

Colville Primary School



We Love We Laugh We Learn

Academic Year 2020/2021

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Head Teacher: Mr A Hastings

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Dear Parents and Carers

The staff and I take this opportunity to welcome you and your children to the school.

We are always pleased to see parents and carers in the school. Children are much more likely to be successful when school and home work in close partnership and it is such a relationship we should like to develop with you. You can support your children by helping in the classroom, accompanying us on trips, as members of our invaluable Parent Staff Association or Governing Body and in numerous other ways.

We have formal individual parent/teacher consultation evenings twice a year. During these you may discuss in detail your child's progress. In addition staff are available at the end of each day to talk about any general issues. The staff and I are happy to discuss any queries you may have but it can be helpful to make an appointment.

Communication is vital to our success as a school. During the year you will receive weekly newsletters which pass on all the important information about school matters and forthcoming events. The class letter at the beginning of each term is especially useful and will include information about the topics that your children will cover in class. We send electronic letters where possible, so please make sure we have up to date email addresses. We keep a "Letter to Parents" file in the office containing a copy of every letter sent to parents during the school year. If you discover you have not received something please ask for a copy at the office.

When your child first joins the school we ask you to fill in an Admissions Form so that we have all relevant details on file. This information is, of course, confidential. Please inform the office of any changes of address or personal details so that our records remain up to date. Emergency contact details are particularly important.

Yours sincerely

Andrew Hastings
Headteacher



About the School



Established in 1957, Colville Primary School is the longest serving primary school in Cherry Hinton. The school is situated next to the local recreation ground and has generous classroom and playground facilities. A significant extension was completed in 1988 to provide additional classrooms and office space. In 2005 the Colville Speech and Language Centre was opened, creating 16 places for children with significant speech and language needs. In 2011

we completed the impressive new accommodation to the west of the school site, allowing the expansion of the school to incorporate two forms of entry.

The school grounds include a wildlife area with pond, football pitch and netball courts and both grass and tarmac play space. All Key Stage 1 and 2 classrooms have been equipped with interactive whiteboards and the toilets in the original building have been refurbished and modernized. We added a new main entrance to the front of school in 2009, returning it to its original place from the 1950s.

The school offers education for children from nursery (age 3yrs) through to the end of Key Stage 2 (age 11yrs).

We can provide access to After School Clubs run by Cambridge Kidsclub which operates from 3 – 6pm each day on the school site.

There are currently around 300 children on role, including nursery and the Speech and Language Centre, all of whom are taught in single year group classes.

The school was last inspected by OFSTED in March 2019. OFSTED have said ‘School leaders have established a highly positive ethos in which pupils feel valued and have confidence to achieve. They are making good academic and personal progress as a result’. ‘Pupils’ behaviour is outstanding. They are highly respectful and considerate to each other and adults. This results in a happy and purposeful environment in which pupils can learn well.’

Colville School is a Local Authority school and was classified as a ‘Community’ Primary School from September 1999.

School Staff

Headteacher

Mr Andrew Hastings

Deputy Headteacher

Mr Daniel Watkins

Senco

Mrs Cathey Brown

Teaching Staff

Mrs Rachel Widdowson **Nursery**

Miss Charlotte Christie **Reception**

Mrs Sara Bond **Year 1**

Mrs Sarah Lightning **Year 2 (KS1 lead/(EYFS lead))**

Mrs Sophie Mitchell **Year 3**

Miss Lucy Harris **Year 4**

Miss Eleanor Thompson **Year 5**

Mr Tom Wilton **Year 6 (KS2 lead)**

Miss Sarah-Jane Brown **Year 6**

Speech and Language

Mrs Felicity James **Key stage 1**

Mrs Sarah Spriggs **Key stage 2 (SLC lead)**

Support Staff

Mrs Sarah Coulson School Secretary

Mrs Cheryl Easey School Business Manager

Miss Claire Hunt Receptionist/Administrative Assistant

Mrs Amy Hulme Nursery Nurse

Miss Maria Miklos Teaching Assistant

Mrs Janet Creek Teaching Assistant

Mrs Hannah Burnet Teaching Assistant

	Miss Liz Negus	Teaching Assistant
	Mrs Kerry Deane	Teaching Assistant
	Miss Chelsea Cendana	Teaching Assistant
	Mrs Anne-Marie Mansfield	Teaching Assistant
	Miss Ellie Hurst	Teaching Assistant
	Mrs Jan Thompson	Teaching Assistant
	Mrs Elaine Topham	Teaching Assistant/ Family Support Worker
	Mrs Miranda Harper	Teaching Assistant
	Ms Helen Randall	Teaching Assistant
	Mrs Debbie Lamper	Teaching Assistant/Family Support Worker
Speech and Language Centre	Mrs Lisa Hunt	Teaching Assistant
	Mrs Joy Knight	Teaching Assistant
Speech Therapy	Mrs Alex James-Best	Speech and Language Therapist
	Mrs Sarah Bates	Speech and Language Therapist
Midday staff		
	Mrs Anne Jones	Lunchtime Supervisor
	Mrs Ewa Kabeya-Nsana	Lunchtime Supervisor
	Mrs Michelle McGachen	Lunchtime Supervisor
Site Manager	Mr John Fordham	
Cleaners	Mrs Pauline Shanks	
	Mrs Julie Dace	
	Mrs Ewa Kabeya Nsana	

School Aims and Objectives

Aims

Colville School aims to create and enhance a sense of independence, self-confidence and good self-esteem in every pupil. We want the children to feel that their opinions, feelings and talents are valued. We achieve this within a climate of friendly support in which high expectations for academic achievement, good behaviour and caring relationships are made clear. Relationships between staff, staff and children and between staff and parents make a vital contribution to the quality of school life and to teaching and learning in particular. We are keen to listen to all those who involved with the children of our school.

The school seeks to enable pupils to develop lively and enquiring minds and an ability to apply themselves to tasks. We endeavour to help pupils acquire the knowledge, skills and understanding which will equip them for life. To support these aims we deliver a broad and balanced curriculum which matches the children's individual needs and is carefully planned and structured to build on success.

Objectives

The school will provide each child with equal access to a full and wide ranging education in a school where their individual abilities, aptitudes and interests are taken into account. To this end we aim:

To teach children good working habits, including self-reliance and self-discipline.

To create an environment where each child can contribute as an individual and which fosters positive social attitudes and respect for moral values.

To provide opportunities for each child to participate in a wide range of physical, cultural and aesthetic activities.

To lead the children to an understanding of the religions and beliefs that have shaped our culture and to help them to develop their own beliefs and values and thereby to begin to understand themselves.

To communicate clearly, confidently and appropriately in speech and writing and through the use of information technology.

To read fluently and accurately with understanding, feeling and enjoyment.

To listen attentively and with understanding.

To develop a sense of wonder and enjoyment of the world around them.

The School Governors

On behalf of the governing body I would like to take this opportunity to welcome you to our school.

The role of the Governors is to work cooperatively with the Head teacher and staff to create and maintain the best environment for all the children in which **we love, we laugh, we learn.**

The Governors have a wide spectrum of responsibilities covering all aspects of the school, ranging from curriculum, attainment and finance to special needs

and safe guarding. Although each Governor focuses on a different aspect of the school, when we meet together we make collective decisions.

The Governors are proud to serve Colville and are delighted with the strong leadership, inspiring teaching and enthusiastic support from parents that has enabled, and will enable children to grow and develop in this school community.

Nic Boyns,
Chair of Governors

The currently serving School Governors are:

Mr Nic Boyns	Chair & Community Governors
Mrs Anne-Marie Mansfield	Community Governor
Mrs Kerry Deane	Community Governor
Mr Ben Prince	Parent Governor
Miss Amy Cook	LA Governor
Mr Mark Jones	Parent Governor
Mr Hozefa Amijee	Parent Governor
Mrs Freya Dean	Parent Governor
Mr Andrew Hastings	Headteacher
Miss Claire Hunt	Clerk to Governors
Mr Daniel Watkins	Deputy Headteacher & Associate Governor

School Admissions

General Admissions

If you would like your child to join our school you must first contact the County Admissions team on Cambridge 699200, but please feel free to make an appointment to come and look around.

Nursery

Children can be admitted to our Nursery at the start of the term following their third birthday. Admissions are dealt with by school and forms can be collected from the school office along with our Nursery booklet which gives additional information. We have 25 morning places with 2 kept for children referred through the Student Assessment Service or via Health and Social Services.

Reception

The school year runs from 1st September until the 31st August. Children are admitted to our Reception class at the beginning of the school year in which they become five. Parents have the opportunity to meet the Reception staff during the previous year and children spend time in school at the end of the Summer term. The first three weeks are part time to ease pupils into full time schooling. Due to children arriving from a range of settings we review the Reception classes at the end of the year to ensure an equal distribution of need.

You are required to register by the end of April, by returning the admissions form to the Local Authority Admissions Team. Forms are obtainable at the school office.

Children joining after the beginning of term or from other schools are carefully monitored to ensure they settle as quickly as possible.

Parents and carers are always welcome to look round the school before deciding on admission.

Colville Speech and Language Centre

The Colville Speech and Language Centre is housed within the main school buildings. The centre has sixteen full time places for children with statements of special educational needs that have severe speech and language difficulties. The children are referred to the centre through Student Assessment Service.

The children that attend the centre integrate with the rest of the school during afternoon lessons and for trips and events that occur during the year.

Transfer to Secondary School

Our closest Secondary school is Netherhall Specialist Sports College. Most of our pupils transfer to Netherhall with some opting for St Bede's Inter-Church School or Coleridge.

We have strong links with Netherhall, through academic and sporting activities. Netherhall staff are regular visitors to the school and there is a good programme of induction for Year 6 including Taster afternoons and social events.

In the first term of Year 6 you will receive a preference form from the Local Authority and have the opportunity to tour the secondary schools. Pupils will have an induction day at their chosen school.

School Times

Morning Nursery -

9:00 – 12:00

Reception, Years 1 & 2

8:55 – 12:00 and 1:00 – 3:00

Years 3, 4, 5 & 6

8:55 – 12:10 and 1:00 – 3:05

Children should arrive at school no earlier than 8:45am. School starts promptly at 8:55am.

The school car park is reserved strictly for staff and parents are requested to park in the car park opposite school or sensibly at the front of school.

If you know you in advance that you are going to be late to collect your child please ring to let us know. We ask all infant children who have not been collected, and all junior children who have difficulties to wait behind at school near the school office.



Special Educational Needs

Many children, during their time in school, may have special educational needs. Sometimes these are temporary, as a result of illness or upsets at home, for example and sometimes they will require long-term support if they are to make progress.

It is our aim to identify such needs as early as possible and work to support them, this includes the more able children who require extra challenge. Children who are identified as having special educational needs will be put on a register and their progress carefully monitored. They may need only slight modification of the curriculum to succeed or they may need a more carefully planned and evaluated programme, an Additional Support Plan.

The Code of Practice for Special Educational Needs lays out details of how children's needs are identified and monitored and below are examples of this.

School Special Educational Needs Support

When a class teacher identifies that a pupil has special educational needs the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an

individual programme together with teaching assistants. The Special Educational Needs Coordinator (SENCO) is involved in planning future intervention for the child in discussion with colleagues and in monitoring and reviewing the action.

At times it may be necessary to ask for help from external services, such as Speech and Language Therapy, Occupational Therapy or Specialist Teaching Team. This will be decided in consultation with parents.

Sometimes the class teacher and SENCO receive advice or support from SEND specialist services, and additional or different strategies may be put in place.

It is our aim to involve and inform parents and carers early on, initially through parent's evening, and later, if necessary through regular reviews of children's ASPs with the SENCO, Mrs Brown. If you have a concern about your child, or feel that they may have special needs which the school should know about please don't hesitate to contact us.

It is our aim to help all children with special educational needs to reach their full potential.

For additional information please see the school website.

Accessibility

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available at the school office) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- ❖ inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- ❖ provide the information school needs to plan effectively for the child to be a full member of the school community;
- ❖ acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;
- ❖ recognise the importance of school and home working in partnership.

The school has a toilet for the disabled and access for wheelchairs. Although there are stairs in the school we are pleased to welcome children with physical difficulties and do our best to organise activities and class areas to overcome any problems.

The Curriculum

The National Curriculum gives us guidance as to what children should know, understand and be able to do in each of the different subjects. Each teacher sends home a class letter each term outlining the main topics and themes that will be taught throughout that term and the trips and activities are connected to it.

We aim to teach much of this through carefully planned and structured topics or projects, but when it is appropriate any subject is taught discretely. PE, for example, is usually taught as discrete subject, but may be integrated into topic work.

All children from Year 1 upwards are taught English and Maths daily. This will usually be in the form of specific and targeted phonics, reading, writing and numeracy lessons of about an hour. Pupils who require direct phonic teaching receive well-structured activities based around our synthetic phonics scheme of work. Skills from both English and Maths are regularly revisited in other subjects as we believe children will learn well through cross-curriculum work. Teachers make use of a wide range of teaching and learning strategies across all subjects in order to make curriculum content relevant, engaging and purposeful.

The curriculum for under-fives in the Nursery and Reception classes is based around the Government's Foundation Stage curriculum for the Early Years. It is planned on a half-termly and then weekly basis based on the Early Learning Goals. There is also further differentiation of the curriculum to allow for younger children that join the nursery throughout the year following turning three years old.

Over time all children receive a balanced and broad-based experience. Cross-curricular themes such as Health education, school trips and the provision of extra-curricular activities increase the breadth and richness of the education provided.

Organisation

Our current admission number is 30 in Reception and Key Stage One, with 60 pupils per year group in Key Stage Two. All of our classes are organised in straight year groups from Nursery to Year 6.

Teachers work closely with colleagues to maximise opportunities. A combination of whole class, small group and individual teaching methods are used to achieve our aims.



Encouraging Good Behaviour

Colville School has a policy to manage children's behaviour positively and effectively. This is based on a system of rewards and sanctions.

All children are placed in one of four houses when they start at Colville and can earn house points in a variety of ways: for good behaviour, effort or school work. They receive these rewards in the form of physical coin shaped merits and deposit them in large tubes during a special reward assembly.

There will always be children for whom this sort of system is not enough and we have developed a range of incentives and strategies for them. We also aim to work closely with their parents and have found this to be the most successful approach.

We hope, as a parent you will support our reward and sanctions system and the Golden Rules. Reinforcement from parents and carers at home will help your child to respect the school's guidance and correction, and will help us to encourage the development of well- balanced, well-behaved children.

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour and only use physical intervention when in line with Local Authority advice concerning safety, damage to property or severe disruption to the discipline in school.

Photograph Policy

We hope that children and parents enjoy the many events that take place in school each year and create lifelong memories. We understand that parents may wish to have photographs of these special occasions and encourage you to do so. However we ask that no

photographs of children are displayed online in any form and are kept for your own private viewing only. If this policy is not adhered to then the school retains the right to ban the taking of photographs at any school events.

Extra-Curricular Activities

Extra-curricular activities help children develop skills in particular areas to high levels or just provide a wider range of experiences for them to enjoy. It is hard, however to find people to run such activities and we are always keen to have volunteers.

Currently these clubs are available during the year:

Football clubs: *both boys and girls*

Choir Netball club

Athletics club Maths club

Cricket club Journalism club

Multi-skills club Homework club

School Trips

We strongly believe that visits out of school greatly enhance the children's learning. The opportunity to see first hand ancient artefacts, enjoy a play at the theatre, investigate scientific phenomenon or observe wildlife cannot be underestimated for young children. All of the classes enjoy the chance each year to visit places relevant to their work or receive an exciting visit from experts in school.

In year 5 & 6 the children have the opportunity to attend a residential trip. We visit Grafham Water in Huntingdon, Cambridgeshire for four days and experience a whole range of outdoor activities such as climbing, archery and sailing.

Homework

Homework is an important way you can help your child. Children are expected to take home their reading books early on in their time at school and it is vital to the children's progress that you find time to share the book with them (read it to them, listen to them read or talk about the story). As they move through school you will notice that your child will bring home lists of words to learn for spelling tests and that help is needed with the multiplication tables that are regularly tested, but it is still important to continue with the reading as well. As they progress up the school the children bring home extra pieces of formal planned homework each week, which links to work they are doing in school. They will also bring home a combined reading and homework diary, which can be used to record home reading and send messages to and from school.

Help in Class

You can become involved in class as a parent helper. Amongst other things, you may be asked to listen to children read, help with cooking, painting or other craft work. You are welcome to attend school trips with the children and share their experiences out of school. All volunteers will require a police check.

Parent Staff Association (PSA)

All parents are automatically members of the PSA. This is an important link between school and home and creates an opportunity for parents and staff to share in a variety of activities, many of which raise money for the school.

We are currently raising money to improve the school grounds and develop the equipment available for children to play on at playtimes. Many evenings have been spent at fashion shows, quiz nights and discos to name but a few.

The PSA has amongst it many successful ventures funded Christmas parties for the children, computers, play equipment and many improvements to the school environment, including carpeting each classroom and the building of an extension to the school hall.

The PSA is run by a committee, which is elected annually at the Annual General Meeting. A full list of committee members is available from the school office.

The school will always welcome your interest and support, however modest you may feel your contribution to be. Being a member of the PSA is a great way to contribute to your children's school.

School Uniform and Clothing

We strongly encourage the children to wear school uniform, which has a smart sweatshirt with the school motif. The sweatshirts are a sound investment as they are reasonably priced and of good quality. Sweatshirts, baseball caps and other items of school uniform are available from the school office. The school would like to see the following uniform being worn by all pupils.

Boys' uniform

Navy School Sweatshirt
Grey trousers or shorts
White or light blue polo shirt

Girls' uniform

Navy/Red School Sweatshirt/cardi
Grey skirt or pinafore dress
White or light blue polo shirt
Red/Blue gingham in summer

Children should not wear jeans, high heeled shoes or other fashion accessories. All clothing must be labelled to ensure its return when lost by the children.

PE and Sports Kit

Children need a change of clothes for PE, which should include: plimsolls or trainers, a tee-shirt and shorts. The school has its own uniform PE kit (a pale blue tee-shirt with motif and navy shorts), available from the school office.

Kit should be kept in a named PE bag. Children can wear tracksuit bottoms and tops or jumpers outside if it's cold.

Jewellery and Valuables

In order to adhere to Health and Safety regulations we ask that children do not wear earrings unless necessary and then only small stud ones which **must** be covered or removed for PE. No other jewellery is allowed with the exception of watches. Any jewellery that is worn will be removed and returned to the parents.

Children should only bring valuables to school by agreement with their teacher. They should be given into his/her care.

Handheld games consoles, MP3 players etc should not be brought into school.

The school does not accept responsibility for loss or damage to valuables if these requests are not adhered to.

Dinner Money and Lunchtimes

Children may choose to have a hot school meal, bring a packed lunch or go home for lunch.

If the children are staying for a hot school lunch then the meals should be paid for in advance on the Monday morning, with the children bringing in their money in a suitable container with their name and class written on it. If an emergency happens at home or a lunch box is forgotten, the children may, of course, have a school dinner at short notice.

Forms for applying for Free School Meals are available from the office.

Please see the office for current meal prices.

As a school we are committed to encouraging children to eat healthily and sensibly. Parents of children having a packed lunch should ensure that children have a sensible meal including a range of foods. Children should bring any drinks in a robust container, no fizzy drinks are allowed.

The week's menu is on the board near the office for the children and you to look at.

Healthy Snacks

All children in the Nursery, Reception, Year 1 and 2 classes are entitled to a piece of fruit each day. This is usually provided around breaktime. Throughout the week the other classes will also have the opportunity to share fruit also.

No sweets or chocolate bars may be eaten at playtimes.



Health and Illness

We work closely with local health professionals. The school has a link nurse who provides a drop in service for children in school and helps with the Year 5 and 6 Growing and Changing projects.

All children should have pre-school booster injections before they start school.

Should your child be ill please inform the class teacher or school secretary on the first day of absence. All families will be contacted by phone if no reason has been received for your child to be absent from school. If your child suffers sickness or diarrhoea please ensure they have been clear of illness for 48 hours before they return to school.

Children who arrive late for school, after the register has been completed the children are recorded as having an absence.

Illness, dental and medical appointments are legitimate reasons for absence. If you plan for your child to take a day, or more, off school you must fill in a holiday request form before the event. Parents may request up to 10 school days, but it is at the headteacher's discretion that they are granted. The beginning of terms and during SATs should be avoided.

Please remember time out of school does affect your child's progress and it is not always possible to provide work at home.

The school is not allowed to give your child any medication without your written permission. If your child is well enough to return to school but still needs prescribed medicines, please

make sure they are clearly marked with the child's name and dosage and handed to the office at the start of the day. Children should not be in charge of their own medication, except for asthma inhalers.

If your child has an inhaler for asthma please inform the office.

The school takes every precaution, but accidents happen. We have staff trained in First Aid to deal with simple injuries. If your child bumps their head you will be informed through a 'Head Bump note' and if necessary a phone call. Please encourage your child to inform a member of staff if an accident does occur so that we can follow it up.

In the event of an accident or illness we do need emergency contact numbers.



School Attendance

It is not only important for your child's progress that he/she attends school regularly, but it is also a requirement of law.

For this reason all schools keep registers recording class attendance at the beginning of each session, morning and afternoon. School starts promptly at 8:55am.

The school's Education Welfare Officer visits at least once a term and is obliged to follow up incidences of poor attendance.

Points to Remember

Class registers are closed 10 minutes following the beginning of each session. Absence for medical reasons, e.g. doctor, hospital or dentist are accepted as authorised but also require a covering note. Late arrivals must report to the office to sign in and explain their lateness.

If a child needs to leave school during the day they must be collected by an adult from the main entrance. We need a letter giving the reason for absence, time they will leave and who will collect them.

Charging for School Activities

Under the Education Act (1988) charges may only be made for board and lodging on residential visits, individual tuition in the playing of musical instruments, or activities taking place wholly or mainly outside school hours.

Voluntary contributions may be invited in respect of other activities organised

by school. However if not enough contributions are received to cover the cost of activities the school may have to cancel. In special circumstances arrangements may be made.

Assessment, Recording and Reporting

All staff monitor the progress of the children in their care. This involves regular marking of work, discussions with pupils, making notes about their achievements, more formal planned assessments, regular or end of topic tests and reviewing the work in their books.

As a parent or carer, you are always welcome to arrange to discuss your child's progress with the class teacher.

Parents Evenings

In the first term of the Academic Year there is a parent consultation evening to discuss your child's progress.

In the second term there is an open afternoon where parents can come into school and join in with lessons and take a tour of the school with their child.

In the final term there is a further parent consultation evening for a more detailed discussion of progress throughout the year coupled with a formal report on each child.

Test results

Parents of Year 2 and Year 6 children are informed as soon as possible of the SAT results of their own child and of the whole cohort.

Annual Reports

Every child has an annual report.

In the Nursery this is an ongoing record of achievement which continues into the Reception class. For the rest

of the school it takes the form of a summary assessment of the child's achievements during that year.

Documents available to parents

Weekly newsletters will inform you of dates, events and general information. Termly class letters will inform you of the curriculum to be covered during that term and give you important information about trips and homework.

- Latest OFSTED report (2019)
- The Department for Education's statutory orders about the curriculum
- School's complaints procedure

Some of these are sent to you, other bulkier items are kept in the school office.

You are welcome to see our policies and schemes of work, including the LEA agreed syllabus for RE, currently in use in school.

Where a scheme of work or policy is being written or reviewed we will inform you when it will be available. Copies of all policies are kept in the school office and are available on request. If you require translation of documents, this can be arranged.

Complaints Procedures

Our school procedure for dealing with complaints is set out below:

- We expect all our pupils, staff and parents to listen carefully and respectfully to each other.
- Minor complaints should be dealt with by the class teacher. If you are not satisfied contact the Headteacher.
- All serious complaints should be explained to the Headteacher so that an investigation can take place.

- Parents who are unhappy about something should contact us at once. The Headteacher will always meet concerned parents in order to resolve difficulties.
- A parent who is still not satisfied should contact the Chair of Governors via the school office.

A complaint can also be made directly to the Local Authority by contacting the school's advisor, available from the school office.



Thank you for taking the time to read our prospectus. I hope this is the start of a happy and productive partnership between home and school. I look forward to working with you and your children.