-awareness, and then progresses on to factual coverage of reproduction in a range of living things, including flowering plants, mammals and egg laying animals, and ways to keep healthy. In Years 5 and 6, children consider growing up and the changes which happen, learning how to deal with those changes in a confident way. They also look at relationships in greater depth.

All work is taught in mixed sex groups, though children are encouraged to talk confidentially to the class teacher or school nurse if they wish to do so. Parents may withdraw their children from all or part of the Sex Education Programme, except for that which is part of the National Curriculum.

Modern Foreign Languages

The teaching of languages to early learners is a significant contributory factor in improving literacy, building self-confidence and broadening cultural horizons.

Modern Foreign Languages is at present formally taught in every Key Stage 2 class. We aim to provide the children with intercultural understanding learning opportunities, language learning strategies and knowledge about language. The children progress through the listening, speaking, reading and writing stages of language learning throughout the Key Stage. We aim to develop a joy in learning another language and hope to encourage interest in many other nations and peoples.

History

History is taught throughout Foundation, Key Stage 1 and 2. Children develop an understanding of the past and learn to place events in chronological order. They are encouraged to ask questions about the past and learn how to find the answers to their questions using different sources. Children demonstrate what they have learnt in a variety of ways; in art, writing, drama or using ICT. To enrich this area of the curriculum, teachers make use of a range of artefacts and take children on visits to museums or places of historical interest.

Art

Children develop their creativity and imagination through activities, which build on their skills in using a range of materials and processes. They investigate art, craft and design made for a variety of purposes, developing their ability to use visual language to communicate their own ideas, feelings and meanings. The value placed on children's work is underlined through displays, which contribute to making the school an attractive and stimulating environment. Children also study the work of traditional and contemporary artists, reflecting on their work to inspire their own.

Design and Technology

Children follow a structured programme of design and technology activities through the school. They are given the opportunity to develop their capability in a variety of ways. They undertake assignments in which they design and make products; they carry out focused practical tasks in which they develop and practise particular skills and knowledge, and also

engage in activities in which they investigate and evaluate simple products. Children are taught to use a range of tools safely with increasing independence. Design and Technology is taught as part of the topic related theme for each term. A variety of teaching approaches are used in Design and Technology, including whole class lessons, focused practical group activities and individual work. Children are encouraged to become increasingly independent in their learning as they progress through the school by planning, conducting and evaluating their work.

Physical Education

Physical Education is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. At Meole Brace C of E Primary School and Nursery, we aim to motivate children and give them the desire to sustain regular, lifelong physical activity as a basis for a healthy, productive and fulfilling life. All classes have regular PE lessons each week. Sports coaches educate the children in games skills. Activities include gymnastics, dance, games and athletics. Our school has experienced many sporting successes when competing in local competitions and representing Shropshire in county tournaments.



During a school week, each child at our school will enjoy at least 2 hours of PE and as we are aiming to raise that to 3 hours, children will have plenty of opportunities to attend a range of after school clubs, be part of inter school competitions and festivals along with breakfast club which aims to stimulate the children physically before they begin their academic day. In the summer term KS2 take part in the annual Shrewsbury Athletics Tournament, Swimming Gala and attend the local swimming pool for lessons.

Forest School

Children in KS1 participate in weekly Forest School sessions at different times throughout the year. The sessions take place within the Forest School area within the school grounds, and they provide the children with an opportunity to visit a “natural” environment on a regular basis. Through these sessions, the children are able to learn about the natural



environment, abide by rules and standards of behaviour, handle risks and use their own initiative to solve problems and cooperate with others through very carefully planned, differentiated activities. The sessions also link with the topics and themes being covered in the classroom, thereby enhancing and enriching children’s experience across the curriculum. Forest School can also develop children’s confidence and self esteem through hands on learning in a natural setting.

Residential Visit to Arthog Outdoor Education Centre

A residential visit to the LA’s Outdoor Education Centre at Arthog, on the Mid Wales coast, is an essential part of our curriculum for children in Year 6. The programme at Arthog includes several outdoor activities led by qualified instructors. It is also a wonderful opportunity for children to develop socially and build strong relationships with pupils and staff. Children in Year 6 are given the



opportunity to take part in a week-long visit; this is a fantastic opportunity for the children to try new experiences and challenges, such as, canoeing, rock climbing, orienteering, gorge walking and rafting.

Homework

We feel that homework can help to develop an effective partnership with parents and can be invaluable in promoting children's learning. We ask that parents support their children by ensuring that a regular time is set aside to complete homework tasks, and ensuring that someone is on hand to give help, encouragement and praise. As a guide, we recommend that younger children spend around 15-20 minutes per day, increasing to 30 minutes for children in Years 5 and 6. From Reception (Foundation Stage 2) pupils will be given reading and spelling to do at home, and as pupils proceed through the school they are given progressively more complex tasks to complete at home, leading towards preparation for secondary school. We expect that all children will read at home daily with an adult or alone, and each class teacher will in addition set homework tasks on a regular basis. In KS2 these tasks will be recorded in the children's homework books.

Religious Education and Collective Worship

We have adopted the LA's policy on RE which was produced by Shropshire's Standing Council on Religious Education (SACRE).

An Act of Worship takes place each day, and may be whole school or class based. The church team come into school every Wednesday to deliver "Open the Book". These very popular interactive worship sessions involve pupil participation and are drama based. We have other regular visitors, and our assemblies follow a weekly theme. Our aim during this time is to encourage children to quietly reflect on the spiritual side of life. Parents may withdraw their children from religious education or the daily Act of Worship.

"Children's love of learning is effectively promoted because of the high-quality teaching and engaging learning environments. Exciting activities planned by the adults, such as role play, correspond to the children's interests and are well matched to their needs" OFSTED November 2015

School Visits and Visitors

We are committed to children learning through first hand experience and believe that children's learning is enhanced by visitors coming into school and by children being taken out on a wide range of trips that support the curriculum. Most classes go on a visit connected to their area of study once a term. This could be to a museum or gallery, to a nature reserve, historical building or to see a play or puppet performance.

As part of the regular school routine, children may visit the local church, undertake field studies around the Rea Brook, or visit the local secondary school to take part in sports or arts activities.



Supervision is provided by our teachers and other staff, parent helpers and other adults and will be determined for each outing taking into account what the children will be doing, where they are going and how they will be getting there. There is always a member of the school staff who is in charge, and supervision will

comply with any standards set down by the LA.

When children are admitted to the school, you will be asked to sign a consent form allowing children to take part in local, regular activities. For other trips, detailed information and consent forms will be sent to parents at the planning stage. Children will not be allowed to take part in any visit without written consent from parents.

The school does not, in the normal course of events, provide personal accident insurance, though the school does have an insurance policy used for school visits involving travel away from school. Further information about this cover is available from the school office.

Extra-Curricular Activities

We aim to offer a range of clubs to appeal to as many children as possible. Members of staff, parents and outside providers run clubs, after school, from 3:15p.m to 4:00 p.m.



Typical activities may include football, cricket, gymnastics, rounder's, art, tennis, netball, gardening, sewing, singing, and cookery. A small charge is made for these school run clubs, which helps us to cover the cost of materials used and to buy new equipment.

Charging Policy

We usually have to ask for contributions towards many of the activities which the children take part in during school hours, though parents may choose not to contribute. However, these activities are unlikely to take place unless sufficient parents offer the suggested level of voluntary contribution. The Governing Body does reserve the right to make charges where the law allows, i.e. for optional extras not related to the school curriculum. Parents may also be asked to meet or contribute towards the cost of damage or loss to school property arising from pupils' behaviour. The Governors have adopted a Charging and Remission Policy, a copy of which is available in school.

Information about School Performance

Information about rates of authorised and unauthorised absence, and results of National Curriculum assessments of 7 and 11 year olds are given in Appendix 4, along with national comparative data.

NON-CURRICULAR INFORMATION

Personal Development and Well Being

“The school’s work to promote pupils’ personal development and welfare is outstanding” Ofsted November 2015

We work hard to try to ensure that the children’s attitudes, values and personal development reflect the aims of the school. Our “Sharing Assembly” each Friday not only celebrates hard work and achievement, but also positive behaviour and attitudes. Children are rewarded with Headteacher’s Awards and house points to motivate and promote positive attitudes and behaviour. All children in the school are allocated to a “House” when they join us and throughout the week they can earn “house points” for good work, behaviour or anything else worthy of merit. All members of the school staff are able to award points. In addition to this, we also celebrate “Writer of the Week” and “Mathematician of the Week”.

Children are encouraged to take an active part in helping to develop the school by offering their ideas and opinions, and their views are given serious consideration through our class and school councils. Older children are given special responsibilities within the school, helping with lunchtime duties, administrative tasks and supporting younger children.

We regularly involve children in charity events, which raise awareness of the needs of others and foster a caring approach. We have links with Kananchi FYM Primary School in Brigadier, Kenya and have hosted a number of visits and exchanged work and letters. Children also take part in local events within the local community.

We feel that through these activities, children not only develop self-esteem, but also begin to see themselves as part of a wider community in which they can play an active part.

Pastoral Care and Discipline

Our aim is to provide a happy and safe school environment in which the needs of others are considered. We expect that children will be polite, caring and considerate towards each other and the school, and the behaviour that we encourage is for the safety and well being of all. Talking to children about the behaviour we expect is a regular part of class and assembly work, and we remind children as often as is necessary.

Our Pastoral Support Adviser role is to help support pupils and their families and offer practical advice, guidance and support, in addition to signposting parents and carers to outside agencies for help. Children are encouraged to discuss difficulties with staff, and we are always keen to reinforce the idea that solving problems with physical aggression should never be resorted to, offering alternative ways to deal with problems and conflicts. We encourage children to tell us about any actions by others which they feel to be threatening and ask that parents let us know about anything children are worried about, so that we can try to sort it out before it becomes a serious problem.

There are occasions when children's behaviour requires adult intervention, and we always try to listen to children carefully and respond fairly. We use a range of strategies and sanctions to deal with poor behaviour. In most instances it is teachers, support assistants and lunchtime supervisors who respond to minor incidents of poor behaviour, though more serious incidents will be referred to the Headteacher straight away. Should poor behaviour persist, a record of it is made and parents are informed and invited into school to discuss ways to resolve it.

The school has policies on Anti-Bullying, Child Protection, Race and Gender Equality and Equal Opportunities.

Playtimes

Staff and children have worked together to agree a playtime policy that helps to create a safe and caring ethos in the playground. We have a wide range of activities and games equipment for children to use in the playground, as well as a quiet garden area and wildflower meadow.

Our Playtime Leaders and Playground Buddies look after children and help to organise games and equipment as well as mediating when children have difficulties. We have an agreed set of playground rules and a fair and consistent set of rewards and sanctions. (Playtime Policy, Appendix 5)

The School Council

The School Council is an important part of our life at school. Each class has two councillors, voted for by the children in an election at the start of each school year.

Children elected to be Class Councillors are responsible for voicing the concerns or requests of their peers which are raised during Class Council meetings.

Healthy Eating

Following consultation with parents and children, we encourage pupils to eat fruit as a snack during morning break, and to always have their water bottle to hand so that children can be fully hydrated throughout the course of the day.

Water Policy

We believe that it is vital for children to have easy access to fresh drinking water throughout the day, as research has shown that drinking plenty of water can help children to concentrate for longer, reduce bouts of irritability and avoid “afternoon slump”. We have water fountains in school, but prefer children to have water bottles available in class at all times. Please encourage your child to bring water to school every day in a sports bottle with a non- spill cap. They can be filled up from water fountains and classroom taps as required. Please label them to avoid confusion, and ensure that they are taken home daily to be rinsed. Bottles should only be filled with plain water (not fizzy drinks, juice or squash) to protect health and teeth.

Lunchtime

We are able to offer children a hot meal prepared on the premises, or children may bring their own packed lunch. Dinnertime is a relaxed and enjoyable time. Children go out to play at 12:00 and then are brought in to eat their lunch, class by class, on a rota system. In this way, children are only kept waiting in line for a short time, and can return to play in the playground once they have eaten. Teaching and lunchtime staff supervise the children in the dining room.

School Meals

Our meals are cooked and prepared on the premises. A choice is offered each day, with an emphasis on healthy, well balanced meals and there is always a salad, vegetarian meal choice and fruit option for dessert. Water is freely available. We have a three week menu on the website and displayed in the hall and there are often special promotions, games and competitions. Our cook welcomes questions from parents about school meals and will happily discuss any special dietary needs with you.

Paying for School Meals

The cost of a school meal is £2.20 for Children in Year 3, 4, 5 and 6. Children up to this age are entitled to a free meal which is a national initiative that was brought in from September 2014. We operate a cashless system in school for dinners through our online payment system.

Some parents qualify for free dinners for their children as part of their benefit entitlement. If you would like information about how to apply, please ask the school administrator, it is still very important for us to register parents in this way as we get additional funding in our

main budget based on the amount of Children who are entitled. Your request will be dealt with sensitively and discreetly.

Packed Lunches

Packed lunches should be brought in clearly labelled lunch boxes. They are stored in labelled class trolleys until lunchtime and empty boxes are returned to the trolleys when they are finished with.



Uniform

The school has a compulsory uniform that was agreed by pupils, parents/carers and is endorsed by the governors. We sell a range of items, which are available from Mrs Holloway's office in KS1 any morning. Similar items can easily be purchased at a reasonable price locally.

Plain maroon sweatshirt, jumper, cardigan or school logo sweatshirt or cardigan.

Light blue polo shirt.

Plain grey or black trousers, shorts or skirts.

PE T shirts in house colours with school logo

Low heeled, sensible shoes.

(Sportswear and trainers, of any type, are not acceptable school wear).

Light blue and white gingham dresses can be worn for summer.

Book bags, printed with the school logo, are also available.



Current prices are as follows:

Sweatshirts	sizes 26" to 36"	£9.00
Cardigans	sizes 26" to 36"	£11.00
P.E. T-Shirts in 'House' colours		£4.50
School Book Bag with school logo		£4.50
Large Book Bag with long strap		£8.50
Rucksack		£9.50
Reversible waterproof coats with school logo		£21.00

HOUSE COLOURS

SYCAMORE	BLUE
CHESTNUT	YELLOW
HOLLY	RED
OAK	GREEN

P.E. Kit

- Blue shorts ○ House colour T-shirt with school logo or white Tshirt/Polo shirt
- Trainers (for indoor/outdoor use) ○ Plain navy tracksuits can be worn in winter

PE kit should be stored in a labelled gym bag, and should ideally be kept in school during the week. Although classes have timetabled slots, we can't always guarantee to do P.E. at these times, so children should be prepared for activities on any day. Children are unable to take part in lessons if they do not have the correct equipment. We will send a letter home to let you know if your child often does not have their kit.

**Jewellery**

We have a general policy of no jewellery in school as it can cause both security and safety problems. We are happy however to make the following exceptions:

- Children may wear watches (which must be removed for P.E.)
- Jewellery worn for religious reasons will be allowed

Small ear studs may be worn by children who have had their ears pierced, but these must be removed for P.E., or plasters must be provided to cover the studs, minimising the chances of the pin behind the ear being pushed into the skin.

Lost Property

There are lost property boxes in each corridor. They are emptied each year, and unclaimed items are sent to a local charity shop. It is often full of clothing, which cannot be returned to its owner because the clothing is not named. To help us return misplaced items to your child, please ensure that all clothing is clearly marked with your child's name.

Valuables

Valuable items should not be brought into school. This includes mobile phones, ipods and electronic games. The school cannot accept any responsibility for loss, theft or damage to personal items, and members of school staff are not able to look after, or accept responsibility for, such items during the school day.

MEDICAL INFORMATION

School Nurse

The school has a named school nurse, working for the Shropshire Health Authority, Nurse Lorraine Vine. She can be contacted directly on 01743 277673. If you have any concerns about your child's health, the nurse will be pleased to talk to you confidentially and is happy to visit you at home. She is able to offer advice and support on a range of issues, including headlice and asthma.

The school nurse carries out selective hearing and sight tests, and the school dentist visits from time to time to inspect teeth. If any decay is found, a letter is then sent to parents, informing them that dental treatment is necessary. The child's dentist then normally carries out the work.

During Year 6, your child will also be offered height and weight screening by the School Nurse as part of the national initiative to monitor obesity levels. You will be asked to give your consent before these procedures take place.

Medicines

Medicine can only be given to children to take at school under exceptional circumstances, which need to be discussed and agreed with the Headteacher before the child returns to school. Members of staff cannot routinely administer medicine or tablets. In instances where children are well enough to return to school, but need to take medicine during the school day, e.g. at lunchtime, we ask that parents come to school to administer medication to their children. Children should not be given medicines to take themselves.

Asthma

If your child has asthma, please let us know so that we can complete a Health Care Plan, detailing the treatment your child needs and the action to be taken in an emergency. If children need to use an inhaler, parents should ensure that children have their inhalers with them at all times, labelled clearly with their name. This is particularly important for P.E. lessons and school visits, as children may not be allowed to take part if they do not have their inhalers with them. Parents should ensure that inhalers are in date and are asked to collect any unused medication at the end of term.

First Aid

Minor cuts and bruises are attended to by members of staff who are the school's qualified first aiders. If a more serious problem arises, every effort will be made to contact parents to discuss the problem.

It is vital that parents keep us up to date with changes to emergency contact details or children's medical needs so that contact can be made in an emergency.

There may, however, be an occasion when parents cannot be contacted in an emergency. To cover this eventuality, you are asked to sign a consent form when your child starts with us, allowing your child to receive surgical or medical treatment in an emergency.

Infectious Diseases

Any infectious disease must be notified to the school as soon as possible, as we in turn have to inform the Local Health Authority.

Head Lice

Like all schools, we suffer from the misery of headlice infections from time to time. Up to date information about how best to treat infection is always available from your school nurse or local pharmacist. Please make every effort to check and comb your child's hair on a regular basis – this is the best preventative measure we know of. We would also encourage you to tie long hair into a pony tail. If a member of staff notices that your child has eggs or lice, we will have a discreet word with you at the end of the school day. Should several cases be reported in a class, we then send out a general warning letter.

Feeling Unwell

If your child is suffering from an upset stomach, has been or feels sick, has a cold or temperature, or appears to be going down with something, please do not send them into school. Children should not return to school until 48 hours after their last episode of sickness or upset tummy. A quiet day at home gives them a much better chance of getting back to health than trying to get through a day at school. Classrooms give germs ideal conditions to spread to other children (as well as teachers!).

Children who become unwell during the school day are sent to the school office to be quietly supervised. We make every effort to contact you so that you can collect your child.

Children should only return to school once they are better and able to participate fully in the school day. Requests to stay in at breaktime or to miss P.E. cannot generally be accommodated. Unless agreed in advance with the Headteacher, or a letter is received from the child's doctor, all children will be required to take part in P.E. lessons, including swimming.

GETTING INVOLVED IN SCHOOL

At Meole Brace Primary we are keen to encourage parents to become involved in the school on an informal or formal basis. We feel that children can only benefit if there are good relationships between home and school, and all members of staff are keen to promote this. There are several ways for you to become more involved in the life of the school:

The Friends Association

The Friends are volunteer parents and carers who meet about each term to plan events for all the children and their parents of our school. These meetings last approximately one hour and are often followed by informal chats which help parents and carers to get to know each other. We very much appreciate all that the Friends do for our school and the fantastic sums of money they give to the school as a result of their fundraising events.

The Governing Body

The Governing Body plays a major role in the organisation and direction of the school. There are meetings of the whole Governing Body each term, and several sub committee meetings. There are four positions as Parent Governor and we do have a vacancy at this time. A notice for a nominations will be sent out in September 2016, but please do let us

know if you are interested in becoming a Governor. Governors do need to be able to devote a considerable amount of time to their role, but it can be a very fulfilling one.

Volunteering

We have many opportunities for volunteer helpers in school. Parents help with sporting activities, gardening, reading and the library and accompanying children on school visits. This can be on a regular or irregular basis, and we are always pleased to have any suggestions from parents about things that they can offer to do. Our regular newsletters usually contain our latest appeals for help or materials.

Parents who come into school to volunteer are required to complete a volunteer DBS check.

Home School Agreement

We have a Home / School agreement, which is reviewed by the Governing Body every three years. This is offered to all parents and children at the school to sign and return and is an important way of us working in partnership with you. The school's behaviour code is an important part of our work with children at the beginning of each new school year. Please refer to Appendix 6 for a copy of our current Home / School Agreement.

Contact with School

Parents are very welcome to come into school and talk to class teachers, the Headteacher or other members of the school staff. We make every effort to be available at the beginning and end of the school day, and class teachers or teaching assistants are generally in their classrooms from 8:50a.m. to 9:00a.m. and from 3:05pm to 3:10pm if you would like a quick chat. If you would like to talk to staff for longer, please arrange this with the member of staff concerned, or make an appointment through the office. Staff are always happy to contact parents by telephone at the end of the school day, or at lunchtime, if this is possible.

Please don't hesitate to contact us, no matter how small your concern may appear to you. A five minute chat is often all that it takes to clear up misunderstandings and put minds at rest.

Parents' Meetings

Parents' meetings are held every terms. We offer a choice of two dates, with afternoon and early evening appointments. Parents are given a timed, 10 minute individual appointment where they are able to discuss their child's progress with the class teacher. Children's work is available for parents to look at, either before or after the appointment time.

Parents with Disabilities

If there is any way in which we can help you to enter fully into the life of the school, or to access information about your child, please let us know. The front and back entrances to the school, as well as access into the hall, are fully ramped. We can arrange for large print information, easy access, or seating for events and would be happy to help in any way we can.

Letters and Newsletters

Our weekly newsletter is put onto our website on a Friday afternoon in the 'virtual office' page. The current newsletter is on a password protected page to ensure that our safeguarding policy is adhered to. The newsletters are then moved to another page on the website and so you can view the whole terms news. The newsletter gives up to date information about forthcoming school events and celebrations. We also have a text messaging service for additional changes to events and reminders.

Individual year groups, classes or sports teams may also be given letters that are specific to them. Curriculum information is held published on the website. Please look under the class pages and the curriculum page.

We make every effort to try to ensure that our letters get to you, but "pupil post" is not always very reliable, unless bags and pockets are regularly checked! If you have more than one child at school, letters will generally be given to the eldest child to bring home. Teachers keep copies of letters for children who are absent on the day they are given out. Letters are also placed in a file held in the main office.

We are moving towards e-mailing parents and carers letter, we do keep our website up to date so please take a look at this for further dates during the school year.

Complaints

We encourage parents to contact the school directly with any concerns or complaints, and in the first instance to raise them with the class teacher or Headteacher (or Deputy Headteacher) as appropriate. By making us aware of your concerns, we will be able to discuss ways to resolve any problems and hopefully put your mind at rest, thus preventing minor concerns becoming complaints. You will also be helping us to further improve our school. We have a compliments and suggestion box in the main reception area for you to place any suggestions. Further guidance about making a complaint is found under Appendix 7.

Translation Service

We are pleased to be able to arrange for interpreters and /or translation of any school document. Please contact us to arrange this.

Copies of all documents referred to in this booklet, are available for parents to inspect at any reasonable time. If you wish to see any of them, please make an appointment through the school office. The information contained in this booklet is correct at the time of printing, but it is possible that changes may occur throughout the year. Parents are informed of changes, should they occur, through newsletters or general letters.

Our most recent Ofsted Inspection took place in November 2019. A copy of the report is available from the school office or can be found at www.ofsted.gov.uk.