



SCHOOL PROSPECTUS

(Revised - October 2010)

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TEACHING STAFF

Headteacher	Mrs Sandra Irish
Deputy Head & Class 4 - Year 4 & 5	Mrs Julie Ball
Class 5 - Year 5 & 6	Mrs Catherine Hollis
Class 3 - Year 3 & 2	Mrs Liz Griffin
Class 2 - Year 1 & 2	Mrs Suzanne Birch
Class 1 - Reception & Year 1	Mrs Sharon Jones
PE - Classes 3, 4 & 5	Mrs Fiona Blount
Special Needs, Literacy & Numeracy Support	Mrs Fiona Grogan
Music	Mrs Sue Hindson
Supply Teaching / 1 to 1 tuition	Mrs Sue Gittins
In Class Support	Mr Ian Sugarman
	Miss Lisa Wade
	Mrs Jayne Vanes
	Mrs Toni Inman
	Mrs Theresa Bradbury
	Mrs Caroline Haigh
	Mrs Bev Granda
	Mrs Louise Bullock
	Mrs Morag Ferrie
	Miss Debra Kearns
	Mrs Caroline Bourne
Early Years Support	Mrs Karen Longland

SUPPORT STAFF

Secretary	Mrs Julie Humphreys
Caretaker / Cleaner in Charge	Mrs Margaret Pitcher
Lunchtime Supervisory Assistant	Mrs Bev Granda
	Mrs Jayne Vanes
	Mrs Toni Inman
	Mrs Theresa Bradbury
	Mrs Caroline Haigh
	Mrs Morag Ferrie
	Mrs Caroline Bourne
	Mrs Louise Bullock
Lunchtime Play Leader	Mrs Karen Longland
Cook in Charge	Mrs Sharon Langley
Kitchen Assistant	Mrs Heather Kirkham
Dinner Money Collections	Mrs Kelly Evans

GOVERNING BODY

Foundation Governors

Rev. Les Foster (Vice-Chairman)

Mrs Claire Vuckovic

LA (Local Authority) Governors

Mrs Steph Hughes

Mr Colin Case

Community Governors

Mrs Fiona Loveday (Chair)

Mrs Ros Slowley

Staff Governors

Mrs Sandra Weetman (Headteacher)

Mrs Julie Ball (Deputy Headteacher)

Mrs Suzanne Birch

Mrs Julie Humphreys

Parent Governors

Mrs Laura Viner

Mrs Sarah Gregory

Miss Helen Whitaker

Miss Sarah Bayliss

Mrs Rachel Harrower

St. John the Baptist School is a rural school with around 140 pupils on roll. The age range of the children is 4 years 8 months to 11 years +.

The school is situated in the centre of the village and opened in the present building in September 2001. The school building offers modern spacious accommodation designed to meet the needs of 21st Century education. Situated in the heart of the village and overlooking the fields and open countryside with a netball court and hard play area, fenced play area for early years, a large playing field, grassed areas where the school provides play equipment, a play-house and a wildlife area planned and maintained with the help of the pupils. Pupils are encouraged to take a pride and play an active role in the development and care of their school environment. The school now benefits from the further extension of a Key Stage 1 reception area, including their own entrance, cloakrooms, covered play area, storage, toilets, play area, and a music / group teaching room for the use of the whole school. In October 2007 a new entrance and reception area was completed and this included refurbishment of existing offices to provide a Library and small group teaching room.

In 2011 a new Preschool opened on the school site. The Preschool operates in close liaison with the main school. The manager of the Preschool is Mrs Steph Hughes (tel 01939 260322)

As a small rural school the friendly atmosphere along with mixed ability, mixed age classes enable our children to develop at their own optimum rate and level.

The development of social and physical skills are further enhanced as all children have the opportunity of taking an active part in the life of the school, sporting and extra curricular activities.

The school engages in a variety of activities within a cluster of local primary schools, enabling our children to mix more widely and benefit from a wider range of staff expertise and interests.

The school plays an integral part in the life of the village and environs and aims to foster close links with the local community. They in turn are very supportive and appreciative of the role of the school.

As a Church of England Controlled School we encourage links with the church and the children are invited to participate in a variety of services each year. Recognising its historic foundation, the school preserves and

develops its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

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

The parents play an active and very supportive role in the school and we in turn aim to keep parents fully informed of all that goes on, how and what we teach, and anything that affects the welfare and educational progress of their children.

Parents with particular worries and concerns, however small, should make an appointment to discuss them with the Headteacher or with the child's class teacher. Mostly these worries can be quite easily resolved.

Prospective parents are welcome to make an appointment to see the school at work and to discuss the school's philosophy with the Headteacher.

Curriculum documentation, Annual Governors Reports and Governors Minutes are available for viewing by arrangement with the Headteacher.

All records concerning children which are kept in school are also available for parents.

PARENTS & SCHOOL WORKING TOGETHER

A strength of the school is that staff are welcoming to parents and parents are encouraged to call into school and discuss any concerns or bring to our attention any matters which may affect the children's happiness, welfare or academic progress. Discussion at an early stage and a shared approach to difficulties avoids small problems getting more serious. The school encourages parents to make an arrangement with the teacher or office for the most appropriate time to come in and meet with staff and talk over the problem informally so that school can help in every way possible.

Parents support at concerts, performances, church services, fund raising meetings and events are all welcome and valued.

More formal arrangements for you to see and discuss your child's progress and work are organised twice yearly, in November and again just before or after Easter. A written report is provided at the end of the Summer term and parents are invited to discuss this with teachers if they wish.

Parents are also invited to come into school either occasionally or on a regular basis to support individuals or groups, help with swimming or Forest Schools, lead or help lead clubs, and share any skills and / or talents in a wide range of activities and ways.

Regular newsletters are sent home and all correspondence and notices are posted in the notice board on the school wall. Parents are encouraged to read these regularly to check they have received all the information.

There are openings for parents to become Governors and when a vacancy arises nomination letters are sent home to parents explaining the process. Parents make a very valuable contribution to our Governing Body.

THE ORGANISATION OF THE SCHOOL

Children are organised into five main teaching groups. Teaching of the core subjects of Maths, English and Science takes place mainly in the mornings. Other subjects are taught in the afternoon sessions.

Class arrangements - Autumn Term 2010

Class 1	Reception/Year 1	21 pupils
Class 2	Younger Year 2 & Year 1	20 pupils
Class 3	Years 3 & Older Year 2	25 pupils
Class 4	Older Year 3, Year 4 & Younger Year 5	31 pupils
Class 5	Older Year 5 & Year 6	32 pupils

Much of the teaching takes place in groups - the grouping arrangements remain flexible in order to allow for a range of social and academic interactions. Some of the teaching takes place individually and some with the whole class. The ranges of groupings allow more able children to work alongside older children where appropriate.

THE SCHOOL BUILDING AND RESOURCES

St. John the Baptist Church of England Primary School was originally established in the village of Ruyton XI Towns in 1819 as a National School. The new school building was completed during the Summer of 2001 and added to in 2004 offering the following accommodation - 5 classrooms, an art and technology room, a music room, a fenced outdoor play area for our younger pupils, a large hall which is fully equipped with large and small PE equipment, group teaching areas where also is situated our central library area and computer suite.

We include, amongst various facilities and resources, the following items :

All classrooms are equipped with computers and printers, interactive whiteboards, recording cassettes and headphones.

Each class has a well stocked reading area and there is a new library and group teaching room situated near the hall, which is all well resourced and updated regularly.

The hall provides a central resource area and room for drama, PE and music activities.

Surrounding the school are various hard play and grassed play areas. Full use is made of the outdoor environment in order to enhance the children's play and curriculum. A nature garden has been planned that will include shrubs, a pond, wild plants and woodland. A footpath from the school grounds leads to The Cliffe and both will provide children with the opportunity to grow and study the natural environment.

A technology room provides ample space for large groups to engage in art and other activities. The room is well equipped with a range of tools and resources.

A food technology area facilitates children cooking and making food products.

Many of these resources have been provided by fund raising activities organised by parents and also by private donations. We are very grateful for these resources.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging attitudes about disability and accessibility, and developing a culture of awareness, tolerance and inclusion.

The school has worked in partnership with the Local Authority in developing and implementing its access plan and has adopted, in principle, the LA Accessibility strategy.

The building is fully accessible to physically disabled and has hearing loops in some classrooms. In order to facilitate any disabled pupil or adult equal access to all aspects of curriculum and school life as a full and active member of our school community any adaptations or facilities necessary that can constructively be provided will be. Staff training is planned to respond to needs.

THE SCHOOL DAY

8.50	School doors open
9.00	Registration
9.00-9.40	Session 1
9.40-10.00	Assembly
10.00-11.00	Session 2
11.00-11.15	Morning Break
11.15-12.15	Session 3 (12.05 for Class 1)
12.15-13.05	Lunch Break- The children are supervised by lunchtime supervisors.
13.05-13.30	Registration & Reading Time
13.30-15.15	Sessions 4 & 5 (There may be a 10 minute break during the afternoon sessions.
15.15	End of school day.

Teaching hours per week, excluding daily collective worship, registration and break = 23 hours for KS2 children and 22.5 hours for KS1 children.

Our school is taking part in the National Fruit Scheme and the children are provided with a piece of fruit each day. The fruit is provided free of charge to the school and is given out at morning break. It has proved very popular and promotes our healthy eating policy. We encourage all

children to have a piece of fruit at break time instead of a chocolate or crisp snack.

Children who are being collected by an adult should wait on the playground for their parent/guardian and not go out through the playground gate unaccompanied. If you are delayed in collecting your child at the end of the day, please try to let us know as soon as possible to ensure the safety and happiness of your child. If another adult, other than yourself, is collecting your child at the end of the day, please inform the class teacher or secretary. In school we discuss with the children about not going home with adults or people that they do not know. We also ask the children to immediately find a member of school staff if someone has not come to collect them or the person who is collecting them is unknown to them. In the interests of safety children and parents are requested to keep to the footpaths when leaving and entering the premises.

Cyclists should mount and dismount at the gate and walk onto the school site using the footpaths.

Please note that the school day begins at 9.00am, however we do open the school doors at 8.50am. The staff cannot be responsible for any children arriving before 8.50am. Children arriving after 9.00am are admitted at the main entrance.

ATTENDANCE

We believe that punctuality should be valued and hope that you will encourage your child to be on time for school always. Any pupils arriving after 9am should report to the main entrance and sign in. Similarly, pupils leaving the School early for any reason should also be signed out at the main entrance.

All schools are required to keep a register of each child's attendance which is reported to you, the parents, at the end of every academic year. Absence from school can fall into two categories, either "Authorised" or "Unauthorised". Authorised absence covers absences due to illness, medical appointments, religious observance days etc. Unauthorised absence covers a family holiday, outside normal school holidays, of more than 10 days per year, lateness, if the school does not receive a telephone call/note indicating the reason for an absence. Registers are checked regularly and any unauthorised absence pursued. It is therefore essential

that you inform the school either by telephone or in writing as to the reasons for any absence.

Families unable to arrange holidays except during term time are permitted to do so on completion of a holiday form obtainable from the office. This completed form must be submitted to the Headteacher for authorisation not less than three weeks before the start of the absence. This does cause disruption to children's learning and is therefore not encouraged if at all possible.

SCHOOL CLOSURE ARRANGEMENTS

In the event of school and preschool having to be closed due to unforeseen circumstances (heating, extreme weather conditions, etc.) parents will be informed by phone where possible. If extreme weather conditions necessitate early morning closure prior to the start of school day announcements will be reported by BBC Radio Shropshire and Beacon Radio. The school also has in operation a rota system which will hopefully enable each household with a phone to be contacted directly by another parent. Details of this rota will be circulated to all parents during the Autumn Term.

In the event of weather conditions worsening during the school day parents considering journeys home to be dangerous may arrange to collect children early.

ADMISSIONS

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 booklet "Parents Guide to Education in Shropshire". Copies of this booklet are available on request from the Admissions Team, Premises & Planning, Children & Young People's Services Directorate, The Guildhall, Frankwell Quay, Shrewsbury. SY3 8HQ. Any specific requests for information on admissions should be directed to the Admissions Team on Tel. 01743 254364.

Date of Allocation	Admission Limit	No. of 1st Preferences Received	Total Places Allocated	No. of 2nd Preferences Received	No. of 3rd Preferences Received
April 2010	20	23	20	1	0

Following appeals the total places allocated are as follows;

School Year	Admission Limit	Total places allocated	Unsuccessful appeals
September 2010	20	22	2

Please note that our admission limit for all year groups is 20.

Parents of Reception children in Shropshire will be required in the Autumn Term prior to the school year of admission to complete an LEA application form stating preferences for up to three schools. If there are more applications for places than are available within the admission limit, then priority will be given based on:

- Residence in catchment area
- Sibling connection
- Proximity of home address to school
- Medical circumstances or Statement of Educational Needs

Please see Page 7 of the "Parents Guide" for specific details. Parents should be aware that attendance at a particular primary school is not in any way guarantee a place at a particular secondary school.

Attendance at the Preschool does not ensure a place at the school. The preschool operate their own admissions.

STARTING SCHOOL

From September 2011, Shropshire will implement a single entry system. All children are eligible to start school full-time from 1st September in the school year in which they are 5 years old. Further information is available in an admissions booklet from the School.

During their first term(s) at School, children will be in Reception until the beginning of the next Autumn Term when they transfer to Year 1 and then Year 2 the following Autumn, etc.

Children will also be invited to make visits during the term preceding starting full-time. This allows children the opportunity to familiarise themselves with the school, staff and children. It gradually introduces them to the expectations and opportunities available in school, also allowing their teacher to assess and evaluate the achievements of your pre-school child.

Links with the local Playgroup and Nursery enable the children to visit with leaders, and for the infant teacher to visit them in their pre-school environment before the child comes to school.

Future parents and children are welcome to visit the school at anytime (a telephone call prior to the visit would be appreciated) to view and discuss any queries. The invitation applies to any school function eg. concerts, sports days, open days etc. We have produced a pre-school booklet which answers some of the questions parents may ask. These may be obtained from pre-school or school.

You can also help your child by involving yourself in the school. You will receive invitations to parent information evenings to familiarise you with the teaching policies and practice and give you the opportunity to find out more about the way your child is being taught.

When your child starts full-time education we encourage parents to encourage their children to enter the classroom unaccompanied, thus promoting independence. Any messages for the teacher can be sent in writing which means that the teachers can devote this important time of the school day to your child. If you wish to see your child's teacher at

any time, about a non-urgent matter, please do arrange a meeting, preferably for after school, if possible. Obviously we understand that urgent messages will need to be conveyed immediately.

There is an active Parents and Friends Support Group who meet regularly to discuss and organise fund raising events and to support activities taking place in school, such as cookery, football, gardening, netball, reading, school visits, transport etc. All parents are very welcome to attend these meetings.

During your child's first year assessments are carried out by the class teacher using the Early Years Foundation Stage Profiles (EYFSP). This helps the teacher to ensure your child's activities and work is matched to their level of development. Future progress is monitored by school and the LA.

FAMILY INFORMATION SERVICE

Should you require further information on any of the following :

- Childminders
- Approved Child Carers
- Carer & Toddler groups
- Day Nurseries
- Pre-school playgroups
- Out of school activities & clubs
- Holiday Play Schemes
- Financial Help towards cost of childcare
- Becoming a Childminder
- Support Groups
- Services for disabled & children / young people with additional needs
- Finance & Benefits
- Childcare Careers & Training
- Related Agencies
- Service Directory
- Resource Library
- Outreach Sessions

Please contact -

Tel - 01743 254400

E-mail - ShropshireFIS@shropshire.gov.uk

Website - www.shropshire.gov.uk/childcare.nsf

GENERAL AIMS AND OBJECTIVES

The school aims can be summarised as follows -

- to develop a school community which promotes concern and respect for others
- to encourage curiosity and a positive attitude to learning
- for pupils to acquire knowledge and skills that are relevant to adult life and employment in a fast changing, increasingly technological world
- to foster self-reliance within a secure and happy environment
- to develop qualities of independence, self-motivation and self-confidence
- to promote high standards of attainment
- to provide for the needs of every child
- to reinforce positive standards of behaviour
- to raise children's awareness of their own and others cultures
- to develop the ability to work co-operatively
- to develop the school role within the community

These aims are presented in a meaningful and stimulating way. Areas of the curriculum may be encompassed within a thematic approach and through direct experience, including visitors, artefacts and relevant educational visits, some of which may be residential.

Certain aspects of the curriculum also need particular consideration separate from the theme on an ongoing basis - these include mathematics and literacy, as well as PE and games.

By endeavouring to provide a stimulating working environment every child is encouraged to reach their maximum potential and wherever possible work is matched to their particular needs. Learning support is given to any child when it is considered necessary and for as long as it is considered necessary and may take place mainly in their classroom as a normal activity, or in small group or individually as deemed necessary and appropriate.

THE SCHOOL CURRICULUM

The National Curriculum followed by all state schools is organised into ten subjects. These are -

English	Maths
Science	Design Technology
History	Geography
Art	Music
PE	Information Technology

All pupils are required to develop IT capability and pupils begin to develop these skills as soon as they enter school. Computers are located in each classroom as well as in an IT Suite located in the shared area.

RE is provided in accordance with the recommendations of the LA's agreed syllabus, a copy of which is available in school.

Coverage of all National Curriculum requirements are planned to ensure each child has full access at an appropriate level, and in order to integrate the knowledge, skills, attitudes and understanding associated with different curriculum subjects.

To complement and underpin the termly themes we have devised structured programmes for teaching the basic skills of literacy and numeracy at the level appropriate for each child. We like children to take books and maths activities home and we urge you to be active partners with us and to help your child by encouraging him/her at home.

In addition to the development of the basic skills and the acquisition of knowledge and understanding in the core subjects of English, Maths and Science, RE and the foundation subjects are also experienced. The children are offered opportunities to express themselves creatively in a variety of Art forms, including music, dance, drama, movement, visual arts, expressive language and PE. They are encouraged to appreciate and enjoy the Arts. They are taught to observe closely, to pay attention to detail, to approach their work with confidence and to develop control.

As children move up the school the teacher builds upon what has already been achieved. In each class there are children at different stages of development. The teacher decides whether to teach the whole class, a

group or an individual depending upon the learning and the needs of the children. When children first come to school they are heavily dependent upon the teacher's direction. Gradually we aim to develop a range of skills and attitudes which help them to become more independent in their learning, able to find information and equipment for themselves and use these to help them solve problems and meet the requirements of set tasks. We place an increasing emphasis on personal responsibility.

We encourage all our children to think about and take pride in their work. We try to comment on and evaluate work at all stages of its progress, with the child wherever possible, in order to reinforce achievement, monitor progress and identify areas in which the child needs more experience or help.

ENGLISH

On entering school it is important that the children's already considerable ability in handling language is used as a foundation for further learning. Our aim in the teaching of English is to enable all pupils to develop to the full their ability to use and understand English. Since language can be both spoken and written, this means the fullest possible development in speaking and listening, reading and writing.

Speaking and listening are key skills and are encouraged in a range of contexts, both within and outside the classroom.

Great emphasis is placed upon reading and there is a very broad range of materials available, which is constantly being reviewed and renewed so that children are presented with as varied and attractive a range of books as possible. It would be accurate to say that no one method of teaching reading is used, rather a combination of approaches and an encouragement to become involved with books by taking home and sharing them with family and friends. We have written a detailed booklet on how to help your child with reading, which is given to all new parents.

As well as a wide choice of reading material, the school encourages the use of a range of media, both visual and audio, to forge the link between the printed and the spoken word. There is a comprehensive reference library in school and each class has its own range of fiction and non fiction books to suit the ability range and interest of the children. We have good contacts with the Schools Library Service, and we operate a Book Week and Fair every Autumn and Summer.

When writing, the children are encouraged in a meaningful way -

- to write imaginatively and from their own personal experience for a variety of different audiences and for a range of purposes. Use is made of word processing to help organise work.
- to become confident in spelling and the use of vocabulary.
- to develop good grammar and comprehension skills.
- to achieve high standards of handwriting and presentation, with consistent letter formation.

Much of the thematic work includes English teaching and provides meaningful contexts for literacy, oral & written skills; classes also have daily dedicated timetabled Literacy teaching.

MATHEMATICS

Using the framework of the National Curriculum and the Numeracy Strategy we encourage the children to acquire knowledge, skills and understanding of mathematical ideas through practical work, tackling problems and using physical materials.

Most maths teaching is taught daily, separately from other curriculum areas. There is an emphasis on mental maths skills and each lesson starts with pupils involved in oral mental maths activities. The children begin to learn to apply their maths to the solution of a range of real life situations and to problems drawn from other areas of the curriculum. We provide opportunities for them to apply their number skills and make judgements by measuring, weighing, making and interpreting graphs, working with shape, resolving problems and thinking logically. Where possible, mathematical skills are incorporated into the termly topic and provide the children with exciting and challenging investigations, thereby increasing motivation and promoting a positive attitude towards maths.

In addition, we have planned a structured scheme for the development of basic number concepts throughout the key stages. The use of maths games also help to promote maths as an enjoyable subject.

The maths teaching in the school is based on the Numeracy Strategy.

SCIENCE

We are keen that children should develop enquiring minds and a scientific approach to problems and investigations, so that they can further explore and understand the world around them.

Contexts and activities are provided so that they can become involved in comparing, questioning and testing, which encourage skills of observation, planning, predicting, measuring, communicating etc., and give the children the confidence to handle tangible objects in direct learning situations. Everyday objects and events can provide many scientific and technological learning opportunities and a broad basic knowledge and understanding are promoted by relevance to everyday life.

INFORMATION TECHNOLOGY

The children are given opportunities to use computers to enhance learning in all areas. They are used for word processing, storing and retrieving information, for classifying and handling data and graphics. There is a suite of PC's in a shared area alongside the library and easily accessed by all 5 classes. Laptop computers supplement these and there are also two PC's in each classroom. Children are also taught how to use the photocopier and cassette recorders. IT capability is developed through all areas of the curriculum, and used in meaningful contexts to promote and further their learning.

DESIGN TECHNOLOGY

The children are encouraged to plan, design, make and modify solutions to practical problems in a variety of contexts. This may involve individual, pairs or group work and communicating ideas to others. The design projects involve the pupils working with a range of materials including food, textiles, electrical control, with pulleys and gears.

HISTORY

History is approached through topics. Our aim is to introduce the children to the 'past', and to develop understanding of conventions of time and chronology. They study events in their own lives and in those of adults around them. They are told stories of the past to help them distinguish

between fantasy and reality. Advantage is taken of ceremonies, anniversaries etc., to contribute to an understanding of local, national and world history.

We introduce the children to historical artefacts and visual material to inform their study of the past. Educational visits are arranged to raise awareness and extend knowledge. In Key Stage 2 pupils consider in depth one or two periods of historical periods set in a British, European and World context. These include a local study, Ancient Egypt, Ancient Greece, The Romans, The Tudors and The Victorians.

GEOGRAPHY

Geography is taught through the use of story books and topics exploring local features, the roles/jobs people do and places far away. Skills are developed and the children are encouraged to make use of atlases and globes. Geography themes include a local study, rivers, European and world studies and contrasting localities.

ENVIRONMENTAL EDUCATION

As a school, we are concerned about environmental issues. We encourage all the children to consider issues related to their immediate environment and also more global issues. We discuss with the children topics such as recycling, litter and energy conservation and encourage them to take an active part in ensuring a better future for themselves and others. We use the children's surroundings as an integral part of the learning process, both inside and outside the classroom.

ART AND MUSIC

A wide range of experiences are provided using a whole range of materials including observational drawing, colour mixing, painting, collage, model making, sewing and printing. Skills are taught and developed and the children are encouraged to discuss and listen to others, sharing ideas and modifying them in the light of experience, as well as enjoying and appreciating their own and other's efforts.

The children compose their own music, using simple percussion instruments and the body. There are regular singing sessions and opportunities to perform musical pieces for a range of audiences.

All pupils in Year 3 learn to play the recorder, and in Years 4 and 5 the violin. The tuition and instruments are provided by the school. Regular concerts and performances give our musicians the opportunity to play to an audience. The recorder ensemble accompany singing in assembly each day.

The Creative arts involve imagination and creativity, and include dance, movement and drama, as well as art and music.

PHYSICAL EDUCATION

We aim to develop agility, physical co-ordination, confidence and enjoyment through a range of physical activities. Each class has timetabled PE lessons two or three times weekly and these involve gymnastics, swimming, games skills, dance/movement/drama. The children learn about how the body works and what it needs.

All classes participate in two or three PE sessions a week which include gymnastics, dance, games, swimming and outdoor athletic activity. Pupils are introduced to simplified forms of team games from the beginning of KS2. By the end of KS2 all have the opportunity both in curriculum time and clubs to play football, netball, unihoc and rounders. Local matches and tournaments are sometimes arranged out of school hours.

All children get the opportunity to go swimming at Oswestry during the Summer term. Qualified swimming teachers enable teaching to take place in small groups. Teaching staff have qualified ASA swimming teachers' status and teachers' pool lifeguard certification.

RELIGIOUS EDUCATION & COLLECTIVE WORSHIP

The school follows Shropshire's agreed syllabus for RE, which is in line with the 1988 Education Act, i.e., that it should -

"reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the principle religions represented in Great Britain".

Thus teaching about Christianity must have a major but not exclusive role in our RE programme. A knowledge of other religions will enable the children, during the course of their school life, to appreciate the way that religious beliefs shape life and conduct; to begin to make their own response to the claims of religion; and to respect religious convictions where they cannot share them.

The children will be introduced to some of the elements of the Christian and major religious traditions as they are found in stories, anniversaries, festivals and moral codes. There will also be an introduction to stories of people, past and present, whose lives exemplify qualities universally valued.

Throughout the curriculum, and as part of the whole school ethos, there is a strong emphasis on moral education. We are agreed that the implementation of the stated aims necessitates a full and active commitment by all staff members to the agreed policy. We feel that it would be pointless to have RE, if the day to day life within the school did not reflect a caring, considerate environment, based on Christian principles, where the needs, opinions and beliefs of all are respected.

The school meets daily for Assembly.

Assemblies and RE in school provide opportunities to reflect on those aspects of human life and the natural world which raise questions, answers to which can cause the children to recognise a spiritual dimension of experience.

Assemblies and RE are a statutory part of the school day and curriculum, however parents have the right to withdraw their children from these, provided written notice is given to the headteacher.

PERSONAL & SOCIALS EDUCATION & CITIZENSHIP

Health Education and Personal and Social Education are integrated in the ethos and curriculum of the school. It is considered important that time is allocated each week to develop this important aspect of the child's development. Planning is adapted to include personal and social issues that may arise.

The Governing Body of the school has agreed to adopt the local authority's policy on the aims of the curriculum. This document is available in school for your information.

HOMEWORK

Parents are encouraged to read with children on a regular basis and all children should bring home books to read. Younger children have a home school link book to aid communication. Older children have a reading log for which they themselves are responsible, although parents may also like to add comments on reading progress and diet at home.

Formal homework is kept to a minimum. It is introduced gradually with spelling activities/lists, handwriting and learning tables. By Year 5 children are also set other homework tasks involving research, story writing, planning etc. Homework is set weekly in order to give pupils plenty of time to complete the tasks. Parents are encouraged to involve themselves in homework, checking that it is completed and returned, and to make comments on the homework or notify the teacher if the homework is too difficult or takes too long. Similarly if family life is too busy or the child too tired to complete the homework. The school provides a useful leaflet of advice on homework for parents.

The staff feel the advantages of homework are that homework offers the opportunity for-

- keeping parents informed of progress
- individual learning in a quiet environment, free from distractions
- parents to help their children and show an interest in their learning
- independent learning
- preparing children gradually for the demands of secondary education

- laying down foundations for good habits when the child is older and has to work independently

<p>PERSONAL GROWTH & DEVELOPMENT (INCLUDING SEX EDUCATION)</p>

It is the policy of the Governing Body that education in Personal Growth and Development, including sex and health education, shall be part of the integrated curriculum of the school. As far as possible, this will be included in the termly thematic planning and coverage for each class each term, being taught mainly by the class teacher. Some elements are considered more appropriate to only part of the class eg. Year Group 6, and therefore planning and organisation takes this into account.

AIMS

The aims of the policy are -

- to complement and support the role of parents.
- to value family life.
- to raise self-esteem when considering ourselves in relationship to others
- to help pupils to develop a positive sense of self, involving -
 - choice making
 - assertiveness
 - self-expression
 - respect for others
 - communication
- for pupils to be able to communicate their feelings
- to help pupils understand their rights and to be able to resist unwanted touches or advances
- to provide the pupils with the skills necessary to be able to protect themselves
- to give an elementary understanding of human production, that is
- appropriate to their maturity and level of understanding
- to prepare pupils for the physical and emotional challenges of growing up
- to offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereo-typing
- to counteract misleading folklore, myth, and false assumptions
- to help children make responsible decisions about relationships that they form
- to help pupils to accept the variation in rates of growth and development

- to provide reassurance that change is part of the life cycle and to give support in adjusting to these changes
- to raise awareness of sources of help and to develop the skills and confidence to use them - who to talk to if they have a problem
- to challenge media stereotypes, (persuasive advertising) and prejudice
- to promote equal opportunities for all

Parents are informed of the class themes each term. This will also include mention of the timing of any part of this policy that may be of particular interest to parents or involve outside agencies. This will enable parents to support the teaching programmes at home.

Withdrawal of pupils:

Under the terms of the 1993 Education Act parents have the right to withdraw their child from part, or the whole of, the sex education programme that does not form part of the prescribed National Curriculum. Any parent who wishes to exercise their legal right is encouraged to first discuss the policy with the Headteacher and then to indicate in writing which part(s) of the programme they wish to withdraw their child from.

ASSESSMENT & TESTING

Children receive an assessment on entry to school in order to identify strengths and weaknesses and enable children to make progress from where they are when they begin school.

As well as the ongoing day to day informal assessment of children's progress by teachers, there are a series of more formal spelling, reading and comprehension tests that take place annually; in addition in KS2 numeracy and in yr 5 & 6 science non-statutory SAT tests. These are administered in order to identify children's strengths and areas for further development. Where necessary parents are informed of these results and of any special programmes that are being implemented.

National Curriculum Assessment - the present National Curriculum assessments take place at 7 years (Key Stage 1) and 10+ (Key Stage 2) and parents are fully informed of their child's performance.

High ability pupils are identified as soon as possible and learning programmes are planned to extend them. All pupils are regularly re-assessed to ensure they are making the appropriate progress for their ability. Progress is reported to parents at parent's evenings and in individual end of year reports.

A reading assessment of every child in school is carried out each summer term.

Any concerns highlighted during assessments are shared with parents, explaining what will be done and how home can support work in school where this would be valuable.

<p style="text-align: center;">THE INCLUSION POLICY SPECIAL EDUCATIONAL NEEDS (Including Physical Disabilities)</p>
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The School's Inclusion policy is based on the following principles -

- that all teachers are teachers of all children irrespective of special educational needs or physical disabilities and have a responsibility to meet those needs with the advice and support of specialists, as appropriate;
- that all children are entitled to a broad, balanced and relevant curriculum which includes the National Curriculum;
- that needs will be identified at an early stage and progress regularly monitored;
- that pupils with special educational needs or physical disabilities will be integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of our school. There is some withdrawal for structured support for individuals and groups where appropriate.
- that parents have an important role in setting targets and supporting their children's special educational needs or physical disabilities and are kept regularly informed of progress.
- the school building and resources are adapted according to pupils' individual needs and any resourcing issues are addressed.

The school maintains that, through early intervention and giving high priority to provision, all pupils are enabled to achieve to their fullest potential.

LUNCHTIME

We prepare and cook meals in our own kitchen on site. Menus are available in school and to help in the smooth running of the school, dinner money should be sent on a Monday to the school office who deal with all monies. Payments may be made weekly, monthly or termly - always in advance. A week's notice is required to start school lunches, similarly a week's notice is required when your child no longer wishes to partake of school meals. Cheques should be made payable to Shropshire Council.

You may wish for your child to have a packed lunch. Your child will be provided with a place and will be supervised. In the interests of safety please ensure that drinks are sent to school in unbreakable containers.

Healthy Eating - The planning of school meal menus take account of Government recommended nutritional standards. As a healthy school we encourage lunch boxes provided from home to also contain a balance of food groups. The lunchtime supervisors encourage the children to eat well.

If your child may be eligible for free school meals please do not hesitate to contact us.

CHARGING POLICY

The Governors have accepted the Charging Policy for School Visits, musical instrument tuition, and extra-curriculum activities as recommended by the LA. A copy of which is available in school.

The Governors would like to point out that activities offered to the children are unlikely to take place unless sufficient parents offer the suggested level of voluntary contribution. Remissions are often available if there is financial hardship. All cheques should be made payable to St John the Baptist Primary School and your cheque card number written on the reverse. In the event of a dis-honoured cheque a charge of £7.50 will be added to the amount owing, as this is the standard charge made by our bank when a cheque is returned.

BEHAVIOUR AND DISCIPLINE

The school believes it is important to -

- encourage each child to develop an attitude towards self-discipline and the need to behave in an acceptable manner.
- encourage each child to learn the need to co-operate with others for the advantage of the school family.

In serious or repeated cases of misbehaviour matters will be discussed with the child's parents.

Our school is at its best when we -

- look after one another
- are polite at all times
- stop, think, ask "am I hurting anyone?"
- help to make everybody's day good

We do not -

- hurt other children
- use bad language
- hurt people by teasing
- bully, fight, name-call, steal - hitting is always wrong
- drop litter, damage property

The School has drawn up a Home School Agreement which involved the Governors, staff, parents and children. A copy of this can be found at the end of this Prospectus.

The school operates a system of rewards and sanctions. Individuals or groups are given credits for good work and behaviour. Pupils help to set targets and are aware of how to achieve credits. Parents are encouraged to support the school system - a strong message to the child is achieved when they see school and home are working together.

ANTI BULLYING POLICY

Any reported incident of bullying is taken seriously and fully investigated. Pupils are taught skills to deal with bullying. Parents and pupils are encouraged to discuss with school staff any problems they may be facing.

SCHOOLS COUNCIL

The School has a group of 10 pupils representing each class who meet regularly to discuss school issues, suggestions to improve and encourage ecological awareness. The school has now been awarded the Green Flag for Eco-Schools, being the top award of 3 and took five years for the school to achieve.

CLOTHING

Our school uniform consists of -

- a royal blue jumper, cardigan or school sweat shirt
- grey trousers, shorts or skirt / gym slip (skirts should not be too short or tight & during the Summer the girls may wear blue & white dresses)
- royal blue or white t-shirt, shirt, polo-shirt or blouse
- sensible shoes
- children are required to change for PE and should have plain blue shorts, royal blue t-shirts and plimsolls (KS1) or trainers (KS2). Ideally this should be kept in school all week, in a drawstring bag and hung on their pegs. (PE shorts and t-shirts with the school logo are available in School).

The secretary has a stock of logo uniform items in the school office, including book bags, PE & Swimming bags and she is available to sell these uniform items from 8.50am on Mondays & Fridays, or please request an order form. Orders should be sent into school with payment, in an envelope. These should be placed in the class red basket. Uniform items will then be sent home with your child. Items not suitable for any reason may be returned for exchange. Please make cheques payable to St John the Baptist CE Primary School Fund. Uniform may be purchased from a range of high street stores and do not have to include the school logo.

Children should be suitably dressed to take advantage of the activities offered in school and therefore clothing that is easily laundered is advisable and sensible flat sturdy footwear.

All your child's clothing and belongings should be clearly labelled with their name in waterproof marker or printed name labels.

Children who arrive at school by car will need a coat in the winter months to wear during playtimes.

Pupils should not wear jewellery, and only studs should be worn in pierced ears. In the interest of safety, these should be removed or covered for PE lessons.

We do not encourage children to bring toys or valuables into school as we cannot be held responsible for their safe keeping. Such items can be easily broken or lost in the busy school environment. When teachers request books or items of interest to be brought into school, usually linked to a curriculum area being studied, every possible care is taken. We have a large variety of toys for the children to play with at break-times.

A form for ordering school uniform is available from the office or school web site.

EXTENDED SCHOOL

The School runs a successful Breakfast Club from 8am each morning. For further information on costs and menus, please speak to a member of staff. There is a programme of after-school activities which changes every term and parents are notified in the termly newsletter.

The school arranges a variety of PE activities. Most of these are very much an integral part of the nature of the school whilst others take place less frequently - generally to places further afield and of longer duration. Those forming part of the regular routine of the school are as follows - Swimming Lessons; Football/Netball matches against local schools. (e.g. Baschurch, Bicton & Cockshutt); Football tournament at Myddle; Netball tournament at Kinnerley; Unihoc tournament at Walford; Rounders tournament at Bomere Heath; Cross County at Baschurch Primary; Area Sports day at Bomere Heath and a Tag Rugby Festival in Oswestry.

Extra Curricular Activities;

These include recorder, computer skills, multisport, tennis, football, orchestra, choir, swimming, netball, cross country, tag rugby, dance, games, cookery, orienteering, French, music, drama, needlework and 'arts' clubs. Clubs are arranged on a termly basis, and we aim to provide a range of opportunities

Peripatetic music tuition - there is the opportunity for pupils in Years 3 upwards to have peripatetic keyboard, piano, violin, cello, woodwind and brass instrument lessons. Please ask for further details.

INTER-SCHOOLS ACTIVITIES

Our school joins with other local primary and secondary schools in area music festivals, inter-schools rounders, netball, football, unihoc and cross country running as well as athletic, summer sports and swimming galas. Our school is one of a cluster of four that join more regularly for curriculum related activities. The staff also join together for some training and planning sessions.

SPORTS ENGLAND ACTIVEMARK

This has been awarded to the school in recognition of it's commitment to promoting the benefits of physical activity and school sport.

FOOTBALL ASSOCIATION CHARTER STANDARD

The school received this award in 2003 for the continuing work in promoting girls' and boys' football in school and the community. The School continues to offer a range of clubs and training opportunities for both boys and girls and participates in a number of leagues and competitions each year.

PHOTOGRAPHS

A photographer visits the school twice a year, once for individual photographs and again for class/group photographs. You will be informed of the date of the visit by letter. Pre-school children can be included on the individual photographs, if wished. On occasions photographs are taken of school activities and may be published. When a child starts school parents are asked to complete the Photograph Permission Form and return this to school for updating our records.

INSURANCE

The Local Education Authority's cover does not apply to personal accident cover for individual children. However, the school has its own insurance cover and further details can be obtained from the office.

SECONDARY TRANSFER

At the end of year 6 at St. John the Baptist School your son/daughter will transfer to a secondary school. Most of this school transfer to the Corbet School in Baschurch. By the November of your child's year 6 you will have been sent details of transfer procedure. This will enable you to see the local secondary school either during the day or in the evening. The Headteacher at the Corbet School is Mr. P Adams, and the telephone number is 01939 260296.

HEALTH

When your child is ill the Headteacher is only too pleased to accept a telephone call of explanation. This also ensures that an adult knows where the child is for safety reasons. Failing this, a note is required when the child returns to school. The Office has a printed list of periods of exclusion for pupils with various illnesses, please ask for a copy.

Certain illnesses have to be notified to the Shropshire Health Authority. These include: mumps, whooping cough, scarlet fever, impetigo, ringworm, scabies, chicken pox, etc.

If children have to bring prescribed medicines to school, can they please be taken to the Secretary and the relevant form filled in to allow us to administer the medicine at the correct dosage and time. The guidelines request that the medicine is sent into school in the bottle it was dispensed in, clearly showing the child's name and the type of medication. It is also advised that, wherever possible, medicine should be administered at home. We are advised that we should not administer painkillers, e.g., Calpol - as children requiring such medication during the day should not be in school. Children who are unwell should not be sent to school as there are no suitable facilities to deal with sick children.

Medical examinations are made by the Shropshire Health Authority in the presence of a parent during a child's first year on the request of home or school. All children are routinely tested for hearing and vision. Any problem will be referred to the correct agency and then be monitored.

CHILD PROTECTION

Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents. Parents will be contacted, and the school will continue to work with the parents to support the needs of their child.

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

The School's Child Protection Policy is available from the school.

All parents and helpers working with our pupils must be CRB checked. Transport for swimming and sports matches will be either by hired coach or parents cars. (The school requests that parents who offer help with transport hold appropriate insurance cover and that cars are currently properly licensed and MoT'd). All children travelling in cars should wear seat belts; children under the age of 12 and under the height of 135cm need to use a booster seat, and if required, may need to be brought into school by parents. Only mini buses with seat belts and driven by appropriately qualified drivers are used.

SCHOOLS FOR HEALTH AWARD

The school has been awarded the Gold Award for pupils' education for health. The award included developments in PSHE, Emotional Health and Citizenship, PE and Sport, Smoking Prevention, Healthy Eating, Relationships, Drug Education and Health and Safety.

NO-SMOKING POLICY

The school has a no-smoking policy and smoking is not permitted on any part of the school premises, including the school grounds, at any time. All

visitors are requested to abide by the smoking policy. Pupils consider the hazards of smoking through the curriculum.

SAFE SCHOOL INITIATIVE

The school has been certified as taking a responsible approach towards ensuring a safe and secure environment for pupils, staff and visitors.

SCHOOL TRAVEL PLAN

The aim of our School Travel Plan is to measure and assist with the number of car trips made to and from School, promote healthier and more environmentally friendly forms of transport and improve safety on the school journey, as well as encouraging fun activities. A copy of our School Travel Plan is available in school.

WALKING SCHOOL BUS

Two walking School Buses operate from either end of the village. These are run by volunteer parents who are trained and CRB checked. Pupils walking to school helps promote a healthy lifestyle as well as reducing congestion on the car park and is more environmentally friendly in reducing car usage. The children see it as a sociable and friendly start to the school day. More information on the school website or available from the school office.

SHROPSHIRE WILDLIFE TRUST

The school is a member of the Shropshire Wildlife Trust and benefits from their education officers working with pupils in the outdoor environment as part of the Science Curriculum.

ECO SCHOOL AWARD

The school has been reaccredited with the Eco Schools Green Flag award in March 2010 in recognition of "continued excellence in improving the environmental performance of the school & wider community."

QUALITY MARK FOR BASIC SKILLS

The school has recently been awarded a quality mark by the Basic Skills Agency for the fifth time in succession. This is for the work being undertaken to raise achievement in numeracy and literacy for all pupils, and in particular for the more able, high achieving pupils.

ARRANGEMENTS FOR THE CONSIDERATION OF COMPLAINTS

In the unlikely event that there should be a complaint, we hope that the situation will not proceed beyond the informal stage. We would encourage all parents to use the informal method of meeting a teacher or the Headteacher sooner rather than later in order to avoid relatively minor matters getting out of proportion.

We believe in a system based on partnership between home and school, thus developing greater understanding and a sharing of responsibility. If home and school can be seen by children to be pulling in the same direction then we surely must be giving them a very powerful message.

If however any parent wishes to make a complaint under Section 23 of the Education Reform Act, they should contact the Headteacher.

If you would like assistance in setting out your complaint the school will, if asked, help you to do this, facilitating access to translation services where necessary. The school then promises to deal with your complaint as follows -

- formally acknowledge it within five working days.
- tell you the name and telephone number of the person looking into your complaint.
- respond to it within twenty school working days or, if it is not possible to give you a complete answer, tell you what is being done to investigate and how long it is expected to take.
- tell you if it has to be dealt with under a special procedure.

If you are not satisfied with the outcome of your complaint you can write to the Chairman of Governors, c/o The School who will arrange for the Governing Body to consider what you have to say. Should you still not be satisfied and want to take the matter further you will be told who else you can write to at that stage.

Complaints regarding Preschool will be referred to the manager of the Preschool for consideration.

A full Statement of the School's Complaints Policy can be obtained from the School Office.

ATTENDANCE STATISTICS

Period Covered : 1st September 2009 to 28th May 2010

Number of pupils of compulsory age
on roll for at least one session : 143

Authorised Absences :

- Number of pupils with at least one
authorised absence : 132
- Percentage of pupils with at least one
authorised absence : 92.3%

Unauthorised Absences :

- Number of pupils with at least one
unauthorised absence : 7
- Percentage of pupils with at least one
unauthorised absence : 4.9%

RESULTS OF THE NATIONAL CURRICULUM ASSESSMENTS

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2010) and nationally (2009) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 22

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	0	64				36	0	0
	Girls	0	9	55				36	0	0
	Whole School	0	5	59				36	0	0
	National	2	11	65				21	0	0
Reading	Boys	0	9		0	45	27	18	0	0
	Girls	0	0		36	18	36	9	0	0
	Whole School	0	5		18	32	32	14	0	0
	National	3	13		12	22	24	26	0	0
Writing	Boys	0	9		27	36	27	0	0	0
	Girls	0	9		27	27	27	9	0	0
	Whole School	0	9		27	32	27	5	0	0
	National	4	15		21	28	20	12	0	0
Mathematics	Boys	0	0		18	27	45	9	0	0
	Girls	0	0		27	45	18	9	0	0
	Whole School	0	0		23	36	32	9	0	0
	National	2	8		16	26	27	21	0	0
		W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	0	0	82				18	0	
	Girls	0	9	82				9	0	
	Whole School	0	5	82				14	0	
	National	2	9	67				22		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.

COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2010, compared to national end of key stage 2 teacher assessment levels and test results for 2009.

The number of eligible children is: 20

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	0	5	55	40	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	0	0	10	50	40	0	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	0	0	5	45	50	0	0	0
	National	1	1	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	School	0	15	50	35	0	0
	National	6	14	51	29	0	1
Reading	School	0	5	40	55	0	0
	National	7	7	38	47	0	1
Writing	School	0	20	50	30	0	0
	National	5	27	48	19	0	0
Mathematics	School	0	20	40	40	0	0
	National	5	15	44	35	0	1

HOLIDAY DATES

AUTUMN TERM 2010

Monday, 6 th September	PD Day
Tuesday, 7 th September	Autumn Term Begins
Friday, 22 nd October	PD Day
Monday, 25 th October - Friday, 29 th October	Half Term
Friday, 17 th December	Break-up for Christmas Holidays

SPRING TERM 2011

Tuesday, 4 th January	Spring Term Begins
Friday, 18 th February	PD Day
Monday, 21 st February - Friday, 25 th February	Half Term
Friday, 8 th April	Break-up for Easter Holidays

SUMMER TERM 2011

Tuesday, 26 th April	Summer Term Begins
Monday, 2 nd May	May Day Bank Holiday
Monday, 30 th May - Friday, 3 rd June	Half Term
Friday, 22 nd July	Break-up for Summer Holidays

KS1 & 2 SATS will take place during the week beginning, 9th May, please do not book holidays during this period.