



**AIRY HILL
COMMUNITY PRIMARY SCHOOL
PROSPECTUS 2017 - 2018**





Airy Hill Community Primary School

Our Mission

At Airy Hill Community Primary School we are all committed to providing a safe, secure and stimulating learning environment where everyone can achieve their potential.

Our Vision

The child is at the centre of everything that we do in school
Each child deserves the very best education.
Every child can achieve their potential.

Airy Hill Community Primary School will;

- Be aspirational, inspiring, ambitious and fun.
- Provide a safe and secure learning environment where risk taking is encouraged.
- Be an inclusive school where all children and adults are given equal opportunities and are treated fairly.
- Promote and achieve high standards for all by providing high quality teaching and learning.
- Provide a highly flexible learning environment which meets the needs of all the children.
- Value the whole child and give equal emphasis to all areas of intelligence.
- Promote all children's physical, spiritual, moral, social and cultural development.
- Give responsibility to children to develop their self-confidence and promote their self-esteem.
- Be fully committed to involving parents and the community in all aspects of school life.
- Be a school where good behaviour is expected and where success is encouraged, rewarded and celebrated.

Our School Drivers

At Airy Hill Community Primary School we will ensure that all children will have the opportunity to;

- ❖ Develop team skills and represent the school at a sporting, cultural or academic event.
- ❖ Take part in a wide range of outdoor and adventurous activities.
- ❖ Learn in a creative, personalised, safe and stimulating environment.
- ❖ Learn about the wider world and have the chance to help others.
 - ❖ Use a range of modern technologies to enhance learning.
 - ❖ Take part in the performing arts on stage with an audience.
- ❖ Grow into responsible, confident, caring and kind young people.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MEMBERS OF TEACHING STAFF AND GOVERNING BODY 2017 - 2018

HEADTEACHER

Mrs C Matthewman B.A.(Hons) Q.T.S.

DEPUTY HEADTEACHER

Mrs C Yates B.A. (Hons) Q.T.S.

TEACHING STAFF

Mr. R. Bowman B.A.(Hons) Q.T.S.	Year 6
Mr. P. Armstrong B.A.(Hons) Q.T.S.	Year 5
Mrs. J. Hill B.Sc.Ed (Hons) Q.T.S	Year 4
Miss E. Locker B.A. (Hons) Q.T.S	Year 3
Mrs J. Mortimer, B.A.(Hons) Q.T.S.	Year 1
Mrs H. Worthington , B.A. (Hons) Q.T.S.	Reception
Mrs. K. Payne B.A.(Hons) Q.T.S.	Nursery
Mr. A. Meynell, M.A. B.Sc(Hons) P.G.C.E.	SENCo

TEACHING ASSISTANTS

Miss L. Mayo – SATA
Mrs J. Savage – HLTA
Mrs A. Frankland – ATA
Miss F. Storr - ATA
Mrs P. Stewart – ATA
Mrs D. Harcourt – GTA
Ms N. Priestley - ATA
Mrs. D. Digby – GTA
Ms. R. Estill – GTA (SEN)
Mrs. G. Backhouse – GTA
Mrs P Britton - GTA

EARLY YEARS PRACTITIONERS

Mrs J Dale
Mrs S Spark
Mrs A Digby
Mrs K Melton
Mrs L Hutchinson

AIRY HILL COMMUNITY PRIMARY SCHOOL GOVERNING BODY

CO-OPTED GOVERNORS:

Mr. T. Cooper (Chair)
Mrs E. Burns
Mrs S. Tonnar
Miss E. Locker

STAFF GOVERNORS:

Mrs C. Matthewman
Mr. P. Armstrong

PARENT GOVERNORS:

Mr. J. Brown
Mrs J. Witney
Mr A. Hatchwell (Vice Chair)
Mrs D. Jackson

TBA

LA APPOINTED GOVERNORS:

Miss D Hall

CLERK TO GOVERNORS:

Helen Stapley

OFFICE STAFF

Mrs J Harland

Mrs C Unger Bloor

Office Manager

School Secretary

CARETAKING AND CLEANING STAFF

TBA

Mrs B Buck

Mrs J Baron

Caretaker

CATERING STAFF

Mrs M Storr

Mrs W Kelly

Mrs A. Tate

Cook-in-Charge

MIDDAY SUPERVISORY ASSISTANTS

Mrs S Humble SMSA

Miss A Broll MSA

Ms C Thomas MSA

Mrs L Hall MSA

Mrs S King MSA

Miss C Young MSA

AIRY HILL CP SCHOOL

Waterstead Lane
Whitby
YO21 1PZ
Tel. No. 01947 602688
Fax No. 01947 821749
E-Mail Address: admin@airyhill.n-yorks.sch.uk

There are nine classes at Airy Hill Community Primary School, Nursery 1, Nursery 2, Reception, two Key Stage One and four Key Stage Two.

School Hours

Morning session (for all children): 9.00 a.m. – 12.00 p.m. (children admitted from 8.50 a.m.)

Afternoon session (for all children): 1.10 p.m. – 3.30 p.m.

The total number of hours spent teaching in a normal school week are 25 hours.

HOLIDAY DATES 2017 – 2018

	School Closes at end of session on;	School re-opens at 9.00 a.m. on;
Autumn Term		Tue 5 th September 2017
Autumn half term 2017	Friday 20 th October 2017	Monday 30 th October 2017
Christmas 2017	Friday 22 nd December 2017	Tuesday 9 th January 2018
Spring half term 2018	Friday 9 th February 2018	Monday 9 th February 2018
Easter 2018	Thursday 29 th March 2018	Monday 16 th April 2018
May Day	Friday 4 th May 2018	Tuesday 8 th May 2018
Summer Half term	Friday 25 th May 2018	Tuesday 5 th June 2018
Summer 2018	Friday 20 th July 2018	TBC

Admission Policy

Reception children will be offered a place in school on a full or part time basis in September.

New starters will be informed by school and given the opportunity to spend two half days with their peers and new teacher.

Home to School Agreement

A Home to School Agreement has been agreed by Governors, Parents and Staff. New families coming into school will be given a copy of the Agreement for signature which we hope will further cement relationships between home and school.

Attendance Policy

It is important that children arrive at school on time so they are ready for the start of the day. We ask that children are brought to school no earlier than 8.45 am so that they will be ready to be allowed into school at 8.50 am.

If a child is unexpectedly absent from school we ask that a parent/carer contact the school office as soon as possible. If no explanation has been received the school office will try to contact the parent/carer. When the child returns to school a note should be brought to explain the absence unless an explanation has been received by telephone etc. Children who have a planned absence, such as a medical appointment, are asked to bring a note to school prior to the day of absence.

The Curriculum

Children attend school to learn and we place great importance upon the acquisition of skills in reading, written work, spoken English and Mathematics. These skills are the tools which the children will need if they are to be successful across the other areas of the curriculum.

The 1986 Education Act introduced the development of the National Curriculum which is common to schools throughout the country.

Local Authorities have a responsibility to formulate aims, objectives and policies within the framework of the National Curriculum. North Yorkshire has produced its own statement of curriculum policy – as set out below:-

Principles

The following principles lie at the heart of the education service in North Yorkshire:

- Every individual is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum,
- At all stages of development learning should be structured and a stimulating, enjoyable and worthwhile experience in its own right,
- Equality of access and equality of opportunity should underpin provision for all.

General Aims

The curriculum should be broad:

so that it provides a wide range of knowledge, skills and experiences.

The curriculum should be balanced:

so that each element is given sufficient time to contribute effectively to learning.

The curriculum should be relevant:

so that it is directly related to the learner's experience.

The curriculum should be coherent:

so that each element is linked, to make the learning experience more meaningful.

The curriculum should be progressive:

so that what is taught builds upon what has gone before, to develop skills, knowledge and concepts in a systematic and appropriate way.

The curriculum should be differentiated:

so that what is taught and how it is taught is matched to aptitude, ability and achievement.

Aims for children and young adults

In a rapidly changing world, in partnership with parents and guardians, to help young people:

- To enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are capable;
- To develop lively, enquiring, imaginative and creative minds, the confidence to question, and the ability to argue rationally;
- To acquire knowledge, skills and training relevant to their own lives and to adult life and employment;
- To develop and act on a personal set of well founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong, and to understand the society in which they live and recognise their obligations towards it;
- To develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work, and the inter-dependence of individuals, groups and nations;
- To develop an awareness and appreciation of human achievements and aspirations, in our own and other societies;
- To gain understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view.

Implications for schools and teachers

To achieve these aims schools and teachers should provide educational programmes which allow young people;

- To experience challenging, stimulating, worthwhile and enjoyable learning and teaching;
- To work successfully with others in groups and teams;
- To develop a wide range of physical skills and the understanding to enjoy a healthy and safe lifestyle;
- To develop their own individuality and independence, enabling them to discover and recognise their own strengths and limitations and set their goals accordingly.

Partnership

The Education Committee attach great importance to the development of the partnerships between the LA and schools, their governing bodies and the parents and communities which they all serve. The LA will continue to seek ways to resource learning and teaching in more effective and efficient ways. All the partners should contribute actively to the life and work of schools, and schools should foster good relationships amongst them in order to assist the realisation of all three stated principles at the heart of the Education Service.

The curriculum is to comprise a basic curriculum which includes Religious Education for all pupils. Should parents want their children to be excluded from Religious Education, we would respect their wishes.

The National Curriculum comprises five core subjects, Mathematics, English, Science, Computing and R.E. The other foundation subjects are History, Geography, Design Technology, Music, Art and Design, Physical Education and PSHCE.

We have developed structured policies across the Curriculum which will enable us to monitor a child's performance continually throughout the primary school.

In English and Mathematics the children will have Attainment Targets to work towards and a statement of attainment will be made in the annual report to parents indicating the stage in development which a child has reached.

At Airy Hill we are aware of the value of giving children first hand learning experiences. Therefore, when involved in project work the children will be encouraged to make use of the local environment.

We are particularly fortunate in being close to the river, the beach, the town and the countryside. Next to the school we have a wooded area which is used for Forest Schools activities, Science and Outdoor Adventurous Activities.

The documentation relating to the National Curriculum and the policies which we have developed are available in school or on the school website.

Should parents have any questions relating to the Curriculum, we will be most willing to discuss the matter on an individual basis. A procedure has been established by the LA to examine any curriculum areas which parents are unsure of.

Special Educational Needs

All children at Airy Hill Community Primary School are entitled to a broad, balanced and relevant curriculum. They are encouraged to be happy and achieve the very best of which they are capable. It is our policy to identify a child's specific needs early and involve parents in developing and carrying out a joint learning approach at home and in school.

If a child is experiencing difficulties in accessing the curriculum for what ever reason, initially the class teacher will provide a variety of learning opportunities and experiences to attempt to resolve these needs. If the child's progress continues to cause concern

then the Special Educational Needs Co-ordinator (SENCO) will be involved and with the class teacher, will provide additional or different support. Parents and children will also be involved and an Individual Provision Map and (IPM) Communication Passport will be produced setting out short term targets. This stage is referred to as School Action and the first of a three stage process.

If, when the IPM is reviewed, the child has continued to make little or no progress, or continues to experience difficulties in certain areas, then, in consultation with parents, external services are invited into school. For example it could be the Learning Support Teacher for the area, a Speech Therapist, Occupational Therapist, Behaviour Support Teacher, Educational Psychologist etc. They meet the child and then offer advice to enable the class teacher and SENCO to produce a new IPM and provide further support.

If a child continues to demonstrate significant cause for concern the school would then, in consultation with parents, ask the Local Authority for a Statutory Assessment. They would decide whether a full assessment was necessary. This is the third stage of the graduated approach to supporting children with special educational needs.

From Foundation stage to Year 6, each child will be regularly monitored and reviewed, reporting information back to parents in the form of consultation evenings, additional meetings and annual reports.

Health Education

While they are at Airy Hill, pupils will be made aware of the way in which their bodies function and develop, and encouraged to maintain a healthy and safe life style. Areas to be studied will include:-

Diet, exercise, personal hygiene, dental hygiene and drug awareness

We believe that boys and girls should value themselves as individuals, be valued by others and treat each other with respect. We have developed a programme of sex and relationship education (SRE) within the wider context of Health Education in which the boys and girls will come to an understanding of their physical and emotional development. Our programme follows the guidelines suggested by the Local Authority.

Child Protection

Teachers have a statutory obligation to report any suspicions of child abuse to the senior designated person who will then inform the Social Services.

Airy Hill Community Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Airy Hill Community Primary School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The School's child protection policy is available on request.

Collective Worship

Assemblies are non-denominational in character and will follow the guidelines laid down by the Education Act. We foster a caring family atmosphere within the school based upon Christian morality and ethics. This approach is reflected in assemblies where in addition to prayers and hymns, music, poetry, drama and art are included. This is an

occasion where we share our experiences with one another. Stories from real life are used to give up-to-date examples of Christian principles. We aim to make children aware of how to treat each other whilst going about their everyday business in and out of school. Should parents want their children to be excluded from activities involving religious education then we would comply with their wishes.

Sport

It is our aim at Airy Hill to give all children the opportunity to take part in a wide variety of sporting activities which will encourage them to enjoy and excel as individuals, as partners and as members of teams. Our sporting success is witnessed by the considerable number of trophies acquired by our teams.

We hope that such activities will develop a sense of fair play and co-operation which will give them active sporting interest which will stay with them for the rest of their lives.

With these goals in mind, a variety of in and out of school activities are offered and encouraged to boys and girls including, netball, football, rugby, gymnastics, cross country, swimming, traditional dancing, short tennis, athletics, cricket and rounders.

Extra Curricular Activities

Activities held after school include football, netball, rugby, traditional dancing, gymnastics, orchestra, choir and recorder. We are also very aware of the importance of reading and encourage and children to purchase selected books provided by way of a Book Fair every year in the Autumn term.

Charging for School Activities

Under the terms of the Education Reform Act 1988, the school is not allowed to make a charge for visits or extra activities in school time such as day excursions. However, we are allowed to ask for voluntary contributions which may constitute the whole or part of the total cost of any activity.

The Governors and the staff are in agreement that if we are to continue to involve children in extra school activities and take them to places of interest, the Voluntary Contribution Scheme will enable us to do so.

No child will be excluded from an activity if his or her parent does not make the suggested contribution. However, if insufficient voluntary contributions are received, then regrettably the activity will not go ahead. Our visits are well planned and enjoyed by both children, parents and staff alike. They are of both educational and social benefit and hope that they will continue to be part of our school year.

Equal Opportunities/Inclusion/Racial Equality

It is our policy that whilst at Airy Hill School, children will be given the opportunity to develop their full potential regardless of ability, gender, class, religion, nationality and race. We hope that this policy will be seen to be reflected in the happy, caring atmosphere created within the school.

Behaviour

We have very few behaviour problems. As parents and teachers, however, we are aware that occasionally our children step beyond the bounds of what we consider to be acceptable social behaviour. In a caring atmosphere where a fair approach is emphasised these problems can usually be resolved in an amicable manner.

Sanctions such as loss of privileges will be carried out at the teacher's discretion against those pupils who do not conform to what we consider to be a reasonable code of behaviour.

In extreme cases the Headteacher and Governors have the authority to exclude pupils who severely disrupt school life or are a danger to themselves or others in the school.

I feel sure that if there is a feeling of confidence and respect between parents, and teachers, there is no problem that cannot be solved to the satisfaction of all concerned.

Our Behaviour Policy and Anti Bullying Policy are both available on request or on the School Website.

School Visits

We aim to give our children the opportunity to experience a wide variety of visits both local and distant. Parents will be informed of such visits which will be properly supervised. Appropriate risk assessment will be carried out.

Pastoral Care

We believe that parents have the right to assume that whilst at school their children will be treated fairly in a caring atmosphere by the adults in charge of them and other pupils. Equally, they must treat others with care and respect.

We, the adults of Airy Hill, teachers, secretaries, dinner ladies and parents encourage children to come to us with their problems and we in turn try to be constantly aware of those signs which might indicate that a child is unhappy. Every problem will be treated seriously and a full unbiased investigation carried out in our efforts to ensure that every child feels safe and cared for in our school.

Information Technology

We have modern IT facilities which are used by all classes in school. Each class has an Interactive Whiteboard and at least one networked computer. We have a high speed broadband connection and a part time computer technician to support the children's work and ensure the smooth running of the school network.

All children agree to our internet users policy and we have thorough systems in place to ensure that they do not gain access to inappropriate materials.

Homework

We encourage a partnership between parents and teacher. This is particularly evident in the way children develop their reading skill by taking books home to share with their families. Other work will be sent home when deemed appropriate.

Reports and Records

In the Autumn and Spring Terms there will be an opportunity for parents to come into school and discuss their child's progress with the class teacher. These visits take place in the afternoon or evening and are based on an appointment system. The Headteacher is

also available on these occasions to answer any questions which may arise. A written report will be provided at the end of each academic year.

In every school it is necessary to monitor the progress made by children and it is for this reason records are kept. We keep records relating to attainment across the curriculum and in particular Mathematics, English and Science.

Similarly, if we are informed by a parent or the school doctor that a child is suffering from a medical disability, a record will be kept to ensure that throughout his/her stay at school the child will receive appropriate help and support.

All such records will be regarded as confidential between the parents, the class teacher and the Headteacher. The Education Act recognised that the two Key Stages of development are reached whilst the child is at Primary School.

These key stages are at ages 7 and 11. When children are at those stages the progress they have made will be formally assessed and the assessment reported upon.

Secondary School

When leaving Airy Hill, our children move on to Caedmon College Whitby or Eskdale School. Our year 6 children and their parents are invited to visit the schools to familiarise themselves with the schools.

Friends of Airy Hill

A flourishing Home and School Association exists at Airy Hill and all parents are most welcome at our meetings and events.

Travelling to School

To reduce traffic congestion please we encourage all families to walk to school is at all possible. If it is necessary to come to school by car please do not stop near the school entrance – try to park 5 minutes walk from school and walk the rest. The road outside school does become very congested at 3.30 p.m.

School Uniform

There is a school uniform and children are expected to dress appropriately bearing in mind that at some time they are likely to be handling paint, clay and other messy materials. Parents are asked to label all clothing, especially sweatshirts.

Winter and Spring term	Summer term
Girls	Girls
Grey or black skirt or trousers White or yellow polo shirt School sweat shirt or school cardigan Black school shoes	Green or yellow summer dress or grey/black shorts School sweat shirt or school cardigan Black school shoes
Boys	Boys
Grey or black trousers White or yellow polo shirt School sweat shirt Black school shoes	Grey or black shorts or trousers White or yellow polo shirt School sweat shirt Black school shoes

Jewellery

It is the School's policy that no jewellery of any description will be worn during school hours.

Safe Practice in PE

In the interests of Health and Safety, appropriate kit should be worn for PE and games. Personal effects should be removed before a PE lesson. Acceptable kit (listed below) is that which presents no risk of injury to the wearer or to other pupils.

P.E. Kit:

Indoor – Leotard or navy/black shorts, plain white T-shirt and P.E. shoes

Outdoor – As above plus plain sweatshirt, tracksuit bottoms,

Games is on Wednesday afternoons for Key Stage Two classes – children will need outdoor P.E. kit including trainers or football boots and shinpads.

Please note we do not allow the wearing of replica football kits for P.E. and games lessons.

School embroidered sweatshirts/cardigans and polo shirts are ordered through school twice yearly in May and October and rain jackets and sunhats are ordered once a year.

Visits to School

Parents of all new starters are made welcome and invited to visit the school during a named week in the half term preceding the term in which the child begins school. Parents who have recently moved into the area and wish their child to start school are invited to meet the Headteacher and view the school.

School Rules

We have few formal rules other than those dictated by common sense and good manners to necessitate the safe and efficient functioning of a building shared by so many. These rules are brought to the attention of pupils during assemblies and lessons. Parents of new children are issued with an information sheet which will make them aware of our school organisation including the school rules and enable their children to settle quickly and become happy members of our community.

Security

In the interests of security would all visitors please use the main entrance and report to the office on entering the building.

Damage to School Property

Parents may be asked to pay wholly or in part for non accidental damage caused to school property by their children.

Insurance

Most parents will be aware the Authority does not insure children for accidents in school unless there is a degree of negligence on behalf of the Authority.

Evening Activities

Through the week other organisations use the school premises for activities which include;
Karate Monday and Thursday
Dance Tuesday, Wednesday, Friday, Saturday
Brownies Monday
Motorbike training weekends

Extended School Provision

Breakfast Club – We run a breakfast club in the school hall from 7.50 a.m. every morning. There is a charge of £2 per day which includes a breakfast of cereal, toast and a drink if required.

Endeavour Fun Club - After school care is provided by the Endeavour Fun Club from 3.30 p.m. to 6.00 p.m. They also provide full time care during school holidays and training days.

Community Links

Our school is part of the larger community and therefore our children should be aware of life outside. With this in mind, we have developed excellent relations with Dalewood House, a day hospital for mentally-handicapped adults, Whitby Hospital and the Local Police.

We also support the Whitby Branch of the R.N.L.I. , Yorkshire Air Ambulance , Children in Need, Comic Relief , NSPCC and St Catherine's Hospice.

A Note from the Headteacher

Wherever possible I shall be available to discuss any queries you may have regarding your child's progress in the school. An appointment is not vital; however, if you phone or write I will make sure you are seen immediately. Similarly if your child has a problem, I hope either my staff or I will be able to meet with you to discuss the matter. You can also email me at via the school email address: admin@airyhill.n-yorks.sch.uk.

We want the school to provide a happy, stimulating family atmosphere in which everyone can experience success. As in any family there may be times when misunderstandings or disagreements occur. Should this happen, please do not hesitate to contact the class teacher or myself and hopefully any problems can be resolved in an amicable and satisfactory manner. If a solution cannot be found then the matter would be referred to the Governing Body.

School Health Service

All children in their first year at school, or children recently transferred to our area will have their hearing and vision tested, after which he/she will normally have a routine medical examination carried out by the School Doctor. This is the only routine full school medical offered to your child during his/her school life.

It would be helpful if parents/carers could prepare their children for the medical by explaining to them what is involved, i.e. looking at their eyes, ears, listening to their heart, being measured and playing a few games.

We do try to make it a pleasant experience for the children, and encourage parents/carers to attend. Follow-up medicals will be arranged if you, the School Doctor, School Nurse or Teacher are concerned about any aspect of his/her health and development. Hearing and vision are re-tested at 6/7 years, and vision re-checked at 10/11 years. You will be informed of the results should there be any problems.

During school life your child may come into contact with head lice. It is advisable to check his/her hair at least once a week, and encourage him/her to comb his/her hair twice a day, especially at night. If you suspect your child may have head lice this can be dealt with quickly and efficiently.

The information contained in this document is correct at the time of publication and refers to this school year. In the future changes in school policy may occur and parents will be informed of these changes.

What the Parents say!

What do you feel are strengths of the school?

I think all the teachers and teaching assistants are excellent at this school.

My child works hard at school and is making good progress. I know exactly how to support my child.

I am very pleased with the school and would recommend it to other parents.

Creating a friendly, caring and supportive environment.

Creating exciting learning experiences.

Supportive teachers

Encouraging parents to get involved in their children's learning.

A fantastic approach towards bullying and the lack of it proves the policies and diligence in place work, while also teaching the children to respect school, staff and each other.

Staff are very good and children are encouraged to learn in a friendly atmosphere.

Well informed of events with plenty of notice.

Staff are approachable and friendly.

My child enjoys school.

Children's achievements are celebrated.

The fact that every child is happy, happy children equals better learning, I think the school does really well.

Positive happy environment. My child loves coming to school and always has fun learning. He can't wait to tell me about his day and his teachers.

A great community feel. Very caring environment. Stimulating approach to learning with excellent extra-curricular activities across the year.

My child has settled in really well. The teachers have made him look forward to coming to school every day.

Good leadership within the school – excellent teachers with a wide range of specialisms able to deliver a wide and detailed curriculum. Good communication across year groups with parents.

Very welcoming as new parents and child.

Having moved into the area in June we have noticed a massive improvement in my child both socially and academically. She has grown in confidence and loves coming to school. We have been made to feel very welcome by everyone.

How might the school develop further?

I would like better feedback from the SENCO when assessing reading sheets.

More feedback, especially in the early stages of reading, would be helpful in reading journals.

More homework to reinforce what has been taught in school that week.

More Christmas plays.

Reduce class sizes.

The school is under too much pressure to meet ridiculous targets – new National Curriculum expectations are impossible for some children.

Swimming in Year 1.

Contact when my child is ill – I have been left messages on my mobile.

More help with Maths homework.

A longer lunch time.

We send out a Parent questionnaire every Autumn and publish the results in our school brochure.