



THE BRAMPTONS PRIMARY SCHOOL



Dear Parents

Welcome to The Bramptons Primary School. We are delighted that you have chosen our school for your child and hope that this prospectus will give you a flavour of the life and work of the school. Please keep this booklet for referencing back to as this should help in the smooth day-to-day running of the school.

Your child is coming to us in the most formative years of his/her life. We aim to make the relationship between home and school a close partnership that continues the process, already begun, of providing the best possible life chances for all our children by enabling them to become a whole person who is a mature, well educated and responsible adult.

In February 2010, OFSTED said of our school:

"Pupils are eager to learn."

"Throughout the school, relationships between staff and pupils are good. Teachers' subject knowledge is strong. Teachers question pupils effectively to test their understanding and extend their learning."

"All pupils are looked after and cared for well. The safety of pupils is a high priority and health and safety procedures are carried out regularly and systematically. At the time of the inspection all safeguarding procedures were fully in place. Pupils say they feel safe and know who to speak to if they have a problem. They are aware of bullying in the past but believe it is dealt with effectively when it occurs. There are good links with the feeder secondary school and this ensures that transition arrangements run smoothly. Pupils who experience emotional or learning difficulties are supported sensitively and effectively, enabling them to take a full part in all activities. This support is enhanced by the school's strong links with outside agencies."

This reflects our conviction that every child is special and deserves to achieve their full potential. We aim to provide a happy, safe and caring environment where children are given a wide range of well balanced, stimulating learning opportunities. The success of this depends of good communication between home and school and we hope you will always feel free to come in and see, at first hand, the way in which we provide for the social, academic, physical and emotional development of all our pupils.

The staff and Governors are committed to making your association with the school a positive and supportive experience and your child's involvement a rewarding and enjoyable period in their education and development.

Martin Adamson (Head Teacher)

Barbara Mellish (Chair of Governors)

**The Bramptons Primary School
Harlestone Road
Chapel Brampton
NORTHAMPTON
NN6 8AW**

Telephone: Northampton (01604) 842078

Head Teacher: Mr M Adamson

Chair of Governors: Mrs Barbara Mellish

Age Range: 4+ to 11 years

Pupils are welcome to arrive at school at 8.45am in time for the bell which rings at 8.50am.

The Bramptons Primary School is situated in Chapel Brampton. It is a small school (50 pupils on roll) in grounds which include a playground, a small football pitch and a conservation area. We are proud of the close family ethos we have from being a small school and work hard to retain this as the school gradually grows.

The school's catchment area is principally the villages of Church and Chapel Brampton. However, the school is pleased to attract a growing number of children from a number of surrounding villages as well as children from the outskirts of Northampton whose parents prefer the many benefits a village school education can offer.

At the Bramptons Primary we are committed, not only to excellence of Education, but also to providing the most caring atmosphere for our individual children. We share with you the wish that your child achieves the very best of which he or she is capable. We aim to help your child to grow up to be happy, hardworking and to behave in a socially acceptable manner.

Welcoming, nurturing, inspiring, challenging: building our future together through learning.

Welcoming - we believe that The Bramptons Primary School should:

- Be a friendly, open place where parents, children, staff, Governors and members of the wider community feel able to come in when they need to and are comfortable from the moment they walk in the door.
- Have an ethos that values everyone equally and recognises that each of us has an important role to play in the growth and development of our school community.

Nurturing - we believe that The Bramptons Primary School should:

- Provide a caring environment where the various needs of the individual are taken seriously and where everyone feels supported by the wider school community.
- Provide opportunities for all learners to develop as individuals in a rounded holistic way. This demands a high quality rounded curriculum for the children whilst ensuring that the adults involved with the school are encouraged to develop their professional expertise.
- Encourage individuals to take responsibility for themselves and for others.
- Value and celebrate the vast array of achievements of the members of the school community.
- Encourage everyone to recognise the contribution they can make to the wider community along with the rights and responsibilities that go with that.

Inspiring - we believe that The Bramptons Primary School should:

- Ensure everything is done to a standard of excellence that encourages others to strive to achieve the very best that they can do.
- Develop a curriculum that is up to date and relevant to today's learners, building upon and linking in with children's existing interests and expand upon this to fire their imaginations.
- Look to the future by making the most of new technologies, using the many forms of ICT as everyday tools.
- Make the most of the idyllic setting of the school by using the outdoor environment as much as possible and everyday in Foundation Stage.
- Have an emphasis on fun and laughter.

Challenging - we believe that The Bramptons Primary School should:

- Ensure all learners are constantly challenged to do their very best in every facet of their life in school.
- Be ambitious in all it does.
- Place an emphasis on independence, problem solving and thinking skills to the future equip children with the skills they will need in the future.

Build Our Future Through Learning - we believe that The Bramptons Primary School should:

- Understand that learning (not teaching) is the core business of the school. Anything in school that doesn't support learning in some form should be questioned.
- Recognise that consistent high quality learning experiences now are a key factor in maximizing children's opportunities in later life.
- Recognise that we are all learners in one way or another.
- Recognise that learning is more than academic achievement in the core curriculum. Achievements in the arts, humanities and sports should be valued just as highly as should personal development, social skills, cultural awareness and an understanding of our role within our communities.
- Recognise that achieving and maintaining high standards are the corner stone of a happy, thriving, successful school.

ADMISSION ARRANGEMENTS

Reception

The Bramptons Primary School's designated catchment area is the villages of Church and Chapel Brampton. However you don't need to live in this area to apply for a place at the school and a great number of our children come from other villages or from outskirts of Northampton, particularly Kingsthorpe; some travel in from further a field than that.

Each year The Bramptons can admit a maximum of 12 children into Reception. Children normally join the school in the September that precedes their 5th birthday (in other words they need to be 4 years old on or before August 31st). The Local Authority administer the application process but prospective parents are still encouraged to put their name down on the informal list we keep within school as we can then ensure that they are invited to the open days we normally hold and are sent an application pack when they become available in the Autumn term. Prospective parents are welcome to visit the school at any time during the year and it is not unusual for parents to make more than one visit – these can be arranged by phoning the school.

The LA (Local Authority) makes every effort to meet parental preferences, but occasionally more requests for admissions are received than there are places available. In these circumstances, priority will be given in the following order:-

- To children who live in the villages of Church and Chapel Brampton which are our designated catchment area.
- To children who have brothers and sisters at the school at the time of admission of the younger child.
- Distance from the school to the child's normal home address.

We understand that starting 'big school' is a huge step in a child's life and that this can be quite difficult for some of them. We also recognise that a good start to school can be crucial in determining how successful a child is going to be during their formal education. We therefore run a comprehensive induction process through the Summer Term where the children starting in September are encouraged to come in and spend a series of mornings or afternoons with us. This is preceded by a meeting for parents where the full details of these days are explained.

When they start in September, children usually start on half-days for the first few weeks. Most children begin attending full time around the October half-term.

Admissions during the school year or to other year groups

We frequently have children who join the school during the course of the academic year and welcome applications at any time. The only reason a child would be refused a place at the school would be if there were no places available in the relevant year group.

Children with disabilities

As an inclusive school, The Bramptons warmly welcomes children with disabilities. One of the advantages of being a small school is that we can readily adapt to the needs of individual children to ensure that their needs are fully met. When a child with a disability is allocated a place at The Bramptons the Head Teacher and SENCO will meet with the parents and child to discuss what arrangements need to be put in place. If required specialist support will be sought from within the LA.

During the child's time with us, the SENCO will regularly monitor academic data to ensure good progress is maintained. Curriculum planning will be done in such a way that every child is included in a way that is as natural and normal as circumstances allow. Children with disabilities will take a full part in activities such as shows and trips.

The school is on a single height level with good access to all areas. There is no disabled toilet at this stage but the school intends to include one as part of the next piece of extension work. The disability action plan and access plan are included as an appendix to this document.

Appeals

Parents who do not get their preferred place can appeal the decision. Details of this process are available from the Schools Admissions Team:

http://www.northamptonshire.gov.uk/Learning/Parents/info_parents.htm

Transfer to Secondary School

The Bramptons Primary School is part of the Moulton Cluster of schools, and the majority of pupils transferring at the age of 11 go to Moulton School. However attendance at The Bramptons does not guarantee a place at Moulton School at 11 years of age.

The transfer process to secondary education is also administered by the LA and The Bramptons has no role or influence in this procedure other than to distribute documentation on behalf of the LA. We can help with factual information and can assist in checking that documentation is completed correctly but we can not offer advice on which school would best suit your child.

THE SCHOOL DAY, ATTENDANCE and HOLIDAYS

School Times

School Hours:	8.50am to 3.15pm
Lunch:	12.00 to 1.15pm R, Yr1 and Yr2 12.15 to 1.15pm Yrs 3, 4, 5 and 6
Break:	10.15am - 10.30am

A punctual start to the school day is vital in helping children maximise their learning. Parents are therefore asked to ensure that children arrive at school in plenty of time. This will mean that they don't miss out on anything and it prevents other children being disturbed. There is also a legal requirement that parents ensure their children attend punctually.

Attendance

At The Bramptons, parents have traditionally been extremely supportive in ensuring that their children attend school everyday. This is essential if children are to maintain a consistent rate of progress.

However it is inevitable that children will require some days off due to illness, medical appointments and other commitments. If an absence is known about in advance then please inform the school in writing beforehand – a note to the class teacher is usually sufficient.

In the case of an unexpected absence (e.g. illness) then please inform the school by telephone on the first morning of absence (from 8.00am) and then confirm this in writing when your child returns to school.

As part of our commitment to Child Protection we operate a First Day Check system. This means that if a child is absent and we have not received notification by letter or phone, we will contact parents to ensure the child's safety if it is the first day of absence.

If you need to collect your child during the course of the school day, please send a note outlining the arrangements you have made. On collecting your child please ensure that you have signed them out in the book kept in the school office.

Family Holidays

Some families, for exceptional reasons, wish to take a holiday during term time. We discourage this as a prolonged absence can have a serious impact on the continuity of a child's education and the assumption should be that such requests will not be authorised unless it can be demonstrated that the family have no option. Should such an absence be necessary, parents need to fill in a holiday form available from the School Office. Authorisation for this is at the sole discretion of the Headteacher and there is no right of appeal. 10 days holiday (2 school weeks) per academic year is the maximum that can be authorised.

Lateness

Children who are late for school (arriving after 8.55am) should enter through the front door and report to Mrs Quick in the office so that they can be signed in.

The regulations surrounding the registration process means that lateness is automatically recorded as an unauthorised absence by the system unless it is due to a medical appointment or a similar understandable reason.

Authorised and Unauthorised Absences

Any absences that are not authorised in the ways outlined above will be recorded as *unauthorised*. The number of authorised and unauthorised absences for your child will be detailed each year in their Annual Report, as will the number of occasions on which they were late for either the morning or afternoon sessions. Absences are recorded in half days (so 1 full day off will be recorded as two absences).

CURRICULUM AND SCHOOL ORGANISATION

School Organisation

At present, the school is arranged into 3 classes:

Class 1 -	Reception, Years 1 and 2
Class 2 -	Years 3 and 4
Class 3 -	Years 5 and 6.

In all schools the work children cover is largely determined by what 'stage' they are in.

- Children in Reception (aged 4 to 5 years) are in the Foundation Stage which starts in pre-school and continues through their first year in Primary.
- Children in Years 1 and 2 (aged from 5 to 7 years) are in Key Stage 1
- Children in Years 3, 4, 5 and 6 (aged from 7 to 11 years) are in Key Stage 2

The Curriculum

At The Bramptons we recognise that learning is the core business of the school. We aim to provide a broad-based curriculum which promotes the intellectual, moral, spiritual and physical development of our children as a preparation for life in the community. Our curriculum is planned to meet the Programmes of Study set out by the National Curriculum and to support the five outcomes of Every Child Matters which says that every child should have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We seek to do this in a dynamic and engaging way so that children are motivated to give of their best at all times. This means that we take a flexible approach to time tabling the curriculum and will often teach lessons or topics that cover several curriculum areas at once. It also means that teaching might well take place out of the classroom or alongside children from different classes. The style of learning also reflects the age and ability of different children.

Foundation Stage

"Children thoroughly enjoy the opportunity to take part in the wide range of learning experiences. They settle quickly to their work and are keen to engage adults in conversation." OFSTED 2010

Children in Foundation Stage follow a different curriculum to that followed by children in Key Stage 1 and 2. Their curriculum has been carefully designed to give children the skills they need before they embark on their more formal education. It is also intended to give children a love of learning that will stay with them for life.

Most children in Foundation Stage will spend a large amount of their time being active, choosing what they want to do and pursuing their own ideas. However this is all done under the supervision of the class teacher and other experienced staff who are experts in carefully directing these activities so that the children are constantly taking on new challenges and acquiring new skills. Throughout their time in Reception children will have some more

formal times and these increase in number as the year progresses and as each child shows that they are ready for a more structured approach to learning.

The curriculum in Foundation Stage is divided into six areas of learning. These are not subjects that are taught in a discrete way but are simply ways of identifying the key skills the children need. In any single activity, the children may be working on and using skills from any or all of these areas. They are:

- Foundation Stage – 6 areas of learning:**
- Communication, Language and Literacy
 - Personal, Social and Emotional Development
 - Mathematical Development
 - Creative Development
 - Physical Development
 - Knowledge and Understanding of the World

Key Stage 1 and 2

Children in Key Stages 1 and 2 follow the Programmes of Study set out in the National Curriculum as well as a few subjects that are not in that document, but are part of a child’s entitlement. These are:-

- The Core Curriculum**
- English (sometimes referred to as Literacy).
 - Maths (sometimes referred to as Numeracy)
 - Science
 - ICT
- (These are the subjects which are at the heart of the curriculum and upon which learning in all other areas is dependent. They are therefore the areas that take up the majority of the timetable.)*

- The Foundation Curriculum**
- History
 - Geography
 - Music
 - Art
 - PE
 - Design and Technology

- Subjects that have to be taught but are not part of the National Curriculum**
- RE
 - PSHE and Citizenship
 - Modern Foreign Language (in Key Stage 2 only)*
- *Currently French is taught in Y3 and 4 while Y5 and 6 learn Spanish*

Assessment

Assessment is an on-going process that teachers are constantly engaged with. It can vary from informal observations of children, structured conversations, marking of work, targeted questioning as part of a discussion in class and formal tests.

Children are also encouraged to assess their own progress and are helped to acquire the skills they need to do this. Through this process the child and the teacher identify targets that he or she needs to work on in order to make further progress. These targets are shared with parents at the consultation evenings that take place in the Autumn and Spring terms and they also form part of each child’s annual report.

Pupil’s annual reports are sent out in early July each year. They record progress in each of the curriculum areas and, if necessary, will highlight why progress has not been as good as it might have been. Children in Years 2 and 6 also receive their end of Key Stage assessment data – assessment data for children in other years is available on request.

Special Needs

The School has a Special Needs Policy in line with the 1993 Education Act and the 2002 Code of Practice. We recognise that all children have their unique needs but most of these can be met through careful planning and high quality teaching. However there are some children who need a more individualised approach and this could be for a variety of reasons – some children have emotional problems or have difficulty settling into the school environment, some generally find learning a challenge whereas others are very able and need their own curriculum to enable them to maximise their full potential. The policy of the school is to identify and provide for those with special needs at both ends of the spectrum. For those children identified as requiring additional help and support not available within the school, the LA has established a team of more highly trained personnel. We can call upon this team to help and advise us.

Religious Education

At the Bramptons, we believe that Religious Education is a vital part of a child's all round development and understanding of the world around them. The RE curriculum is set out in the Northamptonshire Agreed Syllabus – a document which was written by and accepted by representatives of different faith groups. The majority of the RE curriculum looks at aspects of Christianity but there are detailed studies of other faiths as well as units that draw on examples from a variety of faiths. In our RE we seek to recognise both the similarities and differences that exist between different religions and to celebrate the way this enriches our society.

Collective Worship

Assemblies take place each day within our school. Whole school assemblies are prepared and led by the Headteacher and/or other members of staff. In preparing each assembly, the need for both the spiritual and moral development of your child will be taken into account.

Our school is made up of a rich variety of traditions and backgrounds. Your child will be encouraged to contribute appropriate skills and gifts in the spirit of offering and sharing, through class assemblies. Through this process we aim to develop a sense of awe within children as they reflect on the richness of the world in which they live. We also encourage them to ask questions and seek answers as they begin their own spiritual journey.

Right of Withdrawal

Parents have the statutory right to withdraw their child from all, or aspects of, RE and Collective Worship. Should any parent wish to exercise this right they should express their intention in writing to the Headteacher. Pupils who are withdrawn will be found appropriate, alternative work to do in a different part of the school.

Moral, Spiritual, Social and Cultural Development

Our curriculum is planned to go beyond just the academic subjects. The spiritual, moral, social and cultural (SMSC) development of the individual is a vital aspect of children's education. SMSC development happens throughout the school day and seeks to deepen children's awareness of these areas. We encourage children to consider their own responses to various situations and to think about how other people might respond differently and what we can learn from this.

After School Provision

The school aims to provide a variety of sporting opportunities that go beyond the requirements of the National Curriculum. We aim to introduce and develop skills and knowledge of sports to enable each child to appreciate the value to health and the importance of team spirit and working together. The PE and Games curriculum is supported by additional activities that often take place after school.

This year we have played football and Tag-rugby against neighbouring schools and we are looking forward to further events later in the year. We also have an after-school Sports club, a homework club and Hotshots basketball at lunchtimes.

At the moment it is not possible for us to run a full after school club as there are no provides willing to work with the small numbers we have. We are actively looking for ways to resolve this as we understand that this is an important requirement for many parents.

The Moulton Primary School cluster has put together a small directory of people and organisations that can provide some form of out of hours care and a copy of this is available from the office upon request.

Health and Safety

The welfare of all children is of paramount importance to us. Staff and Governors have written a Health and Safety and Security policy in line with current Health and Safety regulations for the school. All precautions are taken to ensure a safe, secure and healthy working environment for pupils and staff.

We aim to develop awareness of the need to care for our bodies, physically as well as through diet, and the importance of healthy personal habits. We aim to promote an understanding of the way in which our bodies work and ways in which we might promote good health.

Children in Years 5 and 6 are taught first aid by the St John Association.

Sex Education and Drugs Education

Sex and Relationships education takes place throughout the children's time at The Bramptons. The emphasis for most of that time is on relationships as they are the framework upon which the educational process is built. We wish for adults and children alike to form relationships based on trust and integrity, love and concern: relationships which are crucial to the individual's growth and maturity.

We live constantly with people, and we learn and grow in relationships with others. We promote the principle that sexual relations should be reserved for warm, stable, long term adult partnerships. We also believe that if children are to develop healthy attitudes to sex, then sex education needs to be integrated into the rest of learning.

The primary role of educating children in personal and social formation, including sex education, lies absolutely with parents.

The school has a complementary role in supporting the parents by putting across appropriate information within the school curriculum and at those times when due opportunity occurs. Ideally, parents and teachers will work in partnership to promote the growth of the child towards a gradually more complete understanding of the nature and purpose of sexual relationships.

- Sex education does not stand alone but is an extension of the work covered on relationships throughout the curriculum.
- Questions asked by the children will be answered as simply and directly as possible, with the child being encouraged to consult its parents.

At different stages in Key Stage 2 children undertake a structured programme of sex education. The key principal that we apply is that where ever possible children should learn about these issues before they experience them. To that end we start our programme with children in Years 4 and/or 5 where puberty and menstruation are covered. Sexual intercourse and the development and birth of a baby form part of lessons in Year 6.

These sessions are led by class teachers and representatives from the School Nursing service. We feel it is important that children are able to ask questions of someone they know and trust and it also allows for further discussion to take place at a later date should that be appropriate.

Our principal resource is Living and Growing, published by 4Learning, and consist of a video with accompanying worksheets. If parents wish to review these they should approach Mr Adamson. Parents will be informed in writing before these structured sessions take place.

Please note that parents have the statutory right to withdraw their children from those aspects of Sex Education that fall outside the statutory Science curriculum. Any parent wishing to exercise that right should express their intention, in writing, to the Headteacher.

Equal Opportunities

We strongly believe that all our children should have equal opportunities to learn and develop whilst they are at The Bramptons Primary School. As such, no child will be denied the chance to take part in any school activity on the basis of gender, culture, race or religion. The curriculum of the school is designed at every stage to provide equal opportunity and access for all.

We are also aware of the need for constant vigilance in this area and welcome constructive feed back from parents regarding this important area.

Discipline

We believe that good behaviour and discipline are essential to successful teaching and learning. Our expectation level of behaviour in and out of school is high. The children are expected to maintain standards in their personal behaviour level and in their behaviour towards others.

There is an agreed scale of responses to poor behaviour that range from verbal warnings to individual behaviour plans agreed with parents. The school will involve parents at different stages of the process as and when it is deemed to be appropriate.

BULLYING is not tolerated under any circumstances. Bullying is understood to be any situation where there is an **on-going, deliberate** and **targeted** attempt by an individual or group to hurt, upset or intimidate another person. Any allegation of bullying will be investigated and dealt with by the Head Teacher. Parents are involved where this is considered appropriate but all such instances are reported to parents.

One off incidents of intimidatory behaviour are not regarded as bullying but are considered to be serious nevertheless and will be dealt with in line with the school's behaviour policy.

INSPECTION

Like all schools, The Bramptons will be the subject of inspection by the Office for Standards in Education (OFSTED). The purpose of inspection is to identify strengths and weaknesses so that schools may improve the quality of education they provide and raise education standards achieved by their pupils.

The last inspection was in April 2007 and the report can be accessed at:

www.ofsted.gov.uk

ADDITIONAL INFORMATION

Uniform (This is available from The National Schoolwear Shop in Abington Square)

Boys: White shirt, long or short grey trousers, royal blue sweatshirt (with logo).

Girls: White blouse, grey skirt, tunic or trousers, royal blue cardigan or sweatshirt (with logo). A blue and white gingham dress may be worn in the summer term.

P.E. Kit

Boys: White T-Shirt, royal blue shorts, plimsolls and football boots. A tracksuit may be worn when needed for outdoor work.

Girls: White T-Shirt, royal blue shorts and plimsolls. A tracksuit may be worn when needed for outdoor work.

Please note that tracksuits are not suitable for work on apparatus.

Swimming Kit (Key stage 2 only)

Boys: Swimming trunks, swimming hat and towel.

Girls: **One-piece** swimming costume, swimming hat and towel.

Please NAME all articles of clothing.

P.E. Kit should be kept in a drawstring bag.

Waterproof Book Bags to keep reading books clean and dry are provided by the school.

Jewellery

If a child has pierced ears ONLY STUDS should be worn in the interests of health and safety – no hooped or dangly ear-rings are acceptable and children will be asked to take them out if they come to school wearing them.

No ear-rings of any form can be worn for PE. Children should only wear stud ear-rings if they are able to both remove and replace them themselves.

No other jewellery should be worn to school.

Children can wear a watch if they want to.

Lunch And Breaktime Snacks

Currently we do not have the capacity to provide hot dinners although we are planning to review this position in the near future. Most children bring a packed lunch which they eat with the rest of the school in the hall. A few children go home at lunchtime. As a Healthy School we strongly encourage parents to provide their child with a well balanced meal. Sweets and chocolate should not be included as part of the lunch.

Key Stage 1 children are provided with a fruit snack for morning break. Key Stage 2 children may bring their own snack which should be a piece of fruit, a cereal bar or a similarly healthy alternative

Car Parking

Parents are encouraged to use the car park up by the field and to avoid parking on the main road if at all possible as this can be quite dangerous as passing cars are forced to overtake in limited space. If the car park is full, parents should park on Great Close opposite the school. Parents are reminded that it is an offence to park on the zigzag yellow lines or within 10 metres of a junction.

LIST OF STAFF AND GOVERNORS

MEMBERS OF STAFF

	Head Teacher	Mr M Adamson
	Teaching Staff	Mrs Foster Mrs L Hunter Mrs R Walker-Green
Support Staff		
	Teaching Assistants	Mrs R Nichols Mrs H Stanton
	Lunchtime Supervisors	Mrs P Nickels Mrs P Winterburn
	Bursar	Mrs J Quick
	Caretaker	Mrs J Macmain

GOVERNORS

Chair	LA Governor	Mrs B Mellish (Chair of Standards)
Vice-chair	Parent Governor	Mrs J Schumacher (Chair of Community & Safeguarding)
	Parent Governors	Mr S Kilby Mrs K Brades (Chair of Finance) Vacancy Vacancy
	LA Governor	Mrs D Hart
	Staff Governors	Mr M Adamson Mrs L Hunter Mrs J Macmain
	Community Governors	Mrs H Popham Mr J Hickman
	Associate Governor	Mrs E Cooke

One full Governors meeting is held each term (six per year) and each year the Governors update the School Profile each year. This is an on-line document that summarises the Governor's view of the school. It can be accessed on:

<http://schoolsfinder.direct.gov.uk/9282012/overview/>

ACCESS TO INFORMATION

PUBLIC ACCESS TO DOCUMENTS AND INFORMATION IN LEA MAINTAINED SCHOOLS

Regulations 5(5) and 6 of the 1981 Information Regulations require Head Teachers to make available information about the items listed below, and contain provisions about access to up-to-date copies of the relevant documents which are:

- The LA's statement of curriculum policy and, where it exists, the governing body's statement of curriculum aims.
- Any statutory instruments (including statutory orders for National Curriculum subjects), Circulars and administrative memoranda relating to powers and duties and Chapter 1 of the Education Reform Act 1988 (The Curriculum) which are sent to schools by the Department of Education.
- Any published reports of Her Majesty's Inspectorate of Schools which refer expressly to the school.
- Any schemes of work currently used by teachers in the school.
- Any syllabuses followed, whether for public examination or otherwise.
- A full copy of the arrangements for the consideration of complaints about the school; curriculum made by the LA, and approval by the Secretary of State under Section 23 of the Education Reform Act.
- The LA's agreed syllabus for Religious Education.

OPEN ACCESS TO RECORDS

The LA has introduced the policy of schools keeping Pupil Profiles and Records. An LA folder is opened for each child admitted to the school. The folder, which will be added to and reviewed annually, will also be passed to the child's next school, including secondary level.

The folder will hold the following information:-

1. Name, address, date of birth etc.
2. Information concerning the child's personal circumstances
3. Reports and records of the child's achievements.

It is the LA's policy to provide open access to all records of pupils and employees. Parents may, therefore, if they wish, ask to see their children's records by appointment with the Head Teacher. Records will be confidential to all except those who have rightful access to them.

INSURANCE - PERSONAL ACCIDENT

Parents should be aware that there is no universal personal accident cover for school children. Special arrangements are, however, made in this respect for school children involved in "work experience" activities. Because it has no insurable interest, the Council's policies cannot extend to cover pupils engaged on educational visits, school journeys etc, although the general liability policy protects the Council against the consequences of actions brought against it on behalf of pupils. Insurance is normally taken out by schools for visits abroad and also for visits in this country involving an overnight stay. Parents are advised to check with the Head Teacher for more detailed information. Parents are, of course, at liberty to take out insurance on an individual basis should they want additional cover for their children.

CHARGING POLICY FOR SCHOOL ACTIVITIES

We have adopted a policy on charging for school activities that reflects the conditions set out in the Education Reform Act 1988. Broadly, this states that education in school is free. The school may ask for voluntary contributions to cover the cost of educational visits. If the total amount of contributions does not cover the cost of the visit then the visit will not normally take place.

COMPLAINTS PROCEDURE CURRICULUM AND RELIGIOUS WORSHIP

This document is available for inspection at all schools maintained by the LA, Public Libraries and Education Offices. A copy will be given, if desired, to any person wishing to make a complaint under these arrangements and the LA will provide a copy of the information in languages other than English, if requested to do so. A copy of the Circular of Guidance issued by the former Department of Education and Science (DES1/89) will also be made available for inspection. A charge of £1.00 will, however, be made for copies of the Circular which complainants may wish to retain.

The school also subscribes to the LA scheme for resolving general complaints which may be made against the school, for example, in relation to school rules or policies. The school will always try to resolve difficulties or complaints at the earliest possible stage through discussion between teachers and parents or head and parents. Occasionally it may be necessary to refer a matter to a small sub-committee of Governors, if it cannot be settled by members of the teaching staff.

Should it still prove impossible to resolve the complaint following consideration by the governors, it can be referred to an independent panel set up by the LA and consisting of County Councillor, a governor and a parent, none of whom would have a connection with the school or the complainant. The members of the panel would be advised by a senior officer and would all have received training in, or have had previous experience of, the working of appeals committees.

The complainant (or representative) and the school will be able to put their case and would seek to reach a prior agreement to accept the findings of the independent panel.