

School Prospectus 2010-2011

Ambleside Primary School

Address:

Ambleside Primary School
Minver Crescent,
Aspley,
Nottingham
NG8 5PN

Telephone:

(0115) 900 3610

Fax:

(0115) 900 3620

E-mail:

admin@ambleside.nottingham.sch.uk

Website:

amblesideprimaryschool.co.uk

Head Teacher:

Mrs K. Hannon

Chair of Governors:

Mr. M. Bligh

Type of School:

Ambleside Primary School for children aged 3 to 11 years of age.

School Session Times:

8:45 a.m. ~ 3:15

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1. Governing Body of Ambleside Primary School

Chair of Governors *Mr. M. Bligh*
Vice Chair *Mrs. N. Silver and Mr. K. Coppel*

Governors

<i>Mr. S. Bartle</i>	<i>Mrs. D. Tennick</i>	<i>Mr. L. Noble</i>	<i>Mrs. P. Hilliard</i>
<i>Mrs. R. Chapman</i>	<i>Mrs. E. Derbyshire</i>	<i>Mrs. M. Mcloughlin</i>	<i>Mr. P. Donovan</i>
<i>Mr. A Forshaw</i>	<i>Mrs. L. Grocock</i>	<i>Mrs. K. Hannon</i>	<i>Mr. S. Reeve</i>
<i>Mrs. R. Khan</i>	<i>Ms. A. Devine</i>		

2. Staff who are at School to help your Child

Head Teacher *Mrs. K. L. Hannon*
Deputy Head teacher *Mr. L. Noble*

Members of the Teaching Staff

<i>Miss L. Abrahams</i>	<i>Miss J. Arnold</i>	<i>Mrs. S. Bewick</i>	<i>Miss. O. Brown</i>
<i>Miss I. Buchanan</i>	<i>Mrs. S. Dean</i>	<i>Mr. A. Forshaw</i>	<i>Mrs. L. Osprey</i>
<i>Miss E. Hollingsworth</i>	<i>Mrs. C. Bentley</i>	<i>Ms. J. Nusselder</i>	<i>Mr. J. Bradshaw</i>
<i>Mrs. R. Mair</i>	<i>Miss C. Milns</i>	<i>Mrs. J. Patel</i>	<i>Mr. D. Ring</i>
<i>Mr. P. Shepherd</i>	<i>Mrs. M. Smith</i>	<i>Mrs. V. Colombo</i>	<i>Miss Z. Smith</i>
<i>Mrs. N. Smalley</i>	<i>Mr. M. Speed</i>	<i>Mrs. E. Stewart</i>	<i>Mr. C. Whale</i>
<i>Miss. J. Dickens</i>	<i>Miss. K. Tomes</i>		

Senior Teaching Assistant *Mrs. M. Palmer*

Teaching Assistants

<i>Mrs. G. Anthony</i>	<i>Mrs. S. Bartle</i>	<i>Mrs. R. Begley</i>	<i>Mr. P. Derbyshire</i>
<i>Mrs. J. Donnelly</i>	<i>Mrs. J. Harding</i>	<i>Mrs. K. Harper</i>	<i>Miss A. Hazard</i>
<i>Mrs. J. Moore</i>	<i>Mrs. T. Pitt</i>	<i>Mrs. M. Sufa</i>	<i>Miss. A. Cliff</i>
<i>Mrs. T. Ryan</i>	<i>Mrs. S. Kour</i>	<i>Miss T. Warriner</i>	<i>Mrs. S. Wright</i>
<i>Mrs. K. Daine</i>	<i>Miss. L. Wishart</i>	<i>Mrs. H. Sprake</i>	<i>Mrs. A. Waterhouse</i>

Learning Mentor

English as an Additional Language Teaching Assistant

Parent & Community Worker

Intimate Care Assistant

Mrs. D. Walker
Mr. A. Dyer
Mrs. E. Derbyshire
Miss. K. Tennick

Business Manager *Mrs. D. Tennick*

Clerical Team

<i>Mrs. K. Reynolds</i>	<i>Mrs. L. Bennett</i>	<i>Mrs. G. Trueman</i>	<i>Mrs. S. Findlay</i>
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Site Manager

Mr. C. Birchnall

Caretaker

Mr. G. Cresswell

School Cook Manager

Senior Mid-day Dinner Supervisor

Mrs. D. Langsdale
Mrs. E. Pinder

3. Information about the School

The Staff and Children of Ambleside Primary School would like to extend a very warm welcome to you and your child. On entering Ambleside, you will immediately feel at ease and welcomed into a lively, happy, friendly environment.

Our school places a strong emphasis on creating a secure and caring environment, where all children can learn and grow effectively. This involves working in partnership with a number of local/national initiatives which aim to offer support, counselling and advice for both parents and children.

Ambleside Primary is a state of the art school, built for 21st century education. As well as providing excellent facilities for children in Aspley, it is at the heart of a much wider regeneration in the area. It is an integral part of the newly developed campus, offering a full range of family facilities and support with a Sports Centre, Sure Start and a Community and Training centre. The school itself sits in extensive grounds, encircling a courtyard. It is bright and spacious, with large shared areas for practical work and an I.T. infrastructure that will be the envy of any school, for years to come.

Within the purpose built Foundation Unit is a Nursery which caters for sixty part time places in both morning and afternoon session. The school has currently a 2.5 form entry with an admission limit number of 75 for children aged from 5 – 11 years. The school structure is divided into four phases. Within each Phase are four straight aged group classes and one mixed age.

4. School Vision & Aims

To **A**chieve,

Be **P**roud,

Succeed,

Together

Our aim is to:

Achieve

- To enable children to achieve national expectations at all levels.
- Ensure that everybody holds high expectations for themselves and their children in all aspects of teaching, learning and the work of the school community.
- Deliver a broad and balanced curriculum for all learners that has 'excellence and enjoyment' at its heart.
- To work together as a wider school community to achieve our very best.

Be Proud

- To create a culture where all members of our learning community are accepted and challenged and where constructive criticism helps us to grow.
- To create a fun, safe and loving environment in which everyone is valued and inspired and proud to be part of.

Succeed

- To create opportunities for educational and social success for all – parents, pupils and staff. For the whole school community to understand the importance of fairness and how their own actions can contribute to a supportive and harmonious atmosphere.
- To develop relationships within school and the wider community that shares and builds on the belief that everyone is entitled to fulfil their potential.

Together

- Prepare the children for their lifelong learning journey.

5. Parents and School Partnership

Parents play a most important part in the education of their children. To ensure a happy school and provide the best possible education for your children, it is essential parents and school staff work together. We invite all families of children joining the school to enter into a Home/School agreement, which outlines our joint commitment to your child's success.

We inform parents, at an early stage, of any problems that arise concerning their child's education, whether it is concerned with academic progress, behaviour or social problems. We will invite you to come into school to talk with us about your child. Likewise, you must not hesitate to come to school if anything is worrying you or your child. No child will develop academically or socially if he or she is worried or concerned.

It is not always possible for the school to help in some of the social problems that we face in every-day living, but if we know about them, at least we may be able to relieve the problem in some way, and advise you as to the agency that may be able to help. There is always someone to whom a child, or you, may turn.

As the teachers' time is very committed, it is necessary to give them prior notice of your visit, so that they are able to arrange an appointment.

Please support your children by attending all open days or evenings, or any other school functions, particularly those in which your children are taking part.

After your children have been in the school for the first half term, you will be invited to an open evening, so that you can find out how they are settling down. This is also an opportunity for you to give any information about your children's worries, health and welfare, which may help the teachers in ensuring your child settles down satisfactorily and makes the progress they are capable of. A second open evening is held during the Spring Term, which is important to attend to ensure you are aware if your child is achieving their targets and celebrate the success they are making. In the Summer Term, you will receive a school report on your children and be invited to the third open evening to view your children's work and discuss their progress.

Stakeholder surveys will be sent out to you three times during the academic year, to gather your opinion on key items which relate to the school.

We have a Parent & Community Worker in school, who arranges courses and events for parents, families and the community to take part in.

Parents may wish to be more involved with the school and there are several ways of doing this:–

- 1. By becoming a school governor*
- 2. By becoming a mid day supervisor*
- 3. By helping in the classroom (hearing readers, sewing etc.)*
- 4. By helping at school functions or becoming a member of the PTA*

We are very grateful to the many parents who do come into school to help in various ways, assisting the teachers with group activities, as swimming observers, being involved with fund-raising or school social events, or coming on school outings with us. We are always anxious for more parents to be involved with school, as besides helping the school and teachers, it also helps your children. If you would like to help please let your child's teacher know.

6. The Organisation of Classes & Education

In accordance with the arrangements for the National Curriculum and the Early Years Foundation Stage Curriculum, the terms used for the year groups of children in schools throughout the Country and are organised at Ambleside into four phases, are as follows:

Age	Year
Phase 1	
3-4 years old	Foundation Stage 1 (Nursery)
4-5 years old	Foundation Stage 2 (Reception)
Phase 2	
5-6 years old	Year 1 (Y1)
6-7 years old	Year 2 (Y2)
Phase 3	
7-8 years old	Year 3 (Y3)
8-9 years old	Year 4 (Y4)
Phase 4	
9-10 years old	Year 5 (Y5)
10-11 years old	Year 6 (Y6)

The academic year begins in September and ends in July. There are currently three terms in the school year.

At the end of Year 2 (Key Stage 1) your child will undertake a number of national tasks in reading, writing, spelling and mathematics. These will be assessed by your child's teacher and, together with other assessments of their work, will contribute to the formal National Curriculum Assessment level. These tasks are based on the work your child will be doing and are not a formal examination-type test. The average national curriculum level for this age is Level 2B.

At the end of Year 6 (Key Stage 2), National Curriculum tests and tasks take place for reading, writing, spelling, mathematics and science (these are a more formal assessment). The average national curriculum level for this age is Level 4.

7. Admissions Arrangements 2010/2011

The following criteria are used to determine which pupils should be admitted to main school:

- Places will first be allocated to pupils who, at the closing date for applications, live within the catchment area, have requested a place at the school, and who, at the time of admission, will have a brother or sister attending the school.
- Places will then be allocated to other pupils who, at the closing date for applications, live within the catchment area and have requested a place at the school.
- Places will then be allocated to pupils who live outside the catchment area, who have requested a place at the school, and who, at the time of admission, will have a brother or sister attending the school.
- Places will then be allocated to pupils who live outside the catchment area, but in an adjacent catchment area, who requested a place at their catchment area school, but who were unable to obtain a place there because the school was full.
- Places will then be allocated to other pupils who live outside the catchment area, who have requested a place at the school.

In the event of oversubscription within any of the above criteria, preference will be given to applicants who live closest to the school, as measured in a straight line from home to the school (i.e. 'as the crow flies').

Applicants who can establish particular medical, special educational need or social grounds relating to their child, which can be met most appropriately by the school, may be accorded higher priority. Applications must be supported by written evidence from a doctor, social worker or other relevant professional. Each case will be considered on its merits by the Director of Education (or his nominated representative) in consultation with the Chair and Vice-Chair of the school's Governing Body.

Please Note:

Attendance at Ambleside Primary nursery does not guarantee admission to the main school for primary education. All applications for admission to the main school must be made to the Local Authority.

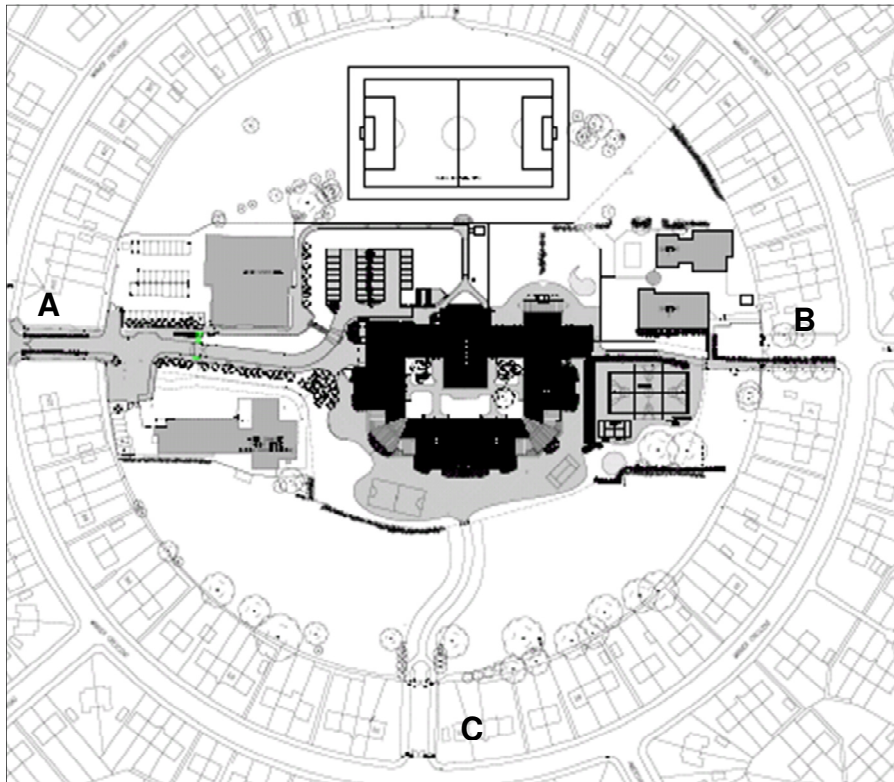
Our Catchment Area Covers:

Abingdon Square	Broxtowe Lane – Nos. 157-333 inclusive	Robinswood Road – Nos. 4-14
Albury Drive	Dalemoor Gardens	Roker Close
Allendale Avenue	Elmdale Gardens	Ryton Square
Ambleside Road	Exbourne Road – Nos. 1-14 inclusive and Nos. 2-16 inclusive	St. Margaret's Avenue
Amersham Rise	Fulwood Crescent	Seaton Crescent
Aspley Lane – Nos. 326-596 inclusive and Nos. 371-571	Glencairn Drive	Sherborne Road
Aspley Park Drive	Grannis Drive	Shepton Crescent
Aylestone Drive	Greendale Gardens	Tenbury Crescent
The Beacon Hotel, inclusive	Hilcot Drive	Tunstall Crescent
Bexleigh Gardens	Kingsbury Drive	Watford Road
Bramble Gardens	Ledbury Vale	Wetherby Close
Bankwood Close	Minver Crescent – Nos. 1-127 and Nos. 2-102	
Brinsley Close	Melbourne Road – Nos. 5-175 and Nos. 42-204	

8. School Security and Safety

Our school is equipped with a very high standard and level of security. This includes the external fences being three metres high, insight anti climb barriers on key points and a fully integrated CCTV system which is both internally and externally monitored.

School Entrances from Minver Crescent



Main entrance

This is located between the current Minver Crescent Sports Centre and ACTC. Labelled **A**. During the day this is the main access point to and from the school. All visitors to the school need to visit our main reception for any school business. Please note; for parents who bring their children to the afternoon session in the Foundation Unit, wishing to use this entrance, there is a pathway around the back of the school to get to the Foundation Unit. This is monitored by the CCTV so please be assured it is a safe passage for you and your child.

A second entrance consists of a pedestrian footpath along the side of the Sure Start building boundary. Labelled **B**. This entrance is opened and accessed at the following times only:

8:30 a.m. ~ 8:55 a.m. 3:05 p.m. ~ 3:30 p.m.

The main reasons for these limited opening times are to ensure the children's safety at all times whilst they are in the school grounds. Unfortunately, if you arrive late at entrance 'B' after it is locked, you will then need to walk around Minver Crescent and report at the main Reception. This shouldn't be a problem if your child is not late for the start of school.

The third entrance labelled **C** is from the existing footpath entrance from where the old Ambleside buildings used to be situated between Amersham Rise and Ambeside Road on Minver Crescent. This entrance is open at the following times only:

8:30 a.m. ~ 8:50 a.m.

3:05 p.m. ~ 3:30 p.m

At drop off and pick up times, parents are asked to wait in the playground outside their child's classroom door in order to avoid congestion and accidents in the school corridor. Our aim is for the children to become as independent as possible and therefore find their own clothing and put it on for themselves. Naturally, if there is a problem of any kind the class teacher is there for you to see at the end of the school day. Please don't leave your child unattended when on the yard and keep them within your sight until they enter or leave school.

Each half term the school has a fire drill practise to ensure all children and staff know the correct procedures in case of the real event.

Our Governing body has Health and Safety Officers who conduct termly health and safety audits throughout the school.

9. Care of Children in the School

The Head teacher and staff are responsible for the supervision of children on school premises from the beginning of school at 8.45 a.m. During the lunchtime break there is one senior mid-day supervisors, plus a large team of mid-day supervisors to care for the children, both in school and out on the playing areas. First aid is given by trained school staff and parents are informed of the accident by a Mr. Bump letter which is given to the child concerned.

10. Illness and Medicine in School

If your child becomes ill at school, we will of course take as much care of your child as possible, but we must stress it is the duty of the parent to make arrangements for collecting the child and taking him/her home or to the doctor/ hospital if necessary. It is vital that the school is informed of any changes in parents' telephone numbers, at home or at work, and any other emergency telephone number. Parents are responsible for the administration of medicine to their children. If a child needs medicine at lunchtime, the child should be taken home for this or the parent should come into school. Staff **generally** will not accept responsibility for the administration of medicine.

All schools and communities have a constant battle against head lice. If your child is spotted with head lice we will inform you at the end of the school day. We would be extremely grateful if you could treat your child the same evening, so that they can return to school the next morning. This way good attendance is maintained and vital learning not missed.

11. Visiting Arrangements

Before your child joins the Nursery they will be invited to attend the Sure Start pre-school playgroup, which takes place on Tuesday afternoons and Wednesday mornings on the campus. On the first day at Nursery parents are asked to stay with their child to help with the settling in process. You are always welcome to stay and help in the Foundation unit at mutually agreed times.

Prior to your child starting school you will be invited to an afternoon meeting to chat with members of the staff. This is an excellent opportunity to voice any concerns. We look forward to meeting you all.

As a new parent you are welcome to look round the school and talk to teachers and the Head teacher at any convenient time. Please book an appointment before you visit. Thank you.

12. Suspected Child Abuse

Every school in Nottingham City is required to follow a set procedure in cases of suspected child abuse. Head teachers are required to refer their concerns to the Social Services Department for further investigation, so that children at risk can be identified quickly.

This procedure is intended to protect children from abuse. When a referral is made to the Social Services Department, it is not accusing the parents of abuse but requesting that further investigation takes place to establish whether a child is at risk.

Eight members of staff have a Stage One qualification for Child Protection and Mr Shepherd has a Stage 2 qualification.

All staff at school receive professional development training on basic awareness for Child Protection every three years.

13. Attendance

The following attendance data is the latest currently available and relates to autumn term 2009 and spring term 2010 combined. The figures show that the overall rate of unauthorised absence is very small in relation to the number of children on roll. However, they also indicate the need for parents to inform school of reasons for every absence, especially short term absences, in order that the figures for the percentage of children involved can be further reduced. The aim is for every child to have full attendance.

The percentage of sessions missed through authorised absence: 4.9%

The percentage of sessions missed through unauthorised absence: 2.1%

The total number of pupils on roll (all ages): 627

We would like to stress the importance of your child attending school every day. Children who attend every day make better progress and have a better understanding of what they learn. The only occasions when it is acceptable for them not to be at school is if they are ill or on a planned family vacation.

Education at all stages: Foundation (3-5 years), Key Stage One (5-7 years) and Key Stage Two (7-11 years), involves a vast amount of learning. For example, by the age of seven children should be able to write extended stories correctly punctuated in English and be able to use the four rules of number (+ – x ÷) in mathematics. By the age of eleven they should be confident in reading and writing for a wide range of purposes. Please don't think it doesn't matter if they miss a day or two here and there, it does!

If your child has either a dental or medical appointment, please try and arrange a time after school, so that this absence does not hinder his/her progress.

14. Absence from school

If your child is absent, you should contact the school by telephone or in person. In the event of a lengthy or infectious illness, we need notification as soon as the nature of the sickness has been discovered and certainly within 3 days. Please do not send children back to school if they are still infected or not fully recovered.

For any frequent or unexplained lengthy absence, we will contact you to establish the reasons for this and, if appropriate, offer advice and support. If your child's attendance does not improve we will have to refer the matter to the Educational Welfare Officer. Please remember that it is your legal duty to ensure that your child attends school regularly.

If your child has a hospital, doctor or dental appointment during school hours, please let the class teacher know in writing. Children cannot be allowed out of school during school time unless the Head or class teacher has been notified, and they are collected by a responsible adult over the age of sixteen.

If you are planning to take your child out of school for a holiday, out of the normal school holiday times, you will need to complete the official holiday form. Please remember that interruptions can affect your child's education and the school reserves the right to refuse to authorise holidays during term time. The form can be obtained from the school office.

Any absence, for which we receive no letter or verbal message from an adult, is unauthorised and linked with truancy.

15. Timings of the school day

Foundation One (Nursery) Aged Children:

Morning Session 8:45 a.m. ~ 11:45 a.m.
Afternoon Session 12:15 p.m. ~ 3:15 p.m.

Foundation Two (Reception) and Years One to Six Children:

School Day Commences 8:45 a.m.
School Day Finishes 3:15 p.m.

Please ensure that your child is punctual, they should ideally arrive at school for 8:40 a.m. as this is when the doors to the school and classrooms are open.

Children under the age of eight should always be brought and collected from school by an adult (over sixteen years of age), if for any reason or in an emergency a different adult will be collecting your child please inform either the class teacher or school office. For your child's safety we do not permit your child to leave with a different person unless we are fully aware of this in advance.

Lateness

We are obviously aware that occasional lateness cannot be avoided and your teacher will always be willing to listen to you sympathetically. However, if your child is more than ten minutes late every day, this will be recorded in the register as a late mark and action may be taken in due course. Any absence must be accounted for by parents, this can be done by:-

1. informing a teacher
2. telephoning the school
3. sending a note.

16. School Uniform

We know that you take a pride in your child's appearance and we ask for your co-operation in maintaining a good standard of dress. We have a school uniform and want to see your child wearing it, as we believe it does help the children to feel part of the school and presents a positive image to the community.

We would appreciate it if you could send your young child to school in clothing which is easy to unfasten. As you can imagine, a class full of shoe laces to tie after every P.E. session is no teacher's picnic! It will help your child to be more independent if he/she can wear clothes and shoes with easy to open fastenings.

Our uniform consists of:-

- ✓ *red jumper, sweatshirt or cardigan,*
- ✓ *white blouse, shirt or polo shirt,*
- ✓ *grey trousers or skirt,*
- ✓ *black shoes.*

Reversible coats in black or red, zip up fleeces, red sweatshirts and cardigans, white or red polo shirts and red T-shirts can be ordered from the school office. Please ask for an order form.

Please remember that many garments look the same and children can easily make mistakes. It is essential that parents label all garments and mark (with indelible inked pen) all shoes, boots, bags etc.

Clothing preferred for PE is:-

Indoors: Black Shorts and a short sleeved Ambleside Vision T-shirt

Outdoors: Black Track Suit or leggings and a red or black sweatshirt. Plimsolls or Trainers

The wearing of jewellery (other than *stud* earrings and a watch) is not permitted, as it can be easily lost and is dangerous when children are taking part in PE. School takes no responsibility for any items of lost jewellery.

A timetable for when kit is needed will be sent to you at the start of each year.

For personal hygiene reasons, your child should bring a complete change of kit, please.

17. The Curriculum at the Foundation Stage

In our Foundation Stage Unit we have 120 part time places for nursery children aged 3-4, and 75 full time places for reception children aged 4-5. The unit is staffed by a team of 5 teachers and 4 teaching assistants.

In our Foundation Stage Unit we try to create a happy, safe, secure and welcoming environment enabling an effective transition from home to school.

We aim to enable quality learning to take place through a planned broad and balanced curriculum. The children work on the Early Years Foundation Stage Curriculum, working towards the Early Learning Goals. The curriculum is organised into six areas of learning.

These are:-

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and number
- Knowledge and understanding of the world
- Physical development
- Creative development

By the end of the foundation stage, your child will be expected to have achieved a set of early learning goals in each of the six areas of learning.

We also try to ensure that all of the children have equal access to the curriculum and make progress according to their individual needs, irrespective of their gender, ethnic or social background or special educational needs.

As well as providing activities inside we allow the children to access the curriculum through a wide range of activities in our outdoor area. In our enclosed outdoor area there is a large grassed area, an astro-turf carpet and a tarmac area with a variety of playground markings and a canopy over, which allows the children to play safely in a variety of weather conditions.

Children who enter Reception during the year when they are five, also follow the Early Years Foundation Stage Curriculum. If you would like more information about this please ask either the Head teacher or a member of staff.

18. The Curriculum at Key Stage One & Two

A summary of the governing body's statement of the curriculum aims includes the statutory requirements of the National Curriculum:–

The 1988 Act states that the curriculum should be balanced and broadly based, and should promote the spiritual, moral, cultural mental and physical development of pupils at the school and of society and prepare such pupils for the opportunities, responsibilities and experiences of adult life.

Alongside these broad aims however, the Education Committee believes strongly in even more detailed aims which can be derived from them. They are:–

- ✓ to help pupils develop lively, enquiring minds, with the ability to question and argue rationally and to apply themselves to tasks and physical skills;
- ✓ to help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- ✓ to help pupils to use language and number effectively;
- ✓ to promote respect for religious and moral values and appreciation of other religions and ways of life different from their own;
- ✓ to help pupils understand the world in which they live and the interdependence of individuals, groups and nations;
- ✓ to help pupils appreciate aspirations and achievements;
- ✓ to help pupils understand and value human diversity in terms of intellectual and physical abilities and achievement.

19. Religious Education

Ambleside Primary school uses the Nottingham City agreed syllabus for Religious Education.

The school is not affiliated with any particular religious denomination, but links are established with the local churches and, on certain occasions, the school is involved in special services in the church buildings. On occasions, members of these churches lead assemblies in the school.

At the same time, it is considered important to recognise that we live in a multi-cultural society and to make all the children aware of the faiths and cultures of the various ethnic groups in order that we can learn to live together in greater harmony. This is carried out at some of our assemblies and also through studies undertaken in our thematic work in the classroom.

The school will make arrangements for parents to exercise their right of withdrawal of their children from religious worship or instruction. This is done by direct contact between the parent and the Head teacher.

20. Collective Worship (Assemblies)

Assemblies are held each day. Teaching Staff lead worship and support on a regular basis.

Our school policy is that:–

Daily assemblies, of a mainly Christian nature, are held, although we do encourage children to be aware of and tolerate other religions.

Star of the Week

This assembly is held at the end of the week – each class submits one child for the ‘Star of the Week’ award. This is a certificate which is presented in front of the whole school. Parents are very welcome to attend and share this special moment with the school.

Each class hosts at least one assembly during the academic year.

Please note:–

Parents may exercise the right to withdraw their children from assemblies and other religious instructions.

Teachers always escort the children to assembly and remain with them until the teacher in charge assumes control.

21. School Council

Our School Council involves pupils in decision making within our school, giving each one a voice to get issues of importance to them discussed and acted upon. The Whole School Council is made up of representatives from each class within the school. Each class holds a council every half term and any issues raised are taken to Phase Councils, and if necessary, referred to the Whole School Council. Pupils who wish to be on the School Council have to stand for election. All pupils vote for their representative on the Council. It is the responsibility of each school councillor to ensure that they express both their own views and the views of all the other pupils they represent. School Councils provide an active citizenship experience, which supports the Citizenship curriculum.

What the School Council does for our school:

Our School Council benefits the whole school, pupils and staff. It provides opportunities for pupils to communicate their feelings to teachers and staff as well as influence decisions that are made.

The Council helps to make decisions which affect the school as a whole. For instance, following a fund raising event, the School Council asked to spend the money on the Inner Courtyard. A bird table, bath & feeder, seating, benches, a sun dial, plants and vegetables were purchased.

Our School Council gives pupils the opportunity to develop skills such as confidence, communication and negotiation.

Role of a School Councillor

- Attend meetings regularly
- Talk to the people they represent and feedback their views to the council
- Make suggestions for change
- Have ideas to share with the council
- Take on particular tasks and roles to get things done

Examples of issues that may be discussed by the School Council

- School rules and policies
- Bullying
- Out of school, homework or activity clubs
- Decoration of the school

- School equipment
- School grounds
- School meals
- Tuck shop
- Community fundraising for a local charity or community project
- Fundraising for the school

22. Homework at Ambleside Primary School

Homework plays an important role in the education of your child and our pupils. It allows them to practise and improve the skills and objectives that they have been working towards in class. Doing homework can really help your child to attain their academic potential and make a difference to their life choices when they get older. This also provides a brilliant opportunity for you, as parents, to spend some quality time with your child helping them with their work and sharing in what they have been doing in school. It doesn't matter if you feel that you can't help them with their homework, just being with them and talking to them will help.

Please look at the homework arrangements below, and support the school by ensuring that your child completes their homework on time.

Phase 1 (Foundation 1 and Foundation 2)

Foundation 1 (Nursery)

The nursery children will bring home a 'letter' and 'rhyme of the week' for you to share with them at home.

Foundation 2 (Reception)

In reception the children will bring home a reading book and their 'bear words' which we would like you to look at with your child for 10 minutes every evening. You can have fun together spotting their 'Bear words' in their reading books and things you have in your home.

Phase 2 (Year 1 and 2)

Homework is given out on Wednesday, so that pupils who attend the after school homework club may complete the work on the same night. For those pupils taking the homework home, it should be returned no later than the following Monday. We would like to stress to you the importance of reading practice at this age, how well they read by the age of seven, will actually have an impact on how well they achieve throughout the rest of their education and life beyond school. Your child is issued with a new reading book each week. They also have the opportunity to choose a book of their choice from the school library each week. We ask for your co-operation in returning both books on a weekly basis please.

We strongly recommend that your child reads with an adult daily. This can be the child reading to an adult or an adult to the child. Please make reading an enjoyable experience and something your child looks forward to.

Phase 3 (Year 3 and 4)

Homework is given out on a Friday and should be returned no later than the next Wednesday morning. This will allow teachers time to look at the homework. Any homework that is returned after Wednesday may not be looked at. Maths and English work will be issued on the same sheet. Homework needs to be completed in the red homework book and returned in the special Red Homework Folders provided please.

Phase 4 (Year 5 and 6)

Homework will be given out during Target Groups on a Friday morning and should be returned the following Friday morning. Part of each Target Group session on a Friday morning will be spent looking at the previous week's homework, and setting future homework.

23. After School Clubs

We have a variety of clubs after school that children can join. These include; football, homework club and computer club. Please ask at the main office for further details of our after school clubs.

24. Gardening Club

Gardening club takes place throughout the school day, setting a good example to the rest of the school through its development of the vegetable plot and flower beds.

25. Cycling

We have several 'bike pods' at school where children can store their bicycles during the school day. If children wish to bring their bicycle to school we ask that they; lock it to the pods using a cycle lock, **wear a helmet** and dismount once they enter the school ground.

26. School Discipline Policy

On your initial visit to school prior to your child starting, our staff will explain the School Behaviour Policy. The school firmly believes in a positive approach to discipline and parents are actively involved.

We aim to be a happy community, with all children feeling included. However, occasionally there will be incidents where a child will be referred to the Head Teacher – parents will be invited to the school to discuss how we can all work together to help the child.

All unacceptable behaviour is recorded on class behaviour log sheets and these are analysed on a termly basis. Further action is then taken to address specific issues.

27. Equal Opportunities and Racial Equality Policies

We have children from a variety of faiths in our school and the multicultural nature of our curriculum ensures that all children experience the culture, festivals and stories of other religions. We provide equal opportunities for all pupils, regardless of race, colour, disability, sex or religion. Our policies on equal opportunities Racial Equality and Disability Access are available for you to read if you wish, for further information.

28. P2B

One of our big financial investments and great successes is 'P2B'. This is an initiative that provides dedicated welfare, guidance and support, on either a drop in basis or in a series of play therapy sessions. This helps children deal with any kind of difficulties they experience at both school and home, from the everyday problems with friends, family or school, to more serious difficulties such as divorce, witnessing physical abuse, bullying, low esteem, loss or bereavement.

This therapeutic counselling service for children and parents runs weekly at the school with fully trained counsellors.

29. Special Educational Needs

The objectives of the Ambleside Primary School Special Needs Policy are as follows;

- to ensure that each child receives a broad and balanced curriculum.
- to provide equal opportunities for all pupils.
- to ensure provision is made for children who need extra support for special educational needs.
- to ensure that there is a procedure for the speedy identification of SEN and a system is in place following this to allocate support
- in whatever form and of drawing up an individual Education Plan for the child concerned.
- to ensure that there are adequate resources for the children.

All children at Ambleside Primary School work in class according to their age. Children who are identified as having special educational needs are an integral part of these classes. All children are taught the National Curriculum subjects, although the way the lesson is presented may vary depending on the needs of the child. The Teaching Assistant's support is used in two ways. The T.A.'s come into the classroom to work with an individual or small group of children to support them in the work that is being carried out by the rest of the class. Children are also sometimes withdrawn from the classroom to a quieter area of school to follow an individual programme, designed to specifically support their individual needs. This support is often for literacy or mathematics.

Initial concerns for children with special educational needs are identified by the class teacher, who refers them to the Additional Needs Manager, to put on the school's special needs register if they agree with the assessment. The Additional Needs Manager is then involved in assisting with provision for those children and calls in the assistance of outside agencies where appropriate. Initial concerns from the class teacher are raised when a child shows exceptionalism in their learning or physical capabilities or in their behaviour for that particular class. The teacher will then implement strategies for accommodating these needs within the classroom environment. If the teacher is still concerned about a child after trying various strategies, then it is at this stage that the teacher will refer the child to the Additional Needs Manager, who will then assess the child and register the child at stage two if appropriate. A parent can also raise a concern about their child. This is again referred to the Additional Needs Manager who will follow up the request as above.

The progress of all children who are registered as having Special Educational Needs is reviewed termly.

The class teacher is the key in identifying, assessing and supporting children with Special Needs, but he or she works alongside the Special Needs team, using their knowledge and expertise to help the child. Please see your child's teacher if you are concerned about your child's progress. They will be pleased to talk to you and, if necessary, will arrange a meeting with the Additional Needs Manager.

We have a Special Educational Needs Policy, which is available to you on request.

30. Curriculum Concerns

It is hoped that by working very closely with parents that problems will not arise, or, if they do they can be resolved quickly by meeting to discuss them. Should you have a serious complaint about the school curriculum or any other related issues which cannot be solved in this way, there is a procedure agreed with the Local Education Authority for dealing with complaints.

A copy of the full complaints procedure is available for reference in school. This procedure allows the opportunity for an informal discussion between the Head teacher and/or appropriate staff member, or both. Written complaints should be directed to the 'Clerk of the Governing Body', whose address is available from the school, or to the designated officer in the Local Education Authority, The Sandfield Centre, Sandfield Road, Lenton, Nottingham, NG7 1QH.

If a formal complaint is to be lodged, the Head teacher will provide you with copies of the relevant documents explaining the arrangements for the complaint to be considered in more detail.

Under Regulation 6 of the Education (School Curriculum and Related Information) Regulations 1989 parents and others have the right of access to the following:–

LA's statement of curriculum policy

the Governing Body's statement of curriculum aims for the school (where it exists) all statutory instruments, circulars, and administrative memoranda concerning the curriculum which are sent to schools by the Department of Education and Science all schemes of work currently used by teachers in the school the LEA's agreed syllabus for RE.

Copies are available upon request from the Head teacher. A small charge will be made for photocopying.

31. Monies

Breakfast club

Breakfast club runs from 8:00 a.m. every school morning in the hall, if you would like your child to join us. Breakfast, which consists of cereal, juice and toast costs 20p a day. Children are very welcome from the age of five years upwards.

School Meals

The children have the option to:–

1. ***Stay for School Meals.*** Dinner money is £1.60 per day, £8.00 a week at present. School meals are freshly cooked on site and are nutritionally balanced with a wide choice of meat or vegetarian, hot or cold meals. You are more than welcome if it is easier for you to pay by cheque for either the week or half term. Cheques need to be made payable to 'Nottingham City Council.' School does not keep money on site; we would greatly appreciate it if all dinner money is always paid on a Monday, with the correct change, in an envelope with your child's full name, and amount enclosed and class number clearly written on the front.

If you wish your child to change from sandwiches to school meals, or vice versa, at least one week's notice is preferred.

If parents receive Income Support they can claim free meals for their child. It is important that this claim is made, even if the intention is that your child brings a packed lunch, as the school receives additional funding for children who claim free school meals. For help or advice regarding claiming for free school meals please ask to make an appointment with our Parent and Community worker who will be happy to support you with the process.

2. **Bring a packed lunch.** This should be in an appropriate, clearly labelled container.

3. **Go home for lunch.** The parent/carer must arrange to collect their child. If for a valid reason parents wish their child to go home for lunch, *two week's* notice is required please.

Milk

Children who get free school meals also get free milk (up until their 7th Birthday). For the rest a charge of £6 a term is made. This should be given to the class teacher in an envelope with the child's name on it, during a two week period at the start of each term.

Tuck Shop

There is a tuck shop for children in Phases Three and Four. Healthy Snacks and fruit are all between 5p and 20p. Children in Phases One and Two all receive a piece of fruit daily, so there is no need for them to bring any money to school.

32. Breakages and Damage to School Property

The School reserves the right to seek reparation from parents where their child/children has/have caused breakages or damage to school property.

33. School Fund

The School Fund comprises those unofficial monies that, although not provided by the Local Education Authority, are used to supplement the School Budget Share for the benefit of pupils. Income for the School Fund is generated by such things as school photograph commission, interest from the deposit account and savings bank account, donations and a school based fund raising event. Expenditure from the School Fund includes subsidising school visits, miscellaneous workshops in school, concerts and plays. Our school visits could not go ahead without a subsidy from the School Fund.

34. Off site educational visits

Great emphasis is placed on broadening the horizons of our pupils. To this end, they are taken out on visits to enrich their experience of the wider world and in support of the National Curriculum. It is hoped that parents will support this promotion of educational and cultural visits for the children. The school may invite parents to make voluntary contributions, where necessary, to assist in making such visits and outings possible. These are greatly appreciated.

Parents will be notified in advance of any visits away from the school premises as consent may need to be obtained. Children will receive equal opportunity regardless of parental circumstances: no child is excluded for financial reasons.

Occasionally, a teacher may feel it necessary to exclude a child from a trip because of extremely poor behaviour which may put the safety of other children at risk.

In accordance with the wishes of the Governors of Ambleside Primary School, all buses and coaches used for off-site visits, and, which travel beyond the boundaries of the city, are fitted with seat belts.

Residential visits are available to every child to experience in Phases two, three and four, Years 2, 3, 4, 5 & 6.

35. The Roles of your School Governors

In order to assist in the formulation of appropriate policies which provide the basis on which the day to day running of the school controlled by the Head teacher, the Governors have a full Governing Body meeting once a term, where they meet formally.

The Full Governing Body is then broken down further into these sub-committees:–

Finance and General Purposes Committee
Pupils and Personnel Committee
Strategic Development Committee

The remit of the committees is as follows:–

Finance and General Purposes Committee

- To determine the school's annual budget, including staff complement;
- To consider the report from the Head Teacher comparing expenditure with budget and to approve requirements as necessary;
- To plan the school budget in accordance with the priorities in the school management plan;
- To determine the written description of financial systems and procedures;
- To operate the Governing Body's arrangements for obtaining quotations and inviting tenders;
- To authorise all write-offs and disposals of surplus stock and equipment in accordance with LEA regulations;
- To recommend to the Governing Body a charging policy in alignment with the LEA charging policy;
- To determine arrangements regarding petty cash as the school;
- To determine arrangements for the accounts and audit of the school fund(s);
- To determine matters relating to building maintenance, health and safety and letting outside school hours in accordance with the Governors' delegated responsibilities;
- To determine matters relating to school security;
- To determine insurance arrangements.

Pupils and Personnel Committee

The remit of the committee is as follows:–

- To determine arrangements for all appointments of staff except for Head Teacher and Deputy Head Teacher;
- To determine a staffing structure and other staffing matters including reductions in staffing levels and leave of absence;
- To recommend to the Governing Body a staff pay policy;
- To review staff grading in line with the school's agreed pay policy;
- To determine personnel matters in accordance with the discipline and grievance procedures adopted by the Governing Body;
- To consider matters of pupil welfare and make recommendations to the Governing Body;
- To discharge the Governors' statutory duties regarding the exclusions of pupils in accordance with the Education Committee's procedures or the Governors; own procedures and the Articles of Government.

Strategic Development Committee

The remit of the committee is as follows:–

- To consider the curriculum at the school in accordance with the national and local requirements;
- To make recommendations to the Governing Body on the school management plan and curriculum matters;
- To oversee the Governing Body’s curriculum responsibilities within the school including sex education, religious education and collective worship;
- To make recommendations on strategic development that will improve pupil achievement and school effectiveness.

Specific Named Governors

The Governing body has specific named Governors for the following:–

- Governor responsible for Health and Safety.
- Governor responsible for Racial Equality.
- Governor responsible for Equal Opportunities.
- Governor responsible for Special Needs.
- Governor responsible for Governor Training.

36. Services available through the School

The school receives additional support for both individual pupils and staff from various services provided by the Local Education Authority. These include:–

- General Services
- Advisory and Inspection Service
- Child Health Service
- Education Catering Service
- Education Library Service
- Education Support Education Psychology Service
- Education Welfare Service
- Nottingham City Classroom support service
- Special Needs Support Service

37. National Curriculum Assessment Results for 2010

Foundation Stage

	2009	2010	
PSE dispositions and attitudes	88%	87%	-1
PSE social development	88%	87%	-1
PSE emotional development	80%	80%	0
CLL Language for communication and thinking	81%	76%	-5
CLL linking sounds to letters	66%	79%	+13
CLL Reading	59%	72%	+13
CLL Writing	51%	70%	+19
MD Numbers for labels	86%	88%	+2
MD Calculating	66%	76%	+10
MD Shape space and measures	78%	78%	0
KUW Knowledge and understanding of the world	80%	75%	-5
PD Physical development	93%	93%	0
CD Creative development	88%	83%	-5

Key Stage One

	Reading		Diff	Writing		Diff	Maths		Diff
	2009	2010		2009	2010		2009	2010	
Level 2+	69%	76%	+7	68%	81%	+13	74%	83%	+9
Level 2b+	54%	68%	+14	46%	60%	+14	56%	69%	+13
Level 3+	25%	11%	-14	3%	10%	+7	12%	17%	-5

Key Stage Two

	English		Diff	Maths		Diff	Combined		Diff	Science		Diff
	2009	2010		2009	2010		2009	2010		2009	2010	
Level 4+	53%	68%	+15%	55%	64%	+9%	46%	57%	+11%	62%	68%	+6%
Level 5	14%	18%	+4%	24%	27%	+3%				22%	16%	-6%

Disclaimer

The information given in this brochure which relates to the school year 2010/2011 was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in this brochure, or in any particular part of them before the start of the school year 2011/2012 or in subsequent years.

Any anticipated changes have been included as part of the text.

Date of issue
January 2011

Appendix 1
Charging and Remissions Policy for School Activities
(Primary Schools)

General Principles

The School Governing Body like the Education Committee is committed to the general principle of free education. In determining the charging and remissions policies which are set out in this document the Governors have been mindful of the policy statement produced by the Nottinghamshire Education Committee and have also taken account of the Committee's Entitlement Curriculum.

The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs, can make towards all aspects of pupils' education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils of the school.

Charges

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school.

Residential Activities held during school hours: charges may be made for the board and lodging element of those residential activities which take place during school hours. Parents will be notified in advance of any such activities which the school proposes to organise and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made.

Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil; no other costs will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body
EXCEPT in the circumstances described below.

Activities held outside school hours: the school will endeavour to provide a range of such activities from time to time. These will sometimes include day and residential experiences, and are known generally as 'optional extras'. Charges may be made for these activities EXCEPT where they are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum or to religious education in which case they are not regarded as optional extras as such and charges cannot be made. (Board and lodging charges may still however be made for any residential activities subject to the remission arrangements described below.)

Parents will be notified in advance of any 'optional extras' which the school proposes to organise and the estimated cost. Parental consent will be obtained if their children are to participate in any activities for which a charge may be made.

Any charge for a particular activity will be dependent upon the type of activity and its cost and the number of participants. This charge will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. The cost of other pupils participating in the visit will not be included in the charge. The charge may however include an appropriate element for such things as:

- (i) the pupil's travel costs;
- (ii) the pupil's board and lodging costs;
- (iii) materials, books, instruments and other equipment;
- (iv) non-teaching staff costs;
- (v) entrance fees to museums, castles, theatres, etc;
- (vi) insurance costs;
- (vii) the expenses only of participating teachers engaged on a separate contract for services to provide the 'optional extra'.

Any remission arrangements for such activities will be at the discretion of the Governing Body, EXCEPT in the circumstances described below.

Materials and Ingredients: a charge will only be made for any materials and ingredients relating to activities taking place during school hours where parents have indicated in advance a wish to own the finished product, e.g. in home economics or CDT. Alternatively parents may, in these circumstances, be asked to volunteer to provide the ingredients and materials prior to the activity taking place.

Remissions

Where the parents of a pupil are in receipt of Income Support, Family Credit, an income-based Jobseeker's Allowance a Disability Working Allowance, the Governing Body will remit in full the cost of board and lodging for any residential activity the school organises for the pupil if the activity:

- (i) takes place within school hours, or
- (ii) forms part of the syllabus for a prescribed public examination or fulfils statutory duties relating to the National Curriculum or religious education, irrespective of whether the activity takes place within or outside school hours. Any other remission arrangements for a particular activity or pupil will be entirely at the discretion of the School Governing Body. Any subsidy provided by the Governing Body will be met from the funds at its disposal.