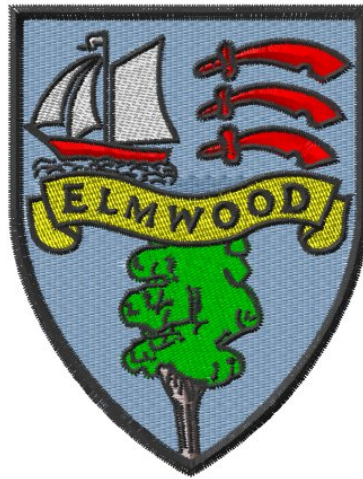


# ELMWOOD PRIMARY SCHOOL



## School Prospectus 2009-2010



*Elmwood Primary School  
Guys Farm Road  
South Woodham Ferrers  
Essex CM3 5NB*



*Telephone: 01245 321301  
Fax: 01245 322498*

*Dear Parent,*

We welcome your child to school and hope that s/he will be happy with us. We also welcome you as parents and would emphasise how important it is that school and parents work in partnership for the benefit of your child. You will receive regular Newsletters about school life and will also be invited to participate in school events. In this prospectus you will find important details concerning school procedures. If any matters require further clarification, please do not hesitate to contact the school.

We are very fortunate to have caring and committed staff and we all hope that your association with the school will be a very happy one. Your involvement and interest is valued and welcomed.

The following pages will explain how we aim to deliver a high quality curriculum in a caring and ordered school environment, where we value the whole child and the contribution s/he makes to school life.

You will also find information relating to pupil absence, term dates and assessment of KS1 and KS2 pupils, which we are required to include.

Yours sincerely,

*Mrs H Shaw  
Headteacher*

*Mrs S Phelps  
Chairman of Governors*

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<b>STATUS AND CHARACTER:</b>	Foundation Primary School, Infant and Junior. Boys and Girls aged 4 - 11 years.
<b>NUMBER ON ROLL:</b>	September 2009 - 328
<b>NUMBER INTENDED TO ADMIT:</b>	2009/2010 - 60

## Aims Of The School



The aims of the school are based on:

QUALITY

RELATIONSHIPS

EXCELLENCE

IMPROVEMENT

Emphasis is on quality through relationships, self awareness and high standards. Children must receive every opportunity to gain success, for it generates confidence, self respect and stimulates further effort.

- We aim to provide a stimulating, friendly and safe environment, where children can learn by experience to value honesty, tolerance, kindness and respect.
- We aim to provide opportunities for children to gain success through self motivation, self respect and independence.
- We aim to improve educational provision through continuous self review.
- We aim to develop a partnership with parents and the wider community to ensure each child's personal development and success.
- We aim to prepare children for the opportunities, responsibilities and experiences of adult life.

We are pleased to welcome you to our school. We are sure you share with us the hope that your child will settle happily into the routine of the school. We trust that the following information will be of help.

## **SCHOOL STAFF**

The school is staffed by a Headteacher, 1 Deputy Headteacher 10 full-time and 4 part-time teachers. We may also call upon the facilities of the Educational Psychologist, the Speech Therapist, and the staff of the Area Special Needs Team. Most teachers are in charge of classes and have areas of special responsibility. The staff are as follows:-

## **TEACHING STAFF**

Mrs H Shaw – Headteacher  
Mrs J Lovett - Deputy Headteacher  
Mr T Allen - Classteacher  
Mrs P Austin - Upper School Team Leader; Numeracy  
Mrs C Brown- R.E.; P.S.H.E.  
Mrs P Dunphy - I.C.T.  
Mrs M Fountain – Art; D.T.  
Mrs S Howell - Geography  
Mrs T Latimer – History  
Mrs I Kaur - Classteacher  
Ms G McInnes - Classteacher  
Miss T Packer – Inclusion Manager  
Mrs J Scullion – Lower School team Leader; Science Greenwatch  
Miss H Sheridan - Classteacher  
Miss C Vass – P.E.  
Mrs A Wake – Geography

## **SUPPORT STAFF**

Mrs J O'Brien - Finance Officer  
Mrs G Hubbert - Office Manager  
Mrs J Embling - Admin Assistant  
Miss T Lunt – Headteacher's PA

Mrs C Smith - Catering Manageress  
Mr P Del-Guidice - Site Supervisor

Mrs K Hornsey - Welfare Assistant  
Mrs J Bonner - “ “

## **Teaching Assistants**

Mrs T Balding, Mrs A Barnett,  
Mrs J Bayliss, Mrs J Brown,  
Mrs J Butcher, Miss C Caton,  
Mrs D Clark, Mrs L Clark,  
Miss E Cook, Mrs E Cowie,  
Mrs G Dickerson, Mrs J Groves,  
Mrs C Macartney, Mrs B Macgill,  
Mrs S Moss, Mrs J Rainbird,  
Mrs K Shorter, Mrs S Sibbons,  
Mrs S Windley, Mrs L Wright.

There are also 14 mid-day assistants who supervise the children at lunch time, 3 kitchen and 4 cleaning staff.



## GENERAL INFORMATION

### CLASSES

All classes in the school are unstreamed and range in size. The average class size is just over 33 in KS2 and 26 in KS1. However, within classes there is a measure of “setting” according to age, ability and aptitude. Differentiation within the classroom takes this into account. We have additional teaching assistants within our classes.

A good liaison is encouraged with Pre-school, whose children we receive, and also with the secondary schools to whom we contribute. The majority of children go to the William de Ferrers School on reaching the age of eleven. However, some children choose to go outside the town for secondary education and in the past children have gone to King Edward VI Grammar School; Chelmsford County High School; Westcliff High School; The Anglo-European School; St John Payne School. and Sandon School. You may also choose for your child to sit the examination for the award of a place at a selective school.

### THE BACKGROUND

Elmwood School was first opened on a site in Hullbridge Road in 1929 with just three classrooms. Since then the school has gone from strength to strength and is now an excellent modern, bright building in Guys Farm Road with 14 classrooms. All the classes are single units and this enables us to create a calm, quiet atmosphere in which the children can concentrate on the task in hand.

In October 1999, a new classroom block replaced the relocatable classrooms and

outside toilet block. There is a large playing field, and three separate playgrounds, all of which provide us with an ideal educational environment.

We have two well-stocked library areas, two dining rooms and two multi-purpose halls. The school is equipped with a variety of audio-visual aids and other educational equipment, which includes a Computer Suite and Music Studio.

It is the intention of the governors to actively pursue opportunities for improvement of the school - not just educationally, but through ongoing maintenance and improvement of the site as a whole. A ‘Breakfast’ and ‘After School Care Club’, Mother and Toddler and Pre-School will be available from September 2004.

### ADMISSIONS POLICY

Children begin their full-time education at Elmwood in September of the academic year in which they will be 5 years old, i.e. children who will be 5 between the 1<sup>st</sup> September and the 31<sup>st</sup> of August. Children may start on the 1<sup>st</sup> of September following their 4<sup>th</sup> birthday.

The admission date in September will vary in line with the beginning of term.

Under the Government’s open enrolment policy, we are obliged to accept children up to our physical capacity, which has been set at 60 reception entrants in any one school year. The closing date for applications for the September 2009 intake is 3<sup>rd</sup> December 2008. Should applications exceed places available, spaces will be allocated using the following criteria:-

- 1) Looked After Children, as defined in S22 of the Children Act 1989.
- 2) Where the child resides within the designated priority admissions area.

- 3) Children with brothers/sisters already at Elmwood other than in Year 6.
- 4) Children with medical, social, or emotional reasons.
- 5) Children who attend Elmwood Pre-school
- 6) Proximity of the child's home to the school, with those living nearer being given the higher priority. For the purpose of this clause, distance will be measured in a straight line.

As we receive applications, we record them. In the event of there being insufficient places to satisfy all demands, those who qualify under these criteria will be offered places.

Priority will be given to looked-after children in each criterion.

### **SCHOOL TIMES**

#### INFANTS:

9.00 a.m. - 12 noon  
1.10 p.m. - 3.15 p.m.



#### JUNIORS:

8.55 a.m. - 12 noon  
1.10 p.m. - 3.20 p.m.

Actual weekly teaching hours, excluding registration, assembly and breaks:-

INFANTS:- 22 hours 50 minutes

JUNIORS:- 23 hours 40 minutes.

### **SCHOOL MEALS**

Children may stay at school for a cooked lunch, bring sandwiches, or go home. Children are not allowed out of school during the lunch break if they stay to lunch or bring sandwiches. We encourage school meals to be paid for either in advance on Mondays, or at the beginning of each half term but money is also accepted on a daily



basis. **The cost of a school meal from September 2009 is £1.80.**

Cheques should be made payable to Elmwood Primary School and your name and address written on the back. If more than one child per family stays to dinner, it helps administration if each child could bring his or her own dinner money. Please send all money or cheques to school in an envelope with clear details written on the envelope of name, class and contents.

Parents who are entitled to Income Support or Income-Based Job-Seekers Allowance and Child Tax Credit (but not if also in receipt of Working Tax Credit) with an income below £16,040, will be entitled to free school meals, application forms are available from the office. Applications for free school meals must be supported by documentary evidence of entitlement to benefit from the DSS.

### **PARENT TEACHER ASSOCIATION**

The school is fortunate to have a very strong PTA called "The Friends Of Elmwood School" (FOES). All parents of children in the school are automatically members of the association and a list of committee members is available in the school office. I hope you will take an active part in supporting our association. If you feel that you could give up some time to help with the organisation of events, and possibly join the committee, please leave your name and telephone number at the school office and you will be contacted. Committee meetings are held roughly every month.

With the help of the Parents Association, we have been able to provide a garden area, consisting of a large greenhouse and garden pond, where the children will gain some insight into environmental issues. We are extremely grateful to our Parents

Association for the funding of this, and indeed for all the projects they undertake.

### **CHARGING POLICY**

It is a requirement of the Education Reform Act that the school has a charging policy. The full policy of the school in relation to charging for activities is available in the office. The following is a brief summary:-

“Children will not be charged for any activity taking place during school hours. However, some visits, speakers, drama groups, etc., can only be organised on the understanding that parents are willing to make a voluntary contribution towards the cost. You will be informed in advance of the nature and cost of the activity, and be invited to make a contribution. If sufficient support is not forthcoming, the activity may be cancelled.

Items produced during cooking, craft or technology activities, will not be charged for unless the child intends to take home and keep the product. It is possible that a charge may then be levied”.

### **COLLECTION OF CHILDREN**

When collecting infant children after school, would you please wait in the playgrounds, and keep any pre-school children by your side. This prevents possible accidents around the buildings, and makes for an orderly end to the day. Parents of Junior children should wait close by the junior playground gates. Please take care not to block the footpath. The school would appreciate it if you did not bring children by car unless it is absolutely essential. Guys Farm Road is a cul-de-sac, and parking and turning are difficult, dangerous activities. In any event, parking or turning on the yellow zig-zag lines; in the school entrance; and

in the staff car park are prohibited. The residents of Guys Farm Road have asked that car users do not impede their access.

## **CURRICULUM**

### **FOUNDATION STAGE** **(Little Elms - Reception)**

The reception curriculum is concerned with the development of all areas of learning and includes personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Social, emotional, physical and intellectual development of the child are of equal importance.

The curriculum supports the child as a young learner by:

- recognising the child’s uniqueness;
- building upon what a child can already do;
- building upon what is familiar to the child;
- providing opportunities and space to explore and discover;
- recognising that talking is reciprocal, initiated and led by child/adult;
- encouraging the child to be independent and self-disciplined;
- encouraging the child to be responsible for his own learning.

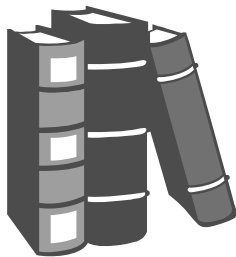
The quality of the learning experience is of paramount importance since most of a child’s intellectual development takes place during the first five years of life. Play is an essential and rich part of the learning process. Learning through play in the reception classes takes place in a social context and is active,



experimental and first hand. The children discover that learning can be fun, rewarding and challenging.

One of the first tasks of the teacher will be to ascertain the social, emotional, and intellectual developmental level of the children, and to organise accordingly. Some of the work will be directed through structured play activities, and some through group or class teaching situations. Important foundation work will be carried out too, preparing children for the vital skills of reading, writing, and mathematics. A themed approach is used so that the children learn from the very beginning that a variety of skills and knowledge is needed to investigate and solve problems, and that learning is not fragmented into unrelated sections.

Books are given a high profile, and will be sent home for parents to share with their children. We feel it is vital for children to learn to love and respect books as a source of pleasure and excitement. As a part of this process, children are provided with a reading log book in which they, their teacher and yourselves may comment.



### **KEY STAGE 1 (Years 1 and 2)**

Children will learn to work both individually, and as members of a group. They will also be encouraged to listen attentively, ask and answer questions, and respond to complex instructions.

They will learn to recognise common words, and read them in sentences. Writing sentences and passages will

follow this, and by the end of this phase, we would expect most of the children to be able to write independently, use a simple dictionary, and spell everyday simple words. They will have been taught letter sounds, and phonic blends as an aid to reading and spelling.

They will be encouraged to use the school environment and to make careful observations of plant and animal life.



### **KEY STAGE 2 (Years 3 and 4)**

By this stage, children are more systematic in their approach, and can concentrate for longer periods. Teachers will encourage greater depth and quality by providing more time for children to complete tasks. Most children will acquire a joined-up handwriting style during this phase.

More complex stories, descriptions, directions, and personal accounts will be written, using a greater variety of sentence structure and more accurate punctuation. Spellings will be systematically taught, based on common patterns, and linked to the needs of the children. Drafting of writing will be more commonplace to encourage children to work on and improve their first efforts, in the search for better quality and higher standards.

Children continue to explore their environment, using more sophisticated recording methods, including databases, graphs, art and craft techniques, and speech.

## **KEY STAGE 2 (Years 5 and 6)**

By the time the children leave us, we hope that they will be able to:-

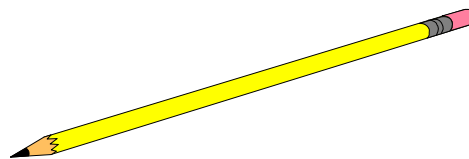
- work independently, assess and amend their work constructively, and apply a variety of skills and strategies towards identifying and solving problems.
- plan and organise their work effectively.
- work fluently with an attractive, accurate style of handwriting.
- read fluently for pleasure and information.
- spell and punctuate their work effectively.
- express themselves effectively through writing, speech and drama.
- plan investigations, select materials, design construct, and control experiments and models.
- use their skills to understand and solve problems
- carry out calculations
- use computers effectively.

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Full details of the range of work covered can be viewed at the school on request, and all parents receive details of the programmes of study their children will be following during the year. Parents are always welcome to make enquiries about their children's work. It is, of course recognised that children develop at different paces. Some may exceed the general expectation, and others may not achieve the same level as their peers. Our aim is to help each child attain their maximum potential and a great deal of effort is put into facilitating this.

Our curriculum is based on activity and experience, and is sufficiently flexible to allow for each child to develop at a pace appropriate to their ability and needs. The

National Curriculum provides the basis for the content of the school's curriculum, and details of this are available at the school.



**The Core Subjects consist of the following:-**

### **ENGLISH**

Literacy Hour was introduced in all classes in September 1998. We have also continued previous good practice in reading and English language skills.

**Reading** - Reading is taught carefully and systematically to all children, to ensure that they can read with fluency and understanding. The school encourages the use of a wide range of reading material, and fosters a love of books. In the early stages of reading, a scheme is used, augmented by a variety of parallel reading books. The intention is that children have the security of a carefully graded scheme, but are not restricted to a single set of books, which may not be appropriate to their interests or needs. Parents are an important part of the process of learning to read, and we encourage a dialogue between school and home to ensure continuity. Children are encouraged to borrow and take home reading books both from the classroom and the library.

**Writing** - Correct letter formation and a clear, attractive, efficient style of handwriting is taught throughout the school. Accurate spelling and punctuation is taught and encouraged. Children also have opportunities to develop creative skills in imaginative writing, poems and stories.



## MATHS

In September 1999, the Numeracy Project was introduced for all classes. Children are 'set' for some sessions from Year 2 - Year 6 for whole class mental arithmetic and numeracy in preparation for the implementation of the Numeracy Project.

The scheme of work for maths incorporates all the areas of learning prescribed by the National Curriculum, and embraces practical and mental work. Practical work is given to help the children formulate and understand mathematical ideas. Investigative opportunities help children learn to apply their mathematical skills to problem-solving situations. Number work, tables, and computation skills are stressed, and are linked with all aspects of mathematics. Ofsted commented that mental arithmetic is a strength of the school.

## SCIENCE



Science lessons are planned to cover the National Curriculum for Science with each year group covering specific themes.

Teachers aim to make lessons interactive, with elements of both practical and recorded work so as to encourage the children to develop their scientific thinking. Children develop the skills of questioning; hypothesising; predicting; observing; measuring; recording (both methods and data); carrying out practical activities safely and using graphs, charts and results to make inferences and conclusions about their work.

Projects are undertaken either as part of a group or independently.

## I.C.T.

## (Information & Communications Technology)

This fast growing and important area of the curriculum includes the use of computers and also other communications such as tape recorders and video cameras. We provide a whole class computer suite to provide opportunities for teaching essential computer skills. In addition, there are computers for each classroom so that children may use and develop their computer skills. Tape recorders and video cameras are also used by children across other areas of the curriculum.

## RELIGIOUS EDUCATION

The school follows the Essex Agreed Syllabus for Religious Education, "Open Worlds", and as part of its development plan, has recently reviewed its policy for the teaching of Religious Education. In line with agreed policy, children are taught a broadly Christian syllabus, but are also informed of other beliefs and traditions. At Key Stage 1, the R.E. is integrated into cross-curricular topics, and includes bible stories. At Key Stage 2, the children are taught elements of Christianity, Judaism and Hinduism. Parents are entitled to withdraw children from RE and Collective Worship, on grounds of conscience, but this has never occurred in the past.

Daily collective worship is compulsory by law, and takes the form of an assembly or hymn singing session. These are usually split into separate assemblies for infant and junior children, with the exception of Fridays, when parents are invited into class assemblies.

The values the school imparts to children are Christian, but are applicable to most of the world's major religions.

<b>Foundation Subjects</b>
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The remaining subjects of Geography, History, Art, Music and PE are taught according to National Curriculum guidelines. Some of these may be linked together in a project to stimulate the children's interest. We will also develop the aesthetic and creative side of children through music and art. It is also important to be aware of a healthy lifestyle and good relationships. These aspects will be taught through a 'Health for Life' programme including PE and games.

### **SEX EDUCATION**



Sex Education is included in the school's health awareness programme. Children are aware of general life processes in the younger age groups through their studies of plants and animals. At this stage, they are also taught the importance of care for themselves i.e. cleaning teeth, washing etc. They are fascinated by animals and have opportunities to observe wild life in our natural areas and school ponds. In this way, sex education is included and introduced as part of their development at Year 4 and 5. We use television broadcasts as part of this process and notice is sent to you so that you may withdraw your child if you wish. You will also have the opportunity to view the video in advance. A parent/daughter evening is held during the Year 5. This is an opportunity to meet with the school nurse to help prepare the girls for the onset of puberty. A similar evening for boys is held during Year 6.



### **CHILDREN WITH SPECIAL LEARNING NEEDS**

Children with special learning needs are given extra help within the classroom by support staff working under the guidance of the class teacher and the Special Needs Co-ordinator. Help is given to a child on his or her own or in a small group where necessary. If your child is to receive additional help, you will be informed by the school and invited to talk to the teacher about the nature of the help and any way in which you can be involved.

We also recognise that the most able children have special needs of their own. The children are identified and the Assistant Headteachers have a specific role in co-ordinating the work of teachers in ensuring that the curriculum is adapted to meet the needs of the more able. Groups of these children are given regular support to stimulate and challenge them.

### **HOME AND SCHOOL (Homework)**

We value parents' knowledge and understanding of their child and aim to build on this to develop a partnership between home and school to enable children to fully develop to the best of their ability. Home school links and also homework can achieve this aim. We ask that all parents sign our homework policy.

From their earliest school days, children will bring home books to share with parents so that parents are involved in their child's learning process. Throughout their infant school lives, children will receive a gradual increase of shared tasks to prepare them for the more formal homework set in the junior years. In this way they will be better prepared for their later secondary years.

Our aims are:-

At Foundation Stage and Key Stage 1

- to involve parents in their child's learning.
- to liaise and promote dialogue between home and school.

At Key Stage 2

- to introduce more formal homework as part of school life.
- to help children improve basic skills and build on skills being developed in the classroom.
- to further develop links between home and school.
- to encourage good working habits for secondary school.

### **HOME SCHOOL CONTRACT**

Parents are also asked to sign a Home School Contract. This will clearly state what the school will provide for your child, how parents may support their child at school and, if appropriate, the agreement by the child to abide by the School Rules.

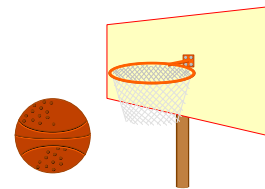
### **EXTRA-CURRICULAR ACTIVITIES**

The curriculum in school uses the local environment wherever possible and is supplemented by a wide range of educational visits, radio and television broadcasts and talks given by visitors. In Year 5 a residential visit is arranged to the Kingswood Centre in Norfolk, and during Year 6 an educational visit is organised to another part of the country.

Children take part in football, netball, rounders and in competition with other schools. We also take part in the Maldon and District Sports Meetings.

### **CLUBS**

Clubs are run outside normal school hours, either before or after school or during lunch times.



Teaching staff, parents, governors and other volunteers run these sessions as extra-curricular activities to enhance the quality of school life.

Children in the junior school are encouraged to join a variety of club activities. Because of the seasonal and inter-school commitments, these may vary, but we hope that they help the children to appreciate the benefits of organising their leisure time in positive, constructive and active hobbies.

Current extra curricular activities include:-

- Country Dancing Club
- Cycling Proficiency for Year 6
- Drama Club
- Netball Club
- Football Club
- Sewing Club
- Science Club
- IT Club
- Greenwatch Environmental Club
- School Council
- Music - Choir & Recorders, School Wind Band
- Guitar/Rock Club
- Percussion Club

We also provide additional musical opportunities for guitar, keyboard, brass & woodwind instruments. These are available by request and a charge is made by the peripatetic music teachers. During the year, children entertain parents, families and friends with instrumental playing, singing and dance.

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## **STANDARDS AND CARE**

### **OPEN EVENINGS**

Each term there are evenings when you are invited to look at your child's work and discuss with us their progress. You are, of course, most welcome to come in to see the staff at any time during the term to discuss work progress and other matters of concern. Indeed, if you have any worries or queries at all about any aspect of your child's life in school, please come and see us as soon as possible. The Headteacher is pleased to see you at any time, although advance notice where possible is appreciated.

Parents of new children are invited by the Headteacher for a school tour and a meeting during the term prior to their child's admission to the school. At this meeting, parents meet the class teacher, Foundation Co-ordinators and other support staff to look at, and discuss, the activities of the reception class.

### **ABSENCE FROM SCHOOL**

Government regulations require us to be careful and correct about attendance records, to this end you can assist us by using the following procedures. If your child will be arriving late to school, please advise us. If your child is absent from school, please telephone the school on the first morning of absence and leave a message on the absence line. Please send an explanatory note to the class teacher on his/her return to school. Children who need to see the doctor or dentist during the day must be collected from school by an adult. Occasionally, you may receive a written request from us to supply a reason for a particular absence.

Parents may request permission to take their children on annual holiday in term time for up to 10 days in any one school year. Requests should be made in advance of the holiday. If you wish to take your child on holiday during the school term, you must complete a holiday form, available from the foyer. However, please avoid term-time holidays if possible.

### **MID-ESSEX COMMUNITY HEALTH TRUST**

The Mid-Essex Community Health Trust complement the staff of the school to enable pupils to reach their full educational potential. The School Nurse carries out routine screening tests during a pupil's school life and the current policy includes vision, hearing, blood pressure and growth assessment. The Nurse may recommend an appointment with the Doctor in Community Paediatrics. The School Nurse can be contacted through the school, or at the Health Services Clinic, Merchant Street, South Woodham Ferrers, telephone 01245 318300.

### **CHILD PROTECTION**

The school has a policy on child protection which covers its legal obligations in the very sensitive area of potential child abuse. Children accumulate knocks and bruises very well themselves without needing the help of others, and staff are fully aware of this! However, there may be extremely rare occasions when physical or behavioural signs come to light which give cause for concern. On such occasion the Head must, by law, consult social services rather than the parents. This does not imply any mistrust or suspicion of parents, as there could be any number of explanations. The law is drawn up to ensure that the welfare of the child is the number one priority.

Our policy is a multi-agency one which gives us access to a number of people who can help children and families who may be experiencing difficulties. Confidentiality is guaranteed to any parent seeking advice.

### **MEDICAL PROCEDURES**

Please do not send medicines to school with your child. If your child must take medicine during school hours, please give it to the welfare staff (clearly marked with the child's name, class and dosage) or, better still, come into school at the appropriate time and give the medicine to your child yourself. Parents of children who need special medicines or inhalers to be available in case of need should clearly mark their medicine and hand it in to the Medical Room for safe keeping. It is important that you notify us of any allergies from which your child suffers, particularly if these are to nuts. Due to the extreme seriousness of nut allergy we do not allow any nut products in school. The school meals cooked on the premises do not contain any nuts or nut products.



We do ask that the school is kept informed of any changes in details relating to parent's work contact numbers during the day, where applicable, and also that names and telephone numbers of emergency contacts are kept up to date. Change of detail forms are available in the foyer.

### **PASTORAL CARE AND DISCIPLINE**

We care for your child and aim to develop high standards of behaviour. The school is a community in which behaviour is based on mutual respect and consideration for others. The class teacher, who knows each child well, is responsible for the care of the children in his or her own class.

Particular problems are referred to the Headteacher or Assistant Headteachers.

The values, standards and attitudes of the school community are made clear to the children by example and discussion, so that they are absorbed by them and made their own. A behaviour policy exists governing behaviour within the school, the playground and the games field. A system of praise and encouragement is used along with recognition of effort and achievement. If, however, a child displays persistent anti-social behaviour, consultation is arranged between the teacher and the parents so that an attempt can be made to correct the matter. School policy permits, in rare cases of serious and persistent indiscipline, exclusion from school.

### **COMPLAINTS PROCEDURE**

It is a requirement of the Act that parents are informed of the procedure for lodging complaints in respect of curricular matters. The process is as follows:-

1. "The Secretary of State expects that any concerns expressed by parents and others about the school curriculum and related matters will continue to be considered and, so far as possible, dealt with in informal discussion with teachers and headteachers in the first instance. It is not the intention that all such expressions of concern should be considered as 'complaints' and dealt with under the approved arrangements. However, there will be cases where such concerns cannot be resolved informally, and will fall to be considered as formal complaints under the approved arrangements.
2. The Headteacher in the first instance, and then, if necessary, the governing body or members acting on their behalf, must deal with such formal complaints. The Secretary of State expects them to do so in

accordance with clear arrangements which secure that full and fair consideration is given to the views of the complainant, and avoid undue delay. If the complainant remains dissatisfied, it will be open to him or her to make a further complaint to the Secretary of State under section 68 or 99 of the Education Act 1944. The Secretary of State will not consider any such complaint until it has first been considered at school level in accordance with the approved arrangements.”

### **PARENTAL INVOLVEMENT**

We welcome parents to the school. If you have a few hours to spare and would like to help in the classroom, please contact your child’s class teacher.

There is a need for a high degree of co-operation between parents and teachers, so we encourage all parents, if and when available, to come into school and help in the classes. The help given by the existing group of parents is most appreciated and of immense benefit to the children. You are also invited to attend your child’s class assembly, concerts, sports days and other events.

### **UNIFORM**

#### **RECEPTION**

##### **Boys and Girls**

Red Elmwood sweatshirt, white t-shirt,  
Grey jogging bottoms or fleece shorts.  
Sensible footwear.

**PE Kit:** Elmwood t-shirt, red shorts



Slip-on Plimsolls.

### **KEY STAGE 1 AND 2**

#### **BOYS:**

White shirt and red tie.  
Light to mid-grey trousers.  
Red jumper or Elmwood sweatshirt.  
Red gingham short-sleeved shirts in summer if preferred.  
Black shoes (**NOT TRAINERS**)  
**N.B. Ties are not part of KS1 uniform.**

#### **GIRLS:**

White blouse and red tie.  
Light to mid-grey skirt, tunic or trousers.  
Red cardigan, jumper or Elmwood sweatshirt.  
Red gingham dress in summer if preferred.  
Black shoes or sandals (**NOT TRAINERS**)  
**N.B. Ties are not part of KS1 uniform.**

#### **PE KIT:**

Red shorts and Elmwood tee-shirt.  
Black or white plimsolls.  
Please provide a named PE bag for kit.

Boys and girls may be involved in outdoor games in wintertime, and football boots or trainers and tracksuits are recommended.

Your child will also need an overall for Art and Craft. An old shirt with elasticated sleeves is ideal. Tee-shirts, sweatshirts, gingham shirts, ties and book wallets are available from the school office every Tuesday afternoon from 3.00 p.m. Please dress your child in uniform at all times. Your co-operation in this respect would be much appreciated. Please make sure that all items of clothing are clearly marked with your child’s name.

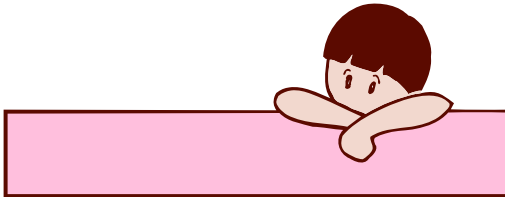
Please note that children are not allowed to wear jewellery in school. Studs and sleeper earrings are allowed for the initial six week period, then these must be removed. Transistor radios, tape recorders, knives, glass bottles, fizzy drinks and sweets are not allowed in school.

## INSURANCE OF PUPILS

The school has taken out personal accident insurance for all pupils taking part in school-based activities. This covers trips, sports, and any other official school activity, but does not extend to 24-hour cover. The policy covers death, loss of limbs, speech, and hearing, intellectual capacity and total disablement on a sliding scale up to a maximum of £50,000. Full details are available on request.

## AVAILABILITY OF INFORMATION

All relevant documents of interest to parents: school policy documents, National Curriculum files, inspection copies of Governors' Meetings Minutes and Agenda, Charging and Remissions policy, uniform details and Complaints Procedure are available in the Head's Office for inspection.



*IN CONCLUSION, we feel that communication between school and home is important and will ensure the best opportunities for your child. We keep you in touch with school events by means of letters sent home with the children. If there are matters that require further clarification, please do not hesitate to contact the school. My staff and I hope that your association with the school will be a very happy one.*

*The remainder of this prospectus contains information relating to pupil absence, term dates and assessment of KS1 and KS2 pupils, which we are required to include.*

*Yours sincerely,*

*Mrs H Shaw  
HEADTEACHER*

*(The information contained in this prospectus is accurate at the time of printing, but may have been subject to subsequent minor changes.)*

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**We pride ourselves in the success of all our pupils. Statistically, Special Educational Needs pupils are included in these Key Stage results.**

**Key Stage 2 2009 : ELMWOOD PRIMARY SCHOOL**

These tables show the percentages of Year 6 children achieving each level this year.

**TEACHER ASSESSMENT : Percentage at each level**

	Dis	Abs	W	1	2	3	4	5	6	4+
<b>ENGLISH</b>	0	0	0	0	0	12	63	26	0	89
<b>MATHEMATICS</b>	0	0	0	0	0	12	51	37	0	88
<b>SCIENCE</b>	0	0	0	0	0	9	51	40	0	91

**TASK AND TEST RESULTS : Percentage at each level**

	Disapplied	Absent	Below Level 3 *	3	4	5	4+
<b>ENGLISH</b>	0	2	0	12	53	33	86
<b>Reading</b>	0	2	0	5	47	47	94
<b>Writing</b>	0	2	0	37	44	16	60
<b>MATHEMATICS</b>	0	5	0	7	56	33	89
<b>SCIENCE</b>	0	2	0	2	60	35	95

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

**Key Stage 1 2009 : ELMWOOD PRIMARY SCHOOL**

These tables show the percentages of Year 2 children achieving each level this year.

**TEACHER ASSESSMENT : Percentage at each level**

	W	1	2	2			3	DIS	ABS
				c	b	a			
<b>Speaking &amp; Listening</b>	0	7	57				37	0	0
<b>Reading</b>	2	15		7	24	22	30	0	0
<b>Writing</b>	2	15		9	33	22	20	0	0
<b>Mathematics</b>	4	0		17	26	30	22	0	0
<b>Science</b>	0	9	70				22	0	0

Dis = Pupil Disapplied under sections 92/93 of the Education Act 2002

Abs = Absent

W = Working towards Level 1

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## **Pupil Absences 2008/2009**

Total number of pupils of compulsory school age on roll for at least one session - **271**  
Percentage of pupil sessions (half days) missed through authorised absences - **5.0%**  
Percentage of pupil sessions (half days) missed through unauthorised absences - **0.8%**

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## **Term Dates for 2009/2010**

### **AUTUMN TERM 2009**

Term begins	3 <sup>rd</sup> September 2009 (for children)
Half Term	26 <sup>th</sup> October 2009 – 30 <sup>th</sup> October 2009
Non-pupil days	<b>2<sup>nd</sup> September 2009; 2<sup>nd</sup> November 2009</b>
Term ends	18 <sup>th</sup> December 2009

### **SPRING TERM 2010**

Term begins	4 <sup>th</sup> January 2010
Half Term	15 <sup>th</sup> February 2010 – 19 <sup>th</sup> February 2010
Non-pupil days	<b>22<sup>nd</sup> February 2010</b>
Term ends	Thursday 1 <sup>st</sup> April 2010

### **SUMMER TERM 2010**

Term begins	19 <sup>th</sup> April 2010
May Day	3 <sup>rd</sup> May 2010
Half Term	31 <sup>st</sup> May 2010 – 4 <sup>th</sup> June 2010
Non-pupil days	<b>19<sup>th</sup> April 2010</b>
Term Ends	22 <sup>nd</sup> July 2010 (tbc)

**Autumn Term 2010 commences (tbc)**  
**All dates are correct at the time of printing.**

ALL DATES ARE INCLUSIVE

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