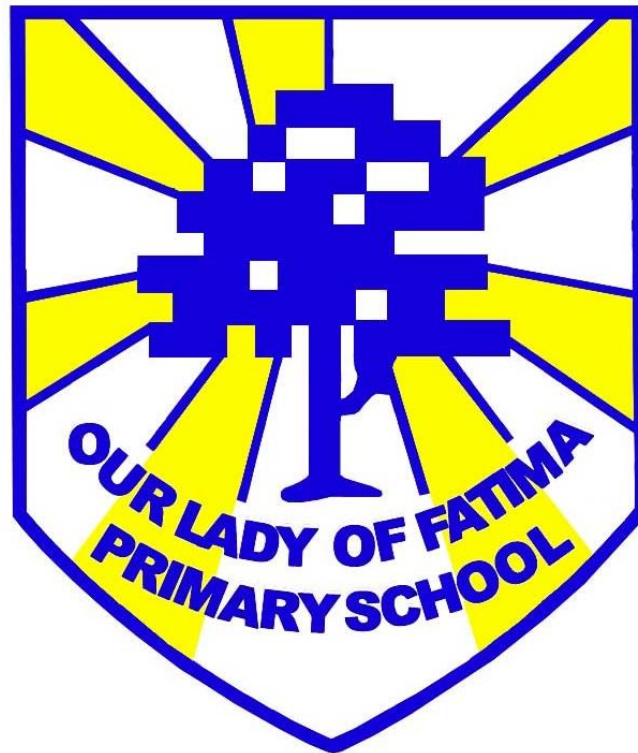


2016-2017 School Prospectus



Visit our school website: www.olfatima.bham.sch.uk



The School

Our Lady of Fatima Catholic Primary School was opened in 1967 as the Parish School of Our Lady of Fatima, Quinton. In October 2014 the school became part of the Saint Nicholas Owen Catholic Multi Academy Company. The building has a pleasant, open aspect and is situated on the south side of the Hagley Road, opposite Lightwoods Park in Harborne.

The School provides for its pupils a primary curriculum with special emphasis on the teaching of the Catholic faith and regular participation in the liturgy and prayer life of the Church.

There are 210 children aged four to eleven on roll. Up to 30 children are admitted each September to the Reception Class. Children aged four years on August 31st are eligible for admission during the Autumn Term. Reception children are invited to spend some time in the school prior to commencing full-time attendance. This normally takes place during the Summer Term. At the beginning of July, a meeting is organised for their parents so that the school's aims and objectives can be discussed. Parents of intending pupils are always invited to visit the school before a child is admitted. The school is organised into seven mixed ability classes, Foundation, two classes at Key Stage 1 and four at Key Stage 2. All children are in year groups and within each class; teaching is adapted to the age and ability of the child.

School Mission Statement

We welcome everyone into our community,
to live, love and learn together
in the light and example of Jesus Christ.

Aims of the School

Our school, which looks to Christ for the basis of its existence, aims to show concern for all connected with the school. We see ourselves as vital to the life and worship of the parish.

Our school will be distinguished by the quality of care, support and respect shown between its members.

Our school aims to make worship in all forms central to the life of the school and aims to promote the spiritual growth of all its members. We aim to ensure that our whole curriculum, including the National Curriculum, is delivered within a Catholic environment in which pupils can grow and acquire concepts, knowledge, skills, attitudes and values in preparation for future life.

Our school acknowledges that each person is unique and we should strive for the fullest development of every pupil and all those who work in the school, promoting equal opportunity and respect for all.

Our school aims to promote justice and understanding in our world by forging positive links with the community, other schools, other faiths and the world of work.

In declaring these aims, the term "School" encompasses all the staff, pupils, parents, governors, clergy and everybody concerned in the organisation and running of the school.

The aims are not listed in any order of priority.

OUR LADY OF FATIMA SCHOOL COMMUNITY

Academy Committee

Dr L Cemm Chair (Foundation)

Mr K Keegan Vice-Chair (Foundation)

Mrs I Byrne (Foundation)

Mrs K Bowater (Foundation)

Mrs M Hooper (Foundation)

Mr K McGuinness (Foundation)

Vacancy (Foundation)

Mrs Walsh (parent)

Mr S Rogers (parent)

Mrs C van Vliet (Headteacher)

Mr D O'Connor (Deputy Headteacher)

Mr S Rollason (non-teaching staff)

Ms J Murgatroyd (Clerk)

Teaching Staff

Head Teacher: Mrs C van Vliet

Deputy Head: Mr D O'Connor

Mr D Bagwell, Mrs C Greatrex, Mrs R Harlow, Mrs E Iles, Mrs H Lake

Mrs N Levack, Mrs J McGuinness, Miss J O'Connell, Mrs T Workman.

Non-teaching staff

Ms J Murgatroyd (Senior Office Manager & PA to Headteacher)

Mrs C Hayden (Office Manager PT)

Teaching Assistants: Miss C Deen, Mrs S Darkaoui Mrs C Homer, Mrs J Macklin,

Mrs J Rickerby, Mrs E Smith, Mrs G Wakeman, Miss H Walker.

Mr S Rollason (Building Services Supervisor)

Mrs K Rollason (Cleaning Assistant)

Lunch Time Supervisors

Mrs C Baylis, Mrs A Cameron, Mrs D Flanagan, Mrs J Jaep, Mrs M Liddy,

Mrs J Macklin, Mrs O'Grady.

Before & After School

Mrs J Rickerby, Miss H Walker, Mrs A Khatun, Mr S Hinton

Admission Criteria September 2017

The admissions process is part of the Birmingham local authority co-ordinated scheme.

The Admission Policy of the Governors of Our Lady of Fatima Primary School is as follows:

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

The School's Admission Number for the school year 2017/18 is **30**.

If the number of applications exceeds the admission number, the governors will give priority to applications in accordance with the criteria listed, provided that the governors are made aware of that application before decisions on admissions are made (see Note 1 below). If there is oversubscription within a category, the governors will give priority to children living closest to the school determined by shortest distance (see Note 4).

A map of the parish boundary is available at the school, on the school website at the parish church or by post on request.

1. Baptised Catholic children (see Note 2 below) who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Baptised Catholic children living within the Parish of Our Lady of Fatima who have a brother or sister (see Note 3 below) in the school at the time of admission.
3. Other Baptised Catholic children who have a brother or sister in the school at the time of admission.
4. Baptised Catholic children living within the Parish of Our Lady of Fatima.
5. Other Baptised Catholic children.
6. Non-Catholic children who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
7. Non-Catholic children who have a brother or sister in the school at the time of admission.
8. Non-Catholic children.

Note 1

Children with a Statement of Special Educational Needs that names the school must be admitted. This will reduce the number of places available to applicants.

Note 2

In all categories, for a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism/Reception should contact their Parish Priest.

Parents making an application for a Catholic child should also complete a supplementary information form (SIF). Failure to complete the SIF/provide evidence of Catholic Baptism/Reception may affect the criterion the child's name is placed in.

Note 3

For Catholic and non-Catholic children the definition of a brother or sister is:

- A brother or sister sharing the same parents;
- Half-brother or half-sister, where two children share one common parent;
- Step-brother or step-sister, where two children are related by a parent's marriage;
- Step-brother or step-sister;
- Adopted or fostered children

The children must be living permanently in the same household

Note 4

Distances are calculated on the basis of a straight-line measurement between the applicant's home address and the main entrance in Winchfield Drive. The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supply the co-ordinates that are used to plot an applicant's home address within this system.

In a very small number of cases it may not be able to decide between the applicants of those pupils who are qualifiers for a place, when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both or all of the children would cause the legal limit to be exceeded, the local authority will use a computerised system to randomly select the child to be offered the final place.

The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence for the majority of the school week. Documentary evidence may be required.

Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place and proof may be requested.

SCHOOL ENTRY

Parents must, by law, ensure that their child is receiving suitable full time education from the beginning of the term following the child's fifth birthday, when they will have begun to be of compulsory school age. Whilst a child may start school in the September following their fourth birthday, a parent may choose to defer their child's admission until the beginning of the term following their fifth birthday; however, the child's entry may not be deferred beyond the academic year for which the parent's original application was accepted.

The parent of a child whose fifth birthday falls during the summer term who wishes to defer their child's admission to primary/infant school until the beginning of the following academic year (when the child will have begun to be of compulsory school age) will therefore need to make a separate application for a place in Year 1 at the school. Any reception class place offered following an application made during the 2014/2015 admission round will be withdrawn if the child does not take up that place during the 2014/2015 academic year.

Parents can request that their child attends part-time until the child reaches compulsory school age.

APPEALS

Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may apply in writing to Chair of Governors. Appeals will be heard by an independent panel.

REPEAT APPLICATIONS

Any parent can apply for a place for their child at any time outside the admissions round. Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the admission authority has accepted a second application from the appellant because of a significant and material change in the circumstances of the parent, child or school but still refused admission.

LATE APPLICATIONS

Late applications will be dealt with according to the local authority co-ordinated scheme.

WAITING LIST

Parents whose children have not been offered their preferred school will be informed of their right of appeal and will be added to their preferred schools waiting list.

The Local Authority will send voluntary aided and foundation schools their waiting lists following the offer of school places.

Waiting lists for admission remain open and are not reset.

Waiting lists will not be fixed following the offer of places. They are subject to change. This means that a child's waiting list position during the year could go up or down. Any late applicants accepted will be added to the school's list in accordance with the order of priority for allocating places.

Inclusion on a school's waiting list does not mean that a place will eventually become available. It may be that those already offered places may accept them, thereby filling all available places.

Children who are the subject of a direction by a local authority to admit or who are allocated to a school in accordance with a Fair Access Protocol take precedence over those on a waiting list.

IN YEAR FAIR ACCESS POLICY

The governing body have adopted the LA fair access policy for admission of previously excluded or hard to place children.

APPLICATIONS OTHER THAN THE NORMAL INTAKE TO RECEPTION CLASS

(In-year applications)

An application should be made to the governing body at the school.

There is no charge or cost related to the admission of a child to this school.

APPENDIX

DEFINITION OF A "BAPTISED CATHOLIC"

A "Baptised Catholic" is one who:

- Has been baptised into full communion (Cf. *Catechism of the Catholic Church, 837*) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome (i.e. Latin Rite, Byzantine Rite, Coptic, Syriac, etc, Cf. *Catechism of the Catholic Church, 1203*). Written evidence* of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place (Cf. *Code of Canon Law, 877 & 878*).

Or

- Has been validly baptised in a separated ecclesial community and subsequently received into full communion with the Catholic Church by the *Right of Reception of Baptised Christians into the Full Communion of the Catholic Church*. Written evidence of their baptism and reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases, a sub-section of the Baptismal Registers of the church in which the *Rite of Reception* took place (Cf. *Rite of Christian Initiation, 399*).

WRITTEN EVIDENCE OF BAPTISM

The Governing bodies of Catholic schools will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of "Baptised Catholics". A Certificate of Baptism or Reception is to include: the full name, date of birth, date of Baptism or Reception, and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of Baptism or Reception.

Those who would have difficulty obtaining written evidence of Catholic Baptism/Reception for a good reason, may still be considered as Baptised Catholics but only after they have been referred to their parish priest who, after consulting the Vicar General, will decide how the question of Baptism/Reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept.

Governors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not.)



OUR LADY OF FATIMA PRIMARY SCHOOL



Supplementary Information Form

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

Child's Surname	
Child's First Name(s)	
Child's Date of Birth	
Address	
Contact Number	

Please tick the appropriate box:

Is the above named child a Baptised Catholic or been Received into the Catholic Church?	Yes		No	
Is the certificate of Catholic Baptism/ Reception attached?	Yes		No	

A certificate of Catholic Baptism/Reception should be provided in order for the application to be considered in a Catholic category. Failure to provide evidence of Catholic Baptism/Reception may affect the criterion the child's name is placed in.

Please note that you must complete a local authority application form. This supplementary information form is only for school use to enable the governing body to rank applicants using the published criteria.

Curriculum

Religious Education

This for us is at the core of everything. There is a strong Catholic ethos within the School, which is to be found not just within R.E. lessons but throughout all the activities which take place.

As a community of Faith, whole school and class Masses are celebrated regularly. There are also special liturgies for the Key Stage 1 children. Children in Year 3 are prepared for the Sacraments of Reconciliation and the Eucharist. A Reconciliation Service is normally held for the Key Stage 2 children during Lent. The children receive the Sacrament of Confirmation in Year 6. Parents who send their child to a Catholic school would wish their child to be fully involved in the life of the school, taking part in all the educational opportunities provided, including Religious Education and Collective Worship. The law does, however permit parents to withdraw their child from Religious Education and Collective Worship. No alternative provision is available in school but any parent wishing to exercise that right should contact the Head Teacher. We strongly encourage all families to participate in Sunday Mass – the 11.00 a.m. Family Mass at Our Lady of Fatima Church is the service that most families choose to attend.



The National Curriculum

Children's year in Reception class marks the last year of the Early Years Foundation Stage in education, a stage for children from the age of three. 'Areas of learning and development' consists of **three prime areas** and **four specific areas**. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas.

How my child will be learning?

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first.

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

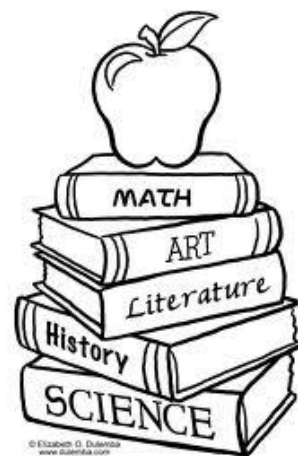


- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child’s learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child’s unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

All classes follow the new National Curriculum guidelines. The guiding principle throughout is that each child is entitled to a broad, balanced education which is appropriate to his/her needs regardless of ethnicity, gender or ability. The National Curriculum comprises:



Core subjects

- English
- Mathematics
- Science
- Religious Education

Other Foundation subjects

- Art & Design*
- Physical Education
- Geography*
- Design and Technology*
- History*
- Music*

Information and Communication Technology – computer skills are taught discretely but technology is also used to enhance the broad curriculum.

* These subjects are mostly taught in a creative cross-curricular way.

French is taught by a specialist French teacher in Key Stage 2.

In the Reception class, a basic sight vocabulary is established using Story Chest books, PM Starter's books and Oxford Reading Tree. Phonic Bugs books support the teaching of discrete phonics. These are followed by the Ginn 360 scheme which forms the core of our reading material and whose levels are used to classify other supplementary books. Children are encouraged to develop a love of books and there is a well-stocked Library.

Strong emphasis is placed on developing skills in English and to assist with this development, use is made of the content of the Literacy Strategy which is combined with the schools best practice. Mathematics is taught mainly as a discrete subject with core skills developed in other areas of the curriculum. A practical approach is encouraged and there is a wide variety of resources.

Other Foundation National curriculum subjects are mostly taught through a 'Creative Curriculum' theme based approach. Each half term topic is introduced with a whole school assembly, including a Religious focus which provides a mission focus and coherence, bringing curriculum areas together and ends with a whole school sharing afternoon involving all pupils. Each topic promotes excellence and enjoyment of learning experiences and includes structured skills based teaching and learning.

Information and Communication Technology is used to enhance teaching and learning.

There are a range of extra curricular clubs, including extra school activities.

School policy documents are available for parents to see on the school's website or by written request to the Head Teacher.

Physical Education

P.E. is part of the National Curriculum and compulsory for all pupils. Pupils currently access swimming lessons from Year 2 upwards but swimming provision is under review. The school values the contributions that these areas make to children's all-round development through non-competitive and competitive participation. Pupils also access a variety of sport delivered by specialist teachers and coaches. Children will normally only be excused for a genuine medical reason. We are fortunate to have a large field adjacent to the school and this is used for a variety of activities. The Annual Sports' Day is held during the summer term.

Sex Education

At the heart of our aims is our Mission Statement. As a Catholic school we believe that all teaching should have as its overriding aim, the moral, spiritual and social development of each individual, in accordance with the teaching of the Catholic Church.

We recognise that the prime responsibility for sex education must rest with the parents and we believe that any teaching should not be in isolation but rather be complementary and supportive to the role of parents. The school follows the Diocesan guidelines for sex education, 'God's Gift of Life', a copy of which is available for parents to peruse on Parents' Evenings, Open Days and at any other time by arrangement. This booklet is based on the Catholic Church's teaching about life, love and family. The "All That I Am" programme is also used. Linked with the Diocesan Guidelines are the relevant National Curriculum Science strands. As the children move through the School, their sex education is based on their stage of development. It is a gradual process, concerned not only with giving the basic biological facts, but with the

development of the whole personality leading to an understanding of God's gift of life and how we share in his work of creation.

Parents may withdraw their child from all or part of the Sex Education provided, except that which is required as part of the National Curriculum. Any parent wishing to do this should contact the Head Teacher.

Special Educational Needs

The school works within the framework of the Special Educational Needs Code of Practice and the Disability Rights Code of Practice.

Children are identified as having special educational needs from the end of their time in Reception class (or earlier if appropriate) and this is discussed with parents during the summer term. Subsequently, the level of need is assessed using the New Code of Practice. Each child's needs are met by the class teacher with support from the Special Needs Co-coordinator and outside agencies, as appropriate. Parental involvement is very important at all stages and this is strengthened by the Code. Children's progress is monitored, reviewed and recorded regularly and as a result, teaching is adapted as appropriate. Every effort is made to meet the needs of children of a wide range of abilities and disabilities with or without statements.

Admission to the school is strictly in accordance with the Academy Committee's Admissions Criteria. In keeping with our inclusive ethos and Equal Opportunities Policy, all children regardless of ability participate in a broad, balanced appropriately differentiated curriculum, as is their entitlement. The school has continued to monitor provision for children with specific needs and where necessary and where possible, modifications have been made. The school has an accessible toilet, playgrounds are linked by ramps and plans for the future development of the building will follow the principles of inclusion.

Educational Visits

When appropriate, outside agencies are brought in to supplement and enrich what is offered in school. Visits are made to museums, school farms, and other places of interest and educational worth. These visits, organised by the school, can only proceed where they have parental support in terms of voluntary contributions to cover the cost involved. Letters are always sent out to parents, well in advance, giving all the relevant information and details about any proposed visit. Therefore all parents are expected to contribute towards the visit unless there is financial hardship. The school follows the guidelines set out in the L.A. document on Educational visits.

Please note that insurance coverage on educational visits is minimal but parents may take out their own additional insurance.

Homework

It is our view that school based work is only one facet of the education of your child. Each child's educational development can be enhanced if they are encouraged to take up personal interests.

Joining clubs and learning new sports will help to broaden your child's experience. Children should also be encouraged to use the local library on a regular basis and to visit museums and places of interest. However, homework is also an important part of your child's education. Children make better progress if the work that is done in school is supported at home. Therefore, all children are expected to work at home. Homework is not normally set during school holidays but children are encouraged to read widely and parents are asked to make the most of family holiday activities to enhance their children's learning. The best possible support that parents can give is to set time aside so that work can be done in a quiet relaxed atmosphere free from distractions. This helps children to produce work of the same high standard in terms of quality and presentation, as that produced at school. It is vital that parents read to their children throughout their Primary School years and listen to them read every evening. All children should take a 'Reading Scheme' book or library book home every night. Reading book bags are available from school to help with the care of books.

From Year 1 onwards pupils are also asked to learn spellings and number facts as well as to gather information relating to topics being studied at school. Suggestions, as to how parents can help, are sent home in a termly newsletter. These suggestions are supported by the Homework Policy. The school 'intranet' with dedicated class pages provides updated support on a termly basis for home learning linked to the curriculum using I.C.T.

Pastoral Care

Pastoral care of children is exercised by all the teaching staff and is based on Christian values. Throughout the school great emphasis is placed on the fact that each child should be encouraged and given every opportunity to learn and develop a genuine sense of responsibility and self-discipline. Respect for oneself as well as for others is a very integral part of this approach and parental support is seen as being crucial to the success of our efforts. Children are praised and encouraged verbally or in writing for all good work, effort, honesty, helpfulness, success, and other good qualities. A system of rewards is used to reinforce good patterns of behaviour and good work. Key Stage 1 children who do something commendable either in work or socially are recorded and rewarded in 'The Congratulations Book'.

Key Stage 2 children belong to 'Teams' and they can gain House Points for their Team by completing work or deeds which are praiseworthy. Team points for each week are announced in Congratulations Assembly.

At the end of each half term a certificate is presented to each child in the winning team. There are times when children may need some form of correction to deter antisocial or inappropriate behaviour. Children will normally receive a warning before being disciplined and the school has a range of sanctions which are outlined in the School's Behaviour Policy.

We believe our school to be a caring, Catholic community where there is respect, courtesy and concern for others regardless of ethnicity, gender and ability/disability. The school has a written Anti-Bullying Policy and Race Equality Policy which is rooted in the same ethos and is subject to ongoing monitoring. Policies can be seen on request.

Child Protection/Safeguarding

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies. The procedures we follow have been set by the Birmingham Area Child Protection Committee. If you want to know more about this procedure, please speak to the Head Teacher. Further information and a copy of our Child Protection Policy are also available on the main entrance noticeboard and school website.

Care and Control

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's 'Care and Control' policy for dealing with such situations. Any parent wishing to view this policy may do so on written request.

Procedures for dealing with concerns

Any concerns that may arise regarding any aspect of school life, should in the first instance, be addressed to the class teacher. If the matter is not resolved it should then be taken up with the Head Teacher or Deputy Head Teacher. If parents are still not satisfied, complaints may be made in writing to the Chair of the Academy Committee c/o the school address. Parents who want to make a formal complaint must follow the school's complaints procedure (which is available on request from the Headteacher).

Home-School Liaison

At present we provide three parent consultation opportunities a year. The first takes place early in the Autumn Term. This is essentially an introductory meeting when parents can meet their child's class teacher and informally discuss how well their child has settled down to work and whether there is anything,

medical or otherwise, that the class teacher should know about. The second consultation, during the Spring Term, provides parents with the opportunity to see their child's work and also to discuss progress in detail with the class teacher. Written reports are sent out towards the end of the summer term. Parents are given an opportunity to discuss these and are also invited to make their own written comments about their child's progress.

Meetings are held on aspects of the curriculum and assessment as needed. Parents in Years 3 and 6 are invited to Sacramental Preparation meetings. Parents of Years 4 and 5 children are invited to attend a meeting to help them with making their choices of Secondary Schools and to discuss the residential visit to Alton Castle during the Summer Term. 'Inspire workshops' are organised for all classes and parents are strongly recommended to attend. They provide an opportunity to work alongside their child without distractions. Additional meetings are held to discuss the progress of children with special needs and to plan the next stage in children's learning. Apart from these meetings, parents are always welcome to contact the Head Teacher or class teacher at other times to discuss any queries, though it is recommended, that for matters which are not urgent, an appointment should be made in order to ensure that the person concerned is available. An Open Day is also held during the Autumn Term and all parents are invited to visit the school while the pupils are all working in class.

Parking

We ask that parents who bring their children to school by car **should not** use the drive leading to the school front entrance, as this is an access point for emergency services, delivery vans and staff working on the premises. In addition, the area around the kitchen is out of bounds. The kitchen staff, Building Services Supervisor and drivers of delivery vehicles are the only people who have valid reasons for being in this part of the school grounds. Parents are requested not to park in the staff car park when picking up their children after school hours from the Before and After School Club.

Parents are asked to park with care and consideration for children, other parents and local residents.

Attendance/Absence

Excellent attendance and punctuality are expected. Any absence should be reported by telephone on the first morning of absence and explained in writing on a child's return to school. Please ring school between 8.15 a.m. and 9.30 a.m. on the first day of absence to report the reason. **Family holidays should always be taken during the school holiday. Holidays during term time are unauthorised** and may lead to further action being taken. Experience shows that children who miss the start of the new school year, find it difficult to settle and in May there are statutory and non-statutory assessments of children. **Holidays in term time are bound to have a detrimental effect on your child's progress.**

Where possible, routine medical treatment should be arranged outside of school hours. Where this is not possible, written notification should be given to the class teacher. This also applies if it is necessary for a child to be collected during the school day, for any other reason. For registration and safety reasons, all parents should report their arrival to the School Office when they have occasion to bring or collect their child during official school time.

Attendance for the school year 2015-16 was as follows:

% attendance	97.2%
% authorised absence	2.4%
% unauthorised absence	0.4%

Contact Forms

It is essential that the School is able to contact a parent, relative or friend in an emergency. For that reason we require all parents to complete, and keep up to date, an emergency contact form giving address, telephone number and place of employment.

Accidents/Illness

The Class Teacher will normally inform you at home-time of any minor illness or accident which has occurred during the day or a school note will be sent home explaining the incident. If it is thought necessary the parent is contacted to collect the child. **PARENTS ARE REMINDED THAT CHILDREN SHOULD NOT BE SENT TO SCHOOL WHEN UNWELL.** In the event of a serious accident, every effort will be made to contact parents. If this is not possible the child will be taken to hospital for treatment and the parents will be contacted as soon as possible.

Medicines

Only preventive medicine can be accepted into School e.g. asthma inhalers. Any requests for the use of other prescribed medicines should be made in writing or in person to the Head Teacher. If a child does require a prescribed medicine to be administered during school time, a responsible adult may come to



school to administer the dose or a parent can make a written request for the school to do this by completing a school form. The container must be clearly labelled with the contents, child's name and the required dosage. Medicine must not be brought to school by a child, it must be handed in by an adult at the school office. Parents are responsible for replenishing their child's supply of medicine, to keep 'spacers' clean and to ensure that medicines are not out of date. Staff cannot administer medicines that are not prescribed by a doctor.

School Opening and Closing Times

	Foundation / KEY STAGE 1	KEY STAGE 2
Morning session	8.55 am - 11.55 am	8.55 am - 12.30 pm
Afternoon session	1.05 pm - 3.30 pm	1.25 pm - 3.30 pm

The morning session begins at 8.55 am. Please ensure that your child is brought to school punctually as it can be upsetting for a child to be late, as well as being disruptive to teaching and learning. The children are supervised in the playground, by a teacher, from 8.45 am, but parents must realise that the school cannot be responsible for pupils on the premises before this time. Pupils are allowed entry into the school from 8.45 a.m. onwards.

School closes at 3.30 pm. Children should be met by a known adult. Please inform the school in writing if a different person is collecting your child. If there is an unavoidable delay in collecting a child please telephone the school. For safety reasons, the side entrance gates to the school are normally locked between 9.15 am to 3.15 pm.

School Dinners

Cooked meals are available for all pupils. Payment for school dinners should be made on the first day of each school week. Money should be brought to school in a sealed envelope with the child's name and class clearly marked on it. Credits are allowed for absence. All Foundation and KS1 pupils are entitled to a Free School Meal. Parents who are eligible to claim for Free School Meals are



encouraged to do so as this provides the school with extra beneficial funding. Application forms for free meals may be obtained from the school office. You can choose to send your child with a packed lunch. Drinks (non fizzy) in plastic containers may be brought to school, but no glass bottles are allowed. We request written notice when children transfer from school meals to sandwiches. Due to food allergies, no foods containing nuts (eg. snackbars, nutella) should be brought into school.

Children who usually have a packed lunch from home can choose to have a school dinner on 'Fun Friday' each week.

Mid-morning snack

Free milk is provided for all children under five years of age.

Fruit is provided, each day, for Foundation and Key Stage 1 children.

Key Stage 2 children may bring a piece of fruit to eat during morning break.

The cooks provide mid- morning snacks (toast, fruit, yogurt, fruit juice and milk) at reasonable prices. Please do not send sweets or chocolate bars to school. **CHEWING GUM IS FORBIDDEN at all times.**

School Fund

The School Fund meets incidental expenses which are not covered by the school budget. All children benefit from this Fund in one way or another. Parents are asked to make a family contribution of £5 to this fund each term. Larger contributions are of course welcome and cheques should be made payable to: 'SNOMAC'.

Parent Teacher Association

There is a thriving Parent Teacher Association which organises social and fund raising events throughout the year. All parents of pupils are automatically members. The Annual General Meeting of the P.T.A. is held during the Autumn Term.

School Uniform

The wearing of school uniform is expected as it helps the child to identify more closely with the 'school family' and generally assists in promoting the public image of the school.

The winter uniform consists of:

BOYS

Grey trousers, white shirt, royal blue jumper with school crest, grey or dark socks, school tie, and sensible black shoes.

GIRLS

Plain grey skirt/pinafore dress or trousers / culottes, white blouse, royal blue cardigan or jumper with school crest, white socks or grey woollen tights, school tie, sensible black shoes.

Summer Uniform:

BOYS

Grey shorts or trousers. White 'polo' shirt can be worn instead of shirt /tie.

GIRLS

Blue/white striped or check summer dress

White 'polo' shirt can be worn instead of shirt / tie.

We advise the purchase of a school hat / cap for sunny weather (available from the school office)

P.E.

Boys and Girls: Navy shorts and plain white T-shirt. Plimsolls for P.E. and dancing etc.

Track suits may be worn for outdoor games during the winter months.

Training shoes which do not cover the ankles may be worn for outdoor games. They are not suitable for indoor P.E. – all children need plimsolls.

Swimming: Costume and towel. One piece swimsuit for girls, swimming trunks (not shorts) for boys.

Book bags, pump bags and school sun hats / caps can be purchased from the school.

Parents are free to obtain items from wherever they please with the exception of the school crest jumpers and cardigans which can be obtained from Tesco online or Clive Marks in Bearwood.

ALL CLOTHING SHOULD BE MARKED WITH THE CHILD'S NAME AND SHOULD CONFORM TO SAFETY.

Long hair should be tied back for hygiene reasons and especially during P.E., for safety reasons. Hair accessories should be simple and follow school colours. 'Fashion' haircuts (e.g. tramlines / patterns) are not appropriate for school for boys or girls. Boys' hair should be cut no shorter than a number 2. Children are asked not to wear jewellery for safety reasons. The wearing of earrings is not allowed but if necessary, ear studs may be worn. Children are responsible for their own possessions in school and for this reason are asked not to bring toys or valuables as their loss or breakage can cause distress.

All details are accurate at the time of printing, however, some changes may be necessary and parents will be informed of any such changes.

