



2000-2001
2001-2002



Investors In People



Achieving Individual Success Together

Headteacher: Mrs. Hilary Walton

Chair of Governors: Nigel Burt

**A very caring and supportive ethos results
in happy pupils who clearly love their school
(OFSTED October 2006)**

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WELCOME TO REDLAND PRIMARY SCHOOL

Dear Parents/Carers

The staff and I look forward to working with you and your child and to forming a close working relationship based upon trust and co-operation.

We work constantly to create and sustain a caring school community in which children can feel happy and secure. We know that by providing a rich, stimulating and relevant learning environment, we are creating the foundation upon which all future achievements will be built.

The years your child will spend with us are of enormous importance. They are not merely a period of preparation for the next educational stage, but a precious time, a time for the nurturing of the whole child into a confident and independent learner.

We look forward to sharing this with you.

Yours sincerely

Mrs. H. Walton
Headteacher

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SCHOOL BACKGROUND

Redland School was built in 1973 and was opened on the 8th October by the TV presenter John Craven.

Primarily it was designed as an open plan school, over recent years it has undergone significant changes. Due to an increase of pupil numbers several extensions were added enabling the school to convert the teaching areas into classrooms.

Redland is one of ten primary schools in Chippenham and within a rural location and is surrounded by villages with primary schools.

On our school site we have Redland Nursery which was established in 2003 - through Barnardos and Sure Start.

OUR SCHOOL

The school is comprised of nine classes and currently has 288 pupils on roll with the age range of pupils from 4 to 11.

Our Headteacher is Mrs Hilary Walton who has held this post for 12 years. We have 46 members of staff, 8 full time teachers and 4 part-time teachers, 1 Headteacher, 19 teaching assistants whose hours vary from 10 to 25 hours, 9 Mid Day Supervisory Assistants, 3 cleaners, 2 office admin staff.

School Staff 2009-2010

Whole School Responsibilities

Headteacher:	<i>Mrs. Hilary Walton</i>	<i>Child Protection</i>
Deputy Headteacher:	<i>Mrs. Loo. Francis</i>	
Senior Teacher:	<i>Mr. John Smith</i>	
<u>Classes</u>		
<i>Wrens</i>	<i>Miss Joann Chambers</i>	<i>Early Years Co-ordinator</i>
<i>Owls</i>	<i>Mrs Joy/Mrs Lord</i>	<i>MFL</i>
		<i>Religious Education (R.E)</i>
<i>Robins</i>	<i>Miss Lucy Waldron</i>	<i>Geography & History</i>
<i>Starlings</i>	<i>Mr. John Smith</i>	<i>Staff Induction/Literacy and</i>
		<i>KS1Co-ordinator</i>
<i>Puffins</i>	<i>Mr. Patrick Vincent</i>	<i>P.E/PSHE</i>
<i>Nightingales</i>	<i>Mrs. Rebecca Rolfe</i>	<i>Science and Art</i>
<i>Buzzards</i>	<i>Mr. David Lee</i>	<i>ICT/DT</i>
<i>Kingfishers</i>	<i>Miss Keates</i>	<i>Maths/ Music</i>
<i>Falcons</i>	<i>Mrs. L Francis</i>	<i>Assessment/ KS2 Co-ordinator</i>
<i>Mrs. Sara Dagger</i>	<i>Part time Special Education Needs Co-ordinator/ Child Protection/Gifted and More Able</i>	
<i>Business Manager</i>	<i>Mrs. Linda Paynter</i>	<i>Admin. Assistant Mrs. Fran Bowling</i>
<i>Classroom Technician</i>	<i>Mrs. Eileen Burt</i>	
<i>Teaching Assistants:</i>	<i>Mrs. Heather Scoynes</i>	<i>Mrs. Jane Brokenshire</i>
	<i>Mrs. Louise Borman</i>	<i>Mrs. Annette Peake</i>
	<i>Miss Janet Bryan</i>	<i>Mrs. Karen Chittenden</i>
	<i>Mrs. Julia Wright</i>	<i>Mrs. Hilary Fortune</i>
	<i>Mrs. Vicki Watterson</i>	<i>Mrs A Cannon</i>
	<i>Mrs. Caroline Rice</i>	<i>Mrs. Alison Cummings</i>
	<i>Mrs Catherine Harris</i>	<i>Mrs .Stella Harding</i>
	<i>Mrs. Alison Moore</i>	<i>Mrs. Tracy Bennett</i>
	<i>Mrs. Alison Webb</i>	<i>Mrs. Sharon McKenzie-Thompson</i>
	<i>Mrs Jacqui Ellis</i>	
<i>Midday Supervisors:</i>	<i>Mrs. Margaret Mitchell</i>	<i>Mrs. Valerie Fortune</i>
	<i>Mrs. Louise Coles</i>	<i>Miss Katrina Clifton</i>
	<i>Ms. Julie Heath</i>	<i>Mrs Phillippa Bulpin</i>
	<i>Miss Donna Kennedy</i>	<i>Mrs. Vicki Watterson</i>
	<i>Mrs Jane Ind</i>	
<i>Crossing Patrol:</i>	<i>Mrs. Daniele Duprat</i>	
<i>Cleaning Team:</i>	<i>Mrs. Margaret Mitchell (Supervisor)</i>	
	<i>Miss Katrina Clifton</i>	<i>Mr. Jake Mitchell</i>

GOVERNING BODY MEMBERSHIP 2009 - 2010

The Governing Body welcomes children and their families to Redland Primary School.

As well as a lot of practical details, we hope that this prospectus contains information to help you understand the ethos of the school and the way in which we strive to educate your children in the broadest sense. Please let us have your comments about this prospectus, especially if, in a few months time you discover that some important facts have been missed.

Class teachers or the Headteacher can best deal with most of your enquiries. However, if you wish to contact a governor please feel free to do so through the school office.

LOCAL EDUCATION

AUTHORITY GOVERNORS	CESSATION OF OFFICE	SUBJECT AREAS
Deb Magson (Vice-Chair)	February 2010	Early Years
Galit Litvak-Watson	September 2011	Special Needs

STAFF GOVERNOR

Hilary Walton (Head teacher) Child Protection/Personal
Mrs Rebecca Rolfe

PARENT GOVERNORS

Tim Matthews	September 2011	Music
Katherine Oatley	June 2013	Maths
Vacancy		
Vacany		

COMMUNITY GOVERNORS

Nigel Burttt (Chair)	September 2013	DT/ICT
Stephen Billett	September 2012	PHSE/SEAL/PE/Literacy
Sarah Puntis	September 2013	MFL
Meg Gomersall	December 2012	Geography and History

Clerk to Governors: Fran Bowling

Associate Governors: We can appoint A.Gs on the basis they may input their expertise and comments at FGB meetings, or any sub-committee meetings. However they do not have any voting powers.

Redland Primary School Vision Statement

Achieving Individual Success Together

Redland Primary School Children Vision Statement

We all say we can and we do!!

THE AIMS OF REDLAND PRIMARY SCHOOL

We also aim to fulfil all aspects of the DCSF/Government Strategy, 'Every Child Matters'. The 5 major outcomes for the children are:-

- ◆ Being Safe
- ◆ Economic Wellbeing
- ◆ Achieving and Enjoyment
- ◆ Making Positive Contributions
- ◆ Staying Healthy

By meeting these outcomes, as a school we also have 9 Priorities which each teacher displays as evidence in their classroom. These aims & values are:-

- ◆ Valuing Everyone
- ◆ Skills for Life
- ◆ Individual Success & Achievement
- ◆ Stimulation and Creativity
- ◆ Physical Health
- ◆ Emotional Health
- ◆ Safety
- ◆ Breadth & Depth of Learning
- ◆ Intellectual Health

OFSTED REPORT - OCTOBER 2006

Following an excellent Ofsted inspection the following quotes are taken from our final report and highlight our achievements:

- ❖ Redland is a good school. It provides pupils with good quality education. Parents speak very highly of the provision made.
- ❖ Its main strength is the Headteacher's leadership supported by staff and governors sharing her vision for continued improvement.
- ❖ Pupils enjoy their school. Pupils say they feel very safe, are well cared for, and are listened to.
- ❖ Pupils achieve well across the school. This is because of the good teaching and the interesting things they have to do.
- ❖ Pupils' personal development and well-being are good.
- ❖ Teaching is good throughout the school and this enables pupils of all abilities to achieve well and make good progress.
- ❖ Teachers have high expectations and create an atmosphere in classrooms where shared learning is encouraged, helping pupils to learn well and take pride in and enjoy their work.
- ❖ The curriculum is good. It meets the needs of all pupils.
- ❖ The welfare of pupils is central to the work of the school. A very caring and supportive ethos results in happy pupils who clearly love their school.
- ❖ Pupils receive good guidance on how to improve their work and know their learning targets.
- ❖ Leadership and management are good.

We as a school are delighted at such a positive and successful Ofsted Report and are proud of the staff and the dedication and professionalism that they show at all times.

A copy of the full report is available from the office.

REDLAND PRIMARY SCHOOL'S
EQUAL OPPORTUNITIES AND RACIAL EQUALITY POLICY

Our school is determined to provide an ethos and learning environment which challenges gender, ability and socio-economic stereotyping and which genuinely accepts cultural and ethnic diversity as one of society's richest assets. We are committed to a policy of equality of opportunity in education for all pupils. We will endeavour to remove any obstacles which may prevent a child reaching his/her full potential. We believe that all children should be equally valued and their beliefs equally respected.

We understand the particular importance of preparing all our children for life in a world where they will meet, live and work with people of differing cultures, religions, languages and ethnic origins. Recognising the lack of diversity of the cultural and ethnic background of our catchment area, we draw upon the experiences of children who have spent time abroad and enlist the support and expertise of any parents from minority ethnic groups to support the school's curriculum. We are aware that the school is a very powerful source of information, attitudes and opinions for children and recognise the need for all staff to be well informed.

The aims of the school, through this policy, are to:

- Ensure equality of access and opportunity for all in the provision of a high quality education
- Encourage our children to recognise and respect that each society has its own values, traditions and style of every day life
- Promote positive attitudes towards our multi-cultural society by ensuring that children learn to respect diversity and reject prejudices
- Encourage collaborative learning and decision making through group work and class discussion, thus creating opportunities for the extension of personal relationships for all children
- Ensure that where choices are made about the focus of the curriculum, account is taken of the issues of gender and the diversity of pupils' cultural or home experience in order that all children are able to contribute
- Ensure that resources reflect that pupils are living and learning in a multi-cultural society
- Support the development of pupils' personal cultural identity whilst acknowledging that individual needs for recognition will vary.

THE LOCAL AUTHORITY'S (LA) ADMISSION POLICY AS APPLIED TO REDLAND PRIMARY SCHOOL

Our school is only able to admit up to its physical capacity of 9 classes and each year group has an admission limit of 40. There is a legal limit - Infant Class Size ruling of 30 per Key Stage 1 class and as a school we limit 34 pupils to each Key Stage 2 class. If there were to be more requests than the number of places available, places would be allocated in the following priority order:

1. Planned Admission Number (PAN) The Planned Admission Number of 38
2. Date of Admission There is one intake each academic year at the beginning of the Autumn Term starting September.
3. Date of Application Applications for places are to be received by the LA by the cut-off date published annually.
4. Age of Admission Children whose 5th birthday falls between 1st September and 30th April will start full-time school in September. Children whose 5th birthday falls between 1st May and 31st August will start part-time school in September and full-time school in January. As part of the Induction Programme school staff and parents together decide if a child is ready for full-time school before January as part of the induction policy.
5. Compulsory School Age Where a child is offered a place to commence before they are of compulsory school age, parents may opt to defer entry until later in the school year up to the point of compulsory school age.

ADMISSION CRITERIA

6. Where applications for admission exceed the number of places available the following criteria will be applied in the order set out below to decide which children to admit:
 - a. Where there are medical grounds (supported by a Doctors Certificate) for admitting the child or the child is on the 'children looked after' list.
 - b. Those children who have a sibling who will be attending the school at the time of admission.
 - c. Any other children not covered in the previous criteria will be admitted on the basis of the proximity of the child's home to school, with those living nearer being accorded the higher priority. The distance from the child's home to the school will be measured as the safest walking route using pavements of roads shown on the Official Information Map of Chippenham.

Parents have the right to appeal to the LA - the admitting authority - if in the first instance a place is denied.

Parents should apply for FS2 places from approximately mid September-direct to the Local Authority, using their admission protocol.

INTRODUCTION TO EDUCATION

When does Education actually begin?

It is a fact during their first four years; children learn and acquire more skills than at any other time in their life. At this age the influence of home is the most important factor in a children's education and it is you, their parents, who have taught them all they know. But children obviously have much to learn when they start school. **You can help smooth their entry into school by encouraging them to become independent of adult help** in the following areas:

- Undressing, dressing, changing shoes and taking off and putting on their coats.
- Using a handkerchief effectively to blow their nose.
- Going to the toilet and washing and drying their hands carefully.
- Knowing how to hold a book, turn pages carefully and very importantly to love books. Be able to listen to a story.
- Tidying and cleaning away toys and games.
- Playing with other children, learning how to share, taking turns and co-operating with one another.
- Being able to listen to and respond to simple instructions from an adult.
- Be able to talk to an adult about their needs
- Having a regular early bedtime so that they do not get over tired.

If they have the above skills and strategies it will help your child quickly adjust to the routine of school. But, more importantly the class teacher will be released from addressing these skills and so be free to introduce the experiences and skills essential to the curriculum. Our Early Years Booklet has further advice and information for parents of Foundation Stage 1 children and details of our "Drop In" and induction sessions.

Do all children start school in the September before they are 5?

We admit children into the school in the September of the school year in which they become 5. There is however no statutory obligation for children to enter school until the term after they have had their fifth birthday. In line with the LA's recognition of good Early Years practice, we have a **gradual induction of pupils into school during September and in common with other schools, part time provision is offered to the youngest children throughout the Autumn Term. The youngest children who usually have their 5th birthday between April and August will come to school fulltime towards the middle of January.**

Is there any extra Provision for Children with Special Needs?

At Redland Primary School we aim to ensure that every child feels valued, and is respected as an individual. We recognise that all children have skills and strengths to offer. We provide a broad, balanced, differentiated curriculum, which allows all children to participate fully. We are committed to helping all children achieve their full learning potential. We recognise all children are different.

If a child has a physical disability or a learning difficulty we liaise closely with their parents, the class teacher and outside support agencies if appropriate. In line with the SEN Code of Practice we draw up detailed educational plans for the individual child. These state clear targets for the child to work towards and which we regularly monitor and review. Some children with special educational needs may receive extra help with their learning through the support of a Teaching Assistant. Parents are welcome to discuss their child's learning and progress and receive a copy of their child's Individual Education Plan. Please ask for a copy of our SEN Policy.

We endeavour to cater for the educational strengths of the more able child. All teachers endeavour to create extended learning opportunities for the more able children to ensure they reach their full potential. Through the LA opportunities arise for pupils to attend Braeside Education Centre where they are offered learning opportunities to further extend their skills and strengths. We also maintain a clear grasp of their emotional and social development.

Will my child bring work home?

All children are expected to do some sort of reading homework. This may range from sharing books in Foundation Stage Two to reading and discussing books through Key Stage 1 and early Key Stage 2. We do expect all children to read at home regularly particularly FS Key Stage 1 pupils. As children's reading improves, reading activities which extend their comprehension and higher word skills are set on a regular basis. Spellings and mental maths are areas where support from home is expected throughout both Key Stages. Again this is usually done through activities which have been taught in the class.

Key Stage 2 children do weekly Literacy, Numeracy and Spelling homework. Fortnightly key homework activities are set throughout Key Stage 2 which tends to have a topic bias. Key Stage 1 children are given tasks at the teacher's discretion from time to time. Again to support activities in class this can often be orally reported back.

Can I buy books for my child?

The school organises **book fairs** when children and parents may purchase books from a wide selection supplied by specialist companies.



How do the teachers organise their classrooms?

Teachers plan for different kinds of groupings according to the teaching content and the needs of the children. Children will **work alone, in pairs, as a whole class**, as well as in **groups**. Teaching Assistants can also work with individuals and groups of children. Teachers carefully plan activities to be led by Teaching Assistants. Parents receive a curriculum newsletter at the beginning of each term, informing them of the content of all curriculum areas. With statutory PPA time for teachers (planning, preparation and assessment time) there are even further opportunities for the teachers to organise excellent teaching and learning opportunities for the children at Redland Primary School.

THE SCHOOL DAY



How Secure is the School?

Access to the main school building i.e. the foyer, is controlled at all times.

Visitors wishing to gain access to the school must ring a buzzer to gain entry. Visitors are required to sign the Visitors Book and wear an identification sticker. The door leading into the Key Stage 1 area is secured with a lock pad and code. All areas of the school are covered by CCTV and intruder lights.

How is the school organised?

The organisation of classes within the school may vary from year to year according to the numbers of children in any one age group and the number of teachers available to work with them. Children are put into classes of mixed-ability and some children will be placed in mixed age classes.

Time of School Sessions

8.45am - 10.30am	1hr 45mins
10.30am-10.45am (break)	15mins
10.45am - 12.00	1hr 15mins
12.00 - 1.00pm (lunch)	1hr
1.00pm - 3.00pm	2hrs

Daily Class Hours	=	5hrs
Weekly Class Hours	=	25hrs

For safety reasons children must not be on the school premises before 8.35 am as supervision is not available before that time (except for those children attending the breakfast club). After 8.35am children may go into their classrooms or to the playground. As the school session begins at 8.45 am it is important that all children are in the classroom ready for registration. Morning play is 15 minutes for the whole school with two teaching staff on duty and two Teaching Assistants. Children are supervised by 8 Midday Supervisor's at lunchtime and Teaching Assistants who care for named pupils. We also have a group of Year 5 & Year 6 pupils who are our "Helping Hands". These pupils support any issues initially i.e - no one to play with, feeling left out etc.

What are the procedures for Arrivals and Departures?

To ensure the children's safety please see that they **enter and leave the school through the main playground and never through the car park or the main entrance. At the end of the day we ask you to wait in the playground. Please do not use the car park which is for staff or official visitors only. Do not park your vehicle across the school gates.** Parents are requested **not to bring dogs on the premises.** They may be safely tied up to the fence bordering the school grounds. As the road outside the school is busy it is important that parents drive with extreme caution and observe the marked parking restrictions and the lollypop person! Please have courtesy and consideration for our neighbours, particularly when parking.

What happens at Mid-morning break

Children can bring in money on a daily basis for snacks - 15p for fruit squash drinks and 10p for biscuits. Children can also bring a piece of fruit from home to eat during the mid-morning break.

What are the arrangements for lunch at school?

Purchased Packed Lunches - from school

A packed lunch is available at a cost of £1.85 per day. This must be ordered and paid for in advance - please enquire at the office for meal order forms. Cheques should be made payable to Redland Primary School with the bank cheque card number on the back. Please put **cash in an envelope marked with your child's name, class and the amount enclosed.** (We can explain our dinner system to all new parents when your child starts school).

Packed Lunches - provided by parents - as healthy as possible please

Will you kindly take note of the following points:

- **Please mark the lunch container** with your child's name and ensure that they can easily open it.
- **Please do not send tinned food for safety reasons or sweets for health reasons.** Chocolate biscuits are acceptable.
- **Spoons are not provided, so if one is needed please enclose it.**
- The school provides water for the children to drink. If your child brings a flavoured drink please observe the following guidelines:
No glass containers, fizzy or hot drinks
Containers should be leak proof with just the amount your child can drink at lunchtime.
- Children will be encouraged to drink from beakers and not directly from bottles in order to promote good table manners.
- No chocolate or sweets in lunch boxes.

We encourage children to always eat the main sandwich content of their lunchbox first- and then as much as possible of what has been provided.

Are there any After School Clubs?

A wide range of clubs is offered each term. These are mainly for Key Stage 2 children. The lists of clubs below are offered on a rolling programme throughout the academic year.

They take place after school (between 3.15 p.m. and 4.15 p.m.) and include netball, football, art & craft, drama, recorders, ICT, sewing club, cookery, tag rugby, cycling proficiency, newspapers, science, hockey, aerobics, drama and country dancing.

In addition football and netball teams regularly take part in inter-school fixtures and tournaments.

After School Care Club

This takes place between 3 - 5.30pm on Monday, Tuesday, Wednesday and Thursday. Friday 3 - 5.00pm. The cost is £7.00 for each session.

Breakfast Club

We run a breakfast club each morning. Children can come into school at 7.45am and enjoy a healthy breakfast. At 8.35am the children can go to their classes. The cost is £2.50 each day. This needs to be booked in advance.

HEALTH

Can my child be given medicine at school?

Please note that school staff are unable to administer medicines. In the case of long term complaints such as asthma, diabetes, heart condition, eczema etc., please contact the school and special arrangements can be made in consultation with School Health. Asthmatic children will obviously use their inhalers as and when necessary. All children who require medicines will have a Health Plan drawn up with parents, school nurse and all adults in school working with the pupil. G.P.'s are advised by the School Nurse to prescribe antibiotics which require only three doses a day so children do not need to take them in school. If, however, a dose is needed during the day, please could you contact the Class Teacher or the Head teacher to make the necessary arrangements for you to come into school to administer the medicine.

What happens if there is an accident at school?

It is advisable that parents know the school policy in the event of an accident. It is essential that parents give the school full medical particulars of their child and notify us immediately of any changes of address, telephone number and daytime contact point. Every reasonable care will be taken of your child whilst on school premises. We must allow the child room to develop and normal high-spirited children will sometimes have injuries. This happens in all schools and in all homes.

First Aid is given in school for minor accidents. Parents will be sent a letter which informs them of any bumps to the head. In the event of more serious illness, accidents or injuries, every effort will be made to contact the parents. If parents are not available we would then contact the next emergency contact. We do have on record all children's GP's if in extreme cases it was necessary to contact them.

In an emergency the child will be taken to the local hospital. We shall act as any responsible parent would, and our main concern will be the welfare of the child. All staff are First Aid trained and are equipped to deal with minor medical incidents.

What does School Health do?

The School Health service organises regular medicals where the School Doctor or Nurse is in attendance. Should you have any problems with regards to your child's health do telephone the **School Nurse at Chippenham Community Hospital, Bath Road**. We would also remind parents that incidents of **head lice** should be reported to the class teacher who will send out an information letter to parents.

What are the Child Protection procedures?

It may be helpful to know that the **LA requires Head teachers to report any obvious or suspected case of child abuse** - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Head teachers risk upsetting some parents by reporting a case, which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Head teachers to carry out this delicate responsibility, would accept that the Head teacher was acting in what were believed to be the child's best interests. There may be occasions when confidences shared with the class teacher will then need to be shared with the Head teacher and sometimes with the Chair of Governors.

YOU AND REDLAND

Why does the school have a Home/School Agreement?

Our agreement has been drawn up as a statement of the school's responsibilities towards its pupils, the responsibilities of the pupil's parents and the school's expectations of its pupils. The school consulted fully with parents and pupils during its compilation. It is the duty of the Governing Body to take reasonable steps to ensure that all parents of pupils of compulsory school age sign the agreement indicating they understand and accept its contents. However, parents are not required to sign the agreement as a condition of the child's admission to school, nor are any breach of the agreement actionable through the courts.

What do I do if my child is absent from school?

When a child is absent from school through illness a letter or telephone message of **explanation is needed as soon as possible on the first day**. Messages can be left before school starts on 01249 651623. When your child returns to school a letter for school files is needed explaining absence from school. Please do not send your child to school too soon after an illness as we often find they are not strong enough to cope with a full day. If your child requires to be away from school for a long period due to illness your child's teacher will be happy to discuss a homework programme with you. **Casual absences** e.g. shopping trips or long weekends **are not helpful** to a child's growing understanding of a responsible attitude to school. Indeed these absences as a result of Government legislation **must be regarded as unauthorised**. Taking children out of school for an annual holiday during term time cannot be regarded as an acceptable norm. In the event of **unavoidable** absence, please come to the Office for an authorised absence request form.

Unauthorised absence for 2008-2009 was 0.00 %

Authorised absence for 2008-2009 was 4.1% (these figures include all illness, medical appointments and approved holidays in term time)

Is there a school uniform?

Although a uniform cannot be made compulsory in primary schools, **we encourage children to follow this 'dress code'**:

Sweatshirts	Red with school emblem	Sun hats
Polo shirts	Red or white with school emblem	Sensible footwear black, no high heels
Trousers /Skirts	Black/grey/navy	
Summer dress	Red and white check	
Jewellery	Small watches are allowed. For Health & Safety purposes children are only allowed to wear "stud" type earrings - <u>no</u> hoops or loops. Children are not allowed to wear bracelets or necklaces for Health & Safety reasons and also security. We cannot be responsible for the loss of any precious items.	

Children cannot bring large bags into school. Our cloakrooms are compact and small. Children need only have a dap bag and a book bag (both can be purchased from the office).

All clothing should be marked with the child's name. Children go out to play in all but the worst weather and therefore they will need a coat most days of the year. The wearing of sun hats is encouraged at playtimes in hot weather.

Are there charges for breakages?

Very occasionally there are incidents when a child is responsible for breaking an expensive item of school equipment. The Governing Body has agreed that parents should be asked to make a contribution towards repair or replacement.

Friends of Redland Primary School

We do rely upon parents to join the Friends of Redland Primary School (FORS) and attend the meetings. The school looks forward to meeting you at the various functions which the Friends of Redland Primary School arranges during the year. The school benefits greatly from the fund raising activities of the Friends of Redland School which purchases valuable items of equipment such as computers, books and furniture. New parents are always welcome to join. We do need your support!

Parent Governors

Parent Governors can be contacted via the school office or Clerk to the Governing Body. They are always willing to talk to parents so please feel free to approach them. Their names can be found on page 3. The term of office for the Parent Governors of Redlands Primary School is four years. This school has a tradition of active, hard-working and committed Parent Governors who have been most supportive of the school, its staff, pupils and parents. Copies of the School's various policies, Governor meeting agendas and minutes may be obtained from the school office.

Regulations concerning the election are issued when appropriate. **Any parent wishing to find out more about becoming a parent governor should contact the school office or the Parent Governors.**

What planned opportunities are there to meet the teachers?

We have **Parents Evenings in October/November and March** when you will have the opportunity of visiting your child's teachers to discuss their progress and see their work. A third parents evening is held in June to discuss those pupils with Special Needs. There are also opportunities throughout the year for parents to learn more about the school's life and work. We hold evenings with a curriculum focus which we do encourage all parents to attend. Parents receive a report about their child's progress at the end of the academic year. Parents can meet with teachers and discuss any aspects of the report.

Can Parents help in school?

We welcome parents who have time available to come into school to help with small groups of children and to assist with various other tasks from reading to cooking to sewing. The time spent in school can be very enjoyable and is most enlightening in many ways. **If you have even a couple of hours to spare do come and help.** You will be more than welcome.

RESIDENTIAL AND SCHOOL TRIPS

Are there charges for School Trips?

The 1998 Education Act requires the school to ask for **voluntary contributions** towards the cost of any visit or residential trip. However, in the exceptional circumstances of insufficient contributions being made, the school reserves the right to cancel the visit and refund any monies received.

Residential Trips

We firmly believe Residential Trips are crucial to the social, educational and emotional growth of our pupils. From Year 2 onwards we begin a varied programme of trips to very different and exciting centres.

Year 2 - Year 3	weekend - Braeside Centre
Year 4	6 days - Wick Court
Year 5 - Year 6	5 days - Lee Abbey

School Outings

These are just a few of the places KS1 & KS2 visited during the academic year of 2008/2009



Notton Farm, Lacock
John Coles Park, Chippenham
Longleat, Warminster
National History Museum, London
The Railway Museum, Swindon
Vinci's Wood, Chippenham
Britain at War Museum, London
The Science Museum, London
Noah's Ark Zoo Farm, Bristol
The American Museum, Bath

THE CURRICULUM

Each child who comes to school is unique. We, the teachers, must first find out and show we value what the child already knows. We must advance their learning, using many facets of the curriculum to present them with **opportunities to explore, reflect, discuss, question, remember and practice**. By doing this they will be acquiring skills which will underpin their abilities and concepts in all areas of the curriculum.

We teach the children to listen, to think, to be numerate, to read, to write in a variety of ways and to know when to use these skills appropriately. We nurture in children an enjoyment in creating music, art, drama and movement. We teach them to observe, to record, to test, to ask questions, to wonder why. We shall teach the children about other cultures, faiths and harmonious living, about events in the past and possibilities in the future, about how the world became and what might happen if we don't care for it.

Throughout these processes it is the professional expertise and competence of the teachers which facilitate assessment of each child and then provide opportunities for active learning and the development of skills and concepts.

The Curriculum

The National Curriculum comprises of:

- **5 core subjects**, i.e. English, Mathematics, Science, Information and Communication Technology and Religious Education.
- **Foundation subjects** i.e. History, Geography, Design Technology, Art, Music and PE and French.
- **Attainment targets and Level Descriptions**
- **Programmes of study** for each Key Stage
- **Assessment arrangements** i.e. ongoing **teacher assessment** with reference to the Level Descriptions, Early Years Profiling for FS2 and at the end of the Key Stages for our **7 and 11 year olds**.

The Department for Education & Skills states that the National Curriculum should constitute 80% of the whole curriculum. It clearly recognises that individual pupils have different needs and speeds of progress. Indeed, **the school's curriculum includes:**

- All the National Curriculum learning opportunities including the Literacy and Numeracy Strategies.
- The delivery of the Personal, Social and Health Education Programme, SEAL (social and emotional aspects of learning) and RE
- All the behaviour that is encouraged or discouraged
- The organisation and routines
- The way children interact with each other
- The way adults, including parents, interact with the children.

The curriculum for the Foundation Stage consists of six areas of learning for children aged 3 to 5 years. The areas of learning are:

- Personal, Social & Emotional Development
- Communication, Language & Literacy
- Mathematical Development
- Knowledge & Understanding of the World
- Physical Development
- Creative Development

This is the statutory play based curriculum which enables children to learn through first hand experiences.

Copies of all National Curriculum documents, the Ofsted Report. School Policies, Guidelines, Schemes of Work and examples of our Record keeping system are available and you **are very welcome to come to the office and request to look at them at any time.**

Records of Achievement and Assessment

Teachers keep records for their own planning purposes. These are kept termly, weekly and daily. Every child has a report in which the class teacher comments upon strengths and weaknesses in each of the curricular areas against a set of benchmark statements for the current year group. As well as carrying out all statutory Tests in years 2 & 6 we also use the optional Standard Assessment Tests (SATS) at years 3, 4 & 5. Reports are sent home to parents in July. A copy of the report together with other records and workbooks are also given to the receiving teacher to ensure continuity and progression of experience.

Key Stage 1 Standard Assessment (SATs Results) 2009 For Redland Primary School

Key Stage 1 Teacher Assessment Results 2009.

39 pupils took the tests. 8% of these were on the Special Needs register. Table shows the percentage of children reaching average (Level 2) or above (Level 3) results.

Subject	Teacher Assessment	Most Recent National Comparison
Reading	92%	84%
Writing	86%	80%
Mathematics	97%	90%
Science	94%	89%

Key Stage 1 - Previous Six years, Level 2 and above

Subject	2003	2004	2005	2006	2007	2008	2009
Reading	93%	86%	86%	83%	89%	84%	97%
Writing	93%	83%	78%	81%	78%	80%	95%
Mathematics	83%	89%	76%	89%	89%	90%	95%
Science	93%	89%	83%	86%	91%	89%	95%

Key Stage 2 Standard Assessment (SATs Results) 2009.

There were 40 pupils in Year 6. 40 took the Maths and Science tests, 40 took the English test. 25% of these were on the Special Needs register. The table shows the percentage of children reaching average (Level 4) or above average (Level 5) results.

Subject	School Test Result	Teacher Assessment (2009)	Target	Most Recent National Comparison (2009)
English	95%	80%	90%	80%
Mathematics	98%	79%	90%	90%
Science	100%	88%	95%	95%

Key Stage 2 - Previous Six years, Level 4 and above

Subject	2003	2004	2005	2006	2007	2008	2009
English	92%	90%	72%	85%	88%	81%	83%
Mathematics	92%	85%	80%	85%	88%	78%	90%
Science	100%	94%	83%	94%	95%	88%	95%

Subject Areas

English

English is planned using the National Literacy Strategy and is taught through a daily literacy lesson. Each lesson involves shared reading or writing with the whole class and a focus on words and/or grammar. Children also work independently and in groups and lessons end with a final session where learning is revisited, extended and feedback is given to the class.

Children are encouraged to speak confidently and to listen to what others say. They are encouraged to express themselves correctly using standard English and to adapt their speech to suit different purposes and audiences. Children's vocabulary is extended through their work in all areas of the curriculum. Reading is taught in whole class sessions, in groups and individually. Group reading takes place outside the Literacy Hour. Children are taught the strategies to help them read with accuracy, fluency and understanding. They are encouraged to read for pleasure but are also taught how to locate and use information and to use their reading skills to enhance learning in other areas. There is a wide variety of literature and information texts available in the school.

Children are encouraged to write confidently and independently. They are taught spelling strategies and are encouraged to spell and punctuate their work correctly and to follow grammatical conventions. Children write creatively and factually for different purposes and audiences throughout the curriculum. They are taught how to plan, organise and review their writing and high standards of presentation are encouraged. Handwriting is taught separately with joined up writing being taught once correct letter formation is established.

Mathematics

We aim to give children a wide range of mathematical experiences through practical, written and mental tasks. Children are encouraged to apply knowledge in different contexts and to employ/develop investigative and problem solving skills. We follow the National Numeracy Strategy which is matched to National Curriculum 2000 levels of attainment. Each class has a dedicated daily maths lesson which consists of the following sections:

1. Mental/oral starter
2. Main teaching input to introduce or consolidate a new maths topic this leads to
3. Whole class or group work related to main teaching input
4. Plenary - summing up the lesson

Setting

The school uses settings in English and Maths within Key Stage 2 when it is appropriate.

Science

Science is actively taught throughout the school with the emphasis upon 'hands on' participation. The aim is for children to be able to communicate their knowledge and understanding and to develop an awareness of the relationship of science to everyday life. They will investigate materials of various types and explore the changes that occur under certain conditions. Children will experience physical science through their work on electricity, forces, motion, light and sound.

Sex Education

We do offer a firm foundation of planned teaching activities, via our Personal, Social and Health Education and the Personal Safety Programmes, which prepare pupils for the teaching of sex education during Key Stage 2. The school's ethos compliments this work as there is a deep commitment to empowering children to take responsibility for their own actions and safety and to providing a caring environment in which they are valued and their self esteem nurtured. We have a policy of answering children's questions as they occur during classroom discussions. We see the family unit as the focal point of relationships for young children and recognise this as the place where specific teaching can take place. Pupils have the opportunity to speak to a range of adults, both male and female and the school nurse.

Design Technology

All pupils will have the opportunity to develop their technological skills through the use of construction apparatus and modelling techniques using a variety of materials including wood, textiles, card, etc. They are taught how to use appropriate tools safely and they are encouraged to produce designs using a variety of materials. They will experience simple cooking methods and become aware of basic hygiene safety. Children are taught to evaluate and assess their own work.

Information and Communication Technology

Information technology is an important part of the curriculum. Your children are growing up in a world where computers are an essential part of life. Therefore, as with pencils and paint, they will learn to use this tool confidently and independently experiencing a wide range of software that encompasses Music, English, Art & Design and Maths. This computer work develops and enhances their ability to reason, problem solve and co-operate, whilst building confidence and agility in keyboard and 'mouse' skills. Children will also have opportunities to access the Internet and use e-mail. All sites are filtered, as children's safety is paramount.

History

Children will develop the ability to describe and explain historical change and cause and begin to understand the important historical difference between points of view and fact. They are taught to sequence events and to develop a sense of past, present and future. They will also enjoy stories from the past about real and fictional characters. In Key Stage 2 specific periods of History or themes including local history are covered.

Geography

Physical, human and environmental geography is taught. Children learn to follow spoken written instructions to make maps and routes of familiar areas and to use atlases and globes. They are encouraged to observe and talk about difference and change and to become aware of the effect that climatic conditions have upon people's lifestyle, clothes, etc. In Key Stage 2 a range of topics are covered such as human and physical and comparing and contrasting localities.

Art

Children will have first hand experience of working with a wide range of materials and techniques. Their visual skills will be developed through drawing, painting, modelling and from direct observation. They will also be encouraged to be creative, imaginative, to express ideas and design and make artefacts. The children cover topics such as tone, colour, texture, etc. and the appreciation of famous artists and their work.

Music

Through singing and structured music sessions children are encouraged to enjoy music, to be creative and explore sounds and rhythms. They will learn simple notation and be encouraged through their music making to compose, record and perform their compositions. They will be given opportunities to listen and to develop an enjoyment of a wide variety of music. We also enjoy 'live' performances.

Drama

Drama is taught as part of the English curriculum but the potential links with the rest of the curriculum are numerous. Our aim is to involve all children actively, in working creatively together, in real and imaginary situations, whilst exploring their own ideas and feelings. They will have opportunities to develop empathy to express themselves and to problem solve.

P.E.

In gymnastics, games and dance lessons children will be given the opportunity to explore the capabilities and creativity of their own body movements. This will involve independent and joint decision making with peers. There is a Learn to Swim Programme for Year 3 & 4 pupils.

May we draw your attention to the following health and safety issues:

- Children will wear a minimum of clothing for all indoor activity. All indoor work will be barefoot.
- The wearing of jewellery is unsafe during physical education sessions and must be removed by the child (unless there are religious observances to be respected). Long hair must be tied back
- Shin pads will be worn for football
- Suitable footwear will be worn for netball and football
- Daps should be worn for outdoor activities during the summer term
- P.E. bags are available from the office at a cost of £2.50 each
- Please label **all** clothes
- Children **must** have a pair of jogging bottoms to keep in their dap bags when P.E. lessons take place outside.

French

French is being taught to all pupils throughout School. We employ a French Tutor to work with pupils in Key Stage 1 and our French Co-ordinator works with all the Key Stage 2 pupils. We mainly focus on simple French conversation, songs, vocabulary and counting. To cover the cost of the French Tutor parents are asked for a small contribution.

Personal, Social and Health Education

This is an integral part of the aims of our school community. PSHE teaches children to value themselves and to begin to develop personal and spiritual values and in addition, to be aware of and respond to the needs of others. PSHE includes fostering awareness of issues in the wider community, such as those of gender, culture, including multi-cultural and environment issues. Teaching of the PSHE programme is closely linked with other curriculum areas, especially R.E., Drama, History, Geography and Science.

Religious Education and Collective Worship

This is taught in accordance with the LA agreed syllabus and the requirements of the Education Reform Act 1988. In practice this involves a daily act of worship, (which will vary from prayers or time for reflection in the classroom or more commonly whole school assembly), stories from the Bible and the major world religions, and insights into other religious beliefs and festivals. The emphasis is always upon learning to live harmoniously and showing care and respect for one another. Whilst recognising that not all children will be of the Christian faith an important part of the development of the school's corporate ethos is the opportunity for prayer at assemblies, lunch and end of the day. **Parents may withdraw their children from religious education and collective worship. Such requests should be made in writing to the Head Teacher.**

MAKING A COMPLAINT

What should I do if I have a problem or a complaint?

We would like to assure you that we place the highest value on good home school relationships and on our effective open door policy.

If you need to see the class teacher, they are usually available after school. A note with your child is helpful to ensure that this is mutually convenient. We do ask that **only urgent messages are given to teachers in the mornings** as they will then be free to give full attention to the class at the beginning of a new day.

If there is a problem you would like to discuss with Mrs Walton, please contact the office by telephone or in person to ensure that she is available. However, she is usually available to see parents first thing in the morning i.e. between **8.00 am - 9.00 am**. If this does not resolve the matter you are invited to contact the Local Authority at County Hall, Trowbridge, Wilts BA14 8JB. The Governing Body has adopted a **Complaints Procedure**, a copy of which can be obtained from the school office.

We firmly believe that in the majority of cases issues can be resolved almost instantly by honest and open communication. Talking and sharing problems is always the best approach.