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A VERY WARM WELCOME TO BARDSEY PRIMARY SCHOOL

Here at Bardsey we are very fortunate in the wonderful setting for our school. We enjoy extensive playing fields and gardens set in beautiful countryside. Our facilities are good with a range of outdoor play equipment and activities for the children all year round.

The school has two main buildings with the older children (Key Stage Two: 7-11yrs) based in the Upper School and the younger children (Reception and Key Stage One: 4-7yrs) in the Lower School. Each building has a hall with gymnastic apparatus and equipment and the Upper School hall has a splendid stage which is well used by the school and visiting theatre groups for productions, plays and pantomimes. In addition to the classrooms, we have a number of additional small rooms which are used for small group and individual support as well as instrumental tuition.

We have recently (September 2016) had a complete transformation of an old kitchen area in Lower School in order to create a Nursery for 2 year olds upwards. This is run by a private provider, Children's Corner and this company also runs the very popular and well attended Before and After School Club.

Bardsey Primary School's highly dedicated and caring team are committed to providing a secure, happy and stimulating environment within which each child will develop to the best of his/her ability. Our creative curriculum offers vibrant learning opportunities and our sports provision is excellent.

Our most recent OfSTED Inspection (February 2013) confirmed that Bardsey is a good school with outstanding features *'the atmosphere within school is calm and orderly. Pupils get on well with each other and with the staff. Pupils are.....very polite and are eager to share their many experiences about schoolhighly confident and want to achieve well.'* The team found that *'Pupils make good progress and attainment is above average by the time pupils leave.'* and *'Teachers promote pupils' spiritual, moral, social and cultural development very well.'*

Staff are committed to self-evaluation and continually strive to improve our practice in an effort to raise standards for all children and across all aspects of school life. The curriculum we deliver is broad, balanced and differentiated to meet individual needs at an appropriate level of challenge.

We have a positive behaviour policy and celebrate good behaviour as well as achievement in areas of curricular and extra-curricular activity. We operate an inclusive, "open door" policy. Every child and adult in our school is valued as an individual. Through our ethos and across the curriculum we promote healthy lifestyle choices.

We are committed to fostering a strong partnership between home and school and welcome the contribution parents and carers can make to school life. We endeavour to communicate openly with families to enable them to understand the work of the school and how we can work together to bring about the best possible outcomes for our children. We hold regular Parent Forums where we are keen to hear the views of parents.

Our Parents Association, the Friends of Bardsey Primary School, works actively to support the school with many fundraising and social events and we are extremely fortunate to have a strongly supportive and highly skilled parent body.

Our excellent Governors are proactive in the life and work of the school. Links with the community are excellent and include strong links with Bardsey Pre-School and our local Churches.

For further information about our school visit our website at www.bardseyprimary.org.uk.

Thank you for choosing our school for your child. As they embark on their journey through primary education, you can be comfortable in the knowledge that their education and welfare will be enhanced and their happiness put at the forefront of every day life at Bardsey Primary School.

Sally Clark
Headteacher

Bardsey Primary School: Mission and Vision Statement

OUR MISSION

Bardsey Primary School offers a unique learning environment with fantastic grounds for outdoor learning and sports. The school is a welcoming environment; we are proud of our positive relationships and our happy and friendly atmosphere. We take the safety and security of all members of the school seriously. This is an inclusive school, where every child is valued, individual talents are nurtured and everyone working in the school is encouraged to be a lifelong learner. Every child benefits from a broad, balanced and rich curriculum that is creative and engaging, whilst promoting key skills and knowledge. We expect high standards in academic and social skills and promote an ethos of mutual respect. We also have high expectations of all those who contribute to the delivery of the curriculum. We treat all individuals fairly and see parents and the wider community as equal partners with the school in the drive to ensure high levels of progress and high standards for each and every pupil.

We constantly:

- develop independence skills and responsibility in each individual
- promote positive relationships with all members of our school and local community
- promote enjoyment and exciting, engaging experiences in all areas of school life
- take on new challenges as lifelong learners
- promote awareness and understanding of the diverse and changing world in which we live

We are fully committed to ensuring the highest quality education for our children and to equipping them with the necessary life skills in order that they can be active and positive members of society and have the integrity to always do what is right.

OUR VISION

We aim to be an exceptional learning environment with exceptional people by engaging our learners in opportunities that:

- challenge their expectations;
- raise their aspirations, confidence, self-esteem and knowledge;
- enable them to fulfil their ambitions;
- celebrate and embrace diversity;
- equip them with skills that will develop them to be a 21st century citizen;
- draw upon the skills, knowledge and mutual support between school and home; and
- support them to be healthy, happy, safe and successful throughout their lives.

ADMISSIONS TO OUR SCHOOL

Admission to the **Reception Class for September 2017** is currently controlled by the Local Authority (LA).

Parents of four year old children may obtain application details from the Authority online at:

<http://www.leeds.gov.uk/residents/Pages/Admissions.aspx>

Applications need to be submitted to the Local Authority by January for admission the following September. Parents are notified of their child's school allocation in April. Please check with the Local Authority for precise dates.

Each year, we hold an informal Open Afternoon and Evening for all children and parents who are due to start school in the following September. Please check our website for details.

If Bardsey Primary School is your first choice of school it is helpful if you inform us.

Normally parents will be allocated the school of their first choice. If demand exceeds the number of places available, the LEA will apply the criteria of Special Educational Need, siblings already in school and distance from home to school, to allocate places.

Admission to **other year groups** is controlled by the Headteacher and Governing body, subject to available places and is monitored by the LA.

The application form to use when applying for a school place in other year groups can be downloaded from <http://www.leeds.gov.uk/residents/Pages/Admissions.aspx>

Parents considering applying for admission, for their child, to the school are encouraged to contact the school office to arrange a visit.

Admission to the **Reception Class for September 2017**

Offers of a school place for Reception for September 2017 will reflect those for 2016. The Local Authority will convey the offer of a school place on our behalf on national offer day.

Our Admissions Policy can be found on our website www.bardseyprimary.org.uk

If you have any comments or feedback to make, please email these to the headteacher at:

s.clark@bardseyprimary.org.uk

Summary of End of Key Stage Assessment Outcomes July 2016

This is the first year of the new assessment and reporting process so children no longer achieve a level. They either achieve the standard for their year group or are working towards it. The expectations have been raised considerably for every year group and children are taught only the expectations for their year group. These are statutory government changes.

Key stage 2 outcomes

Out of 20 Children:

Key stage 2 SATs results

- 80% of children achieved the expected standard for Year 6 in Reading (National 65%)
- 75% of children achieved the expected standard for Year 6 in Spelling, Punctuation and Grammar (National 72%)
- 75% of children achieved the expected standard for Year 6 or above in Mathematics (National 69%)
- 75% of children, based on teacher assessment, achieved the expected standard for Year 6 in Writing (National 74%)
- 60% of children achieved the expected standard or better for Year 6 in Reading, Writing and Maths (National 53%)

Key Stage 1 outcomes

Out of 28 children:

- 79% of children achieved the expected standard or better for Year 2 in Reading (National 74%)
- 62% of children achieved the expected standard or better for Year 2 in Writing (National 65%)
- 76% of children achieved the expected standard or better for Year 2 in Mathematics (National 72%)
- 100% of children achieved the expected standard or better for Year 2 in Science (National 81%)
- 62% of children achieved the expected standard or better for Year 6 in Reading, Writing and Maths (National 60%)

Year 1 Phonics Test

The Year 1 Phonics Test is delivered to all Year 1 children towards the end of the year. The children have to read a series of words, some proper and some nonsense words, and it is to test their knowledge of phonics and if they can apply it to their reading. Those children not achieving the pass mark in Year 1 will sit the test again at the end of Year 2.

Year 1 - Out of 30 pupils:

- 90% of children in Year 1 achieved the pass mark for the phonics test (National 80%)

Year 2 – out of 11 pupils:

- 64% of children in Year 2 achieved the pass mark for the phonics test (National 66%)

EYFSP (Reception)

- 76% of children made a good level of development in EYFS (National 69%)

THE CURRICULUM – What your children will learn

Bardsey Primary School provides a broad, balanced and relevant curriculum for all the children in our care as described in the Governing Body's Curriculum Statement. We have designed a fully creative curriculum in line with the DfE National Curriculum September 2013. Work is planned, differentiated, assessed and evaluated to meet the needs of all abilities of children. As a school we are committed to developing creativity, to enhancing learning through hands-on experiences and to linking between subjects to make learning meaningful to our children. We are an inclusive school that is committed to meeting the needs of all our pupils, whatever their starting points and individual needs. Teachers inform parents of the focus and themes within the curriculum through a class newsletter on a termly basis and further information is available on the school blog and each class page on our website.

CORE SUBJECTS

English

Our scheme of work for English relates to the requirements of the National Curriculum 2013 for English. From Reception to Year 6, all children are involved in specific English teaching through distinct elements related to: sharing text as a whole class, word and sentence level work and activities planned for individuals, pairs or groups as appropriate. Children are taught phonics in a systematic and rigorous way in Lower School, so that they quickly acquire the skills needed to decode and encode text and can focus on comprehension skills and developing their effective use of language.

Units of work are often linked to a class novel and are often cross curricular to give meaning to the learning. This reflects our commitment to developing creativity and to linking learning to make it meaningful and relevant to our pupils. Alongside this, Guided Reading sessions take place each week. During these, a group of children work with the teacher on a specific text to develop their reading skills. We also maintain individualised reading at Reception and KS1, independent reading with regular reading conferences at KS2 with children who require extra support and children take home a book and reading diary/planner regularly. Children are encouraged to love books and your help with this at home is invaluable.

We use synthetic phonics from pupil's first term in the reception class. We use a variety of reading schemes in Lower School and we use Book Bands to grade them, in addition we offer a rich variety of non-scheme books to ensure breadth and interest for all children. In KS1 all children are encouraged to borrow a library book, which they may choose freely. Therefore, there may be occasions when your child brings home a book which they have already borrowed. This is quite acceptable; children often return to favourite stories! The library in Upper School is a reference library but all classes also have a class library from which they are encouraged to borrow books to take home. Our focus this year is to develop both our libraries to allow pupils to use them more effectively and further embed a passion for reading.

Spelling is taught through our scheme, in line with the National Curriculum. Children are encouraged to learn spellings through a Look, Say, Cover, Write and Check procedure to encourage their visual memory as well as their phonic skills. This is another focus this year and we are reviewing how we teach spelling and the effectiveness of the resources we are currently using.

We teach a cursive style of handwriting from Reception onwards and aim to develop a joined hand throughout Y1 and 2. A guidance sheet for handwriting is available from your child's class teacher, to enable you to support our approach.

Mathematics

Our mathematics curriculum in Years 1 to 6 is shaped by the National Curriculum for mathematics. In reception, children pursue their mathematical learning through age-related development bands towards The Early Learning Goals in Problem Solving, Reasoning and Numeracy (PSRN). Numeracy for children in Years 1 to 6 is generally taught within the framework of a three part lesson and reception children work towards this approach during the year.

One part of the lesson is dedicated to mental and oral work, the main part to whole-class teaching leading to differentiated tasks working in small groups, pairs or as an individual and the third part is concerned with a plenary session, summing up or extending the learning which has taken place. We put a strong emphasis on the importance of mental calculation and on the use of range of strategies to solve problems. We use a variety of resources to support planned activities which address the key objectives at each stage of the curriculum.

We understand that many parents today feel that mathematics in primary schools is not taught 'like it was when I was at school'. To help parents to feel confident in supporting their children's learning, we therefore also offer workshops for parents to explain our maths curriculum and methods from time to time.

Science

Science is mainly taught in thematic blocks. Careful planning makes sure that there is progression and coverage of all the strands of the National Curriculum for science which is used to support our programme of science teaching. Appropriate links are made with other subjects where themes /skills make the links meaningful. The emphasis is on an enquiry based approach with much practical activity and first hand experience. We have excellent resources and of course we are able to make good use of our extensive outdoor facilities, including class gardens and the wider grounds. We offer Mad Science as an extra-curricular activity which children can choose to attend and the introductory whole-school assemblies for this always go with a bang!

Computing

As it is in the world outside school, this is a vital area of the curriculum that is continuously developing. Enhanced provision of resources, both hard and software, further development of our own scheme of work integrated with and enhanced by a wide range of software, has impacted strongly on the motivation, confidence and competence of both children and staff. As well as planning for the subject in its own right, computing is planned for across other areas of the curriculum. It is used creatively to enhance the curriculum and to enable children to develop 21st century skills for their future.

We have a fully networked system including wireless access across school. We are equipped with a range of peripheral equipment all aimed at broadening the children's experience and competence within all strands of the computing curriculum.

We are connected to Schools Broadband Office 365 and gain Internet access through the Leeds Star Network, a broadband facility. This gives safe, filtered Internet access to all classes and access to a Leeds based intra-net service linking museums, libraries etc. Children from Years 3 to 6 and all staff have e-mail addresses provided through the LLN. This is a government grant funded initiative.

We have a dedicated computer suite within our Upper School building to cater for whole class teaching. This has had a huge impact in computing development for all the children in the school and the staff. Children use digital cameras and digiblu video cameras for creating animations and short films. We have an Interactive Whiteboard in each class base and staff are skilled in their use to enhance teaching and learning.

FOUNDATION SUBJECTS

The Foundation Subjects are History, Geography, Design Technology, Art, Music and Physical Education. Throughout the year the children cover a broad and balanced range of modules in these subjects delivered in blocks or continuously as appropriate. We use QCA guidance to support the National Curriculum programmes of study for these subjects. Increasingly we plan natural thematic links between subjects; these are used to enhance children's understanding in a way which is meaningful to them. Additional sporting activities are a strong feature of the school with regular Tournaments taking place between our teams and those of other local Primary Schools.

Personal, Social, Health Education (PSHE)

This has always been an intrinsic element of the primary school curriculum and our new PSHE scheme of work includes taught elements and Circle Time activities. We have a very effective School Council.

We are committed to helping children develop responsibility for their learning and achievement, behaviour and attendance as well as developing their understanding and responsibility for financial decisions within school where appropriate.

Relationships and Sex Education is formally taught within PSHE for all year groups. Questions arising within lessons are dealt with sensitively with answers being appropriate to the age of the child. Parents are offered access to the materials used in Years 5 and 6 which covers the topic of puberty and building responsible and safe sexual relationships.

Drug Education is taught appropriately throughout the curriculum for Reception to Y6 children. Workshops for parents/carers are also offered from time to time.

Religious Education and Collective Worship

Religious Education is a statutory subject in its own right and in addition to the National Curriculum for all our children. We teach RE according to the Leeds Agreed Syllabus. We also use the 'Values for Life' scheme which is mainly Christian in focus but we teach about other world religions and culture within RE topics and we often hold special events to display our learning of different celebrations. RE has a dedicated slot in our timetable but is also delivered through teaching within assemblies.

Whole school assemblies take place twice a week and this includes our regular Friday Celebration Assembly to which parents are invited. Other assemblies are held within Key Stages. Spiritual and moral development are important elements of a child's education and, alongside the PSHE curriculum, we endeavour to develop a strong sense of responsibility in all our children. We teach our children to be independent in their beliefs whilst we encourage them to be aware of the dangers of very strong religious beliefs and how this can influence certain behaviours. In partnership with home we hope that our children will develop the ability to question and reason, enabling them to make responsible decisions and choices. Parents have the right to withdraw their children from RE and collective worship and should put their wishes in writing to the Headteacher who will then make alternative arrangements for them during that time.

Homework

Homework is set for all children according to Government guidelines and our policy is available for parents. If you require a copy, please ask the secretary. We would ask that you give support to your child in this activity and we will ask you to complete a Home/ School Agreement at the beginning of each school year. Any comments can be recorded through your child's reading diary or planner, by letter to or conversation with your child's class teacher. We believe that by working in partnership we can achieve the very best for your child.

In addition to daily reading at home, learning spellings and number facts, our main vehicles for homework are our Learning Logs. These are blank homework booklets which have been in use at Bardsey since September 2006. They allow children to follow up themes and subjects covered in school right across the curriculum when they are at home. Children are encouraged to display their homework in their Learning Log in a way which suits their learning style. Learning Logs are valued and enjoyed by the children as they allow us to personalise learning. They serve as a record of learning undertaken and act as a good revision guide. You can learn more at www.learninglogs.co.uk.

EQUAL OPPORTUNITIES, PUPIL WELFARE AND SPECIAL EDUCATION

We are an inclusive school. We welcome all children into our school, regardless of ability or disability, gender, race, cultural heritage or belief. The class teacher has the first responsibility for the pastoral care of your child but this role is shared by all staff in school.

The implementation of the 1991 Children's Act ensures that the rights of the child are paramount. This is evident in our ethos, through the implementation of our positive behaviour and anti-bullying policies and through our approach to personal, social and health education and citizenship. We have a named staff member responsible for Child Protection and Looked After Children and follow LEA guidance should an issue arise.

Children with Special Educational Needs are well catered for in our school '*Pupils with special educational needs make good progress and achieve well*' (OfSTED 2013). Mrs Clark is currently our SENDCo (Special Educational Needs and Disability Co-ordinator) and she is supported by Mrs Paraskos, the Learning Mentor. Teachers plan differentiated activities to support individual education plans and a team of dedicated support staff work with children, usually within their own classroom environment. Parents are involved at all stages and we work with a range of outside agencies to ensure children's needs are met in the most appropriate way by the most appropriate way. These agencies include CAMHS, Speech and Language Therapy, the local SILC (Specialist Inclusive Learning Centre), Education Psychology, LEA SEN support Team and Integrated School Support Services. Please see our Core Offer for our SEND children which can be found on our website or requested from the Office.

All children are given the opportunity to discuss issues that are important to them through the Class and School Councils. Each class has two members elected by their peers, who attend the fortnightly meetings. Each class is represented and children take turns at chairing meetings.

Younger children have access to a problem box in the classroom where they can raise issues of concern and the older children have a Kidzone box where their problems can be expressed in confidence.

Annual questionnaires allow children and parents to voice their opinions confidentially on a range of issues. The results of these questionnaires are shared through the Newsletter and where appropriate issues are taken to Staff Meetings, Governors and School Council.

EXPERIENCES, OPPORTUNITIES AND RESOURCES

Educational Visits and Visitors

We believe in enriching the curriculum with a wide variety of first-hand experiences and extra-curricular activities, both day and residential. Throughout the school year, all children have the opportunity to visit local areas of interest, museums and art galleries to support their learning. Year 5 and 6 children have the opportunity to go on residential which helps them to work as a team through exciting activities.

Visitors are often invited into school to share their areas of expertise with the children or to carry out workshops.

Sports and After School Clubs

We hold the National Standard of Activemark Gold, a prestigious award which recognises our strong commitment to sport and physical activity within and outside the curriculum. We have strong links with Boston Spa Sports College and other sporting groups. Through these links the children and staff benefit from the support of a wide range of professional sporting coaches who work throughout the age range of the school to enhance the PE curriculum and extra-curricular activities.

Libraries

We have libraries in both buildings. Children in Lower School have a library ticket and may borrow books to take home. Parents often help with library activities. The library in Upper School is a reference library. Each classroom in Upper school has a library from which children may select books to take home. These libraries are both being re-pamped in 2016-17 to make them more accessible.

Music Tuition

Music is important to our school and we have a good reputation for our musical productions. Children have the opportunity to learn to play the Guitar and Woodwind (Flute/Clarinet) from Y3 onwards. Children in Year 2 and

above learn to play the recorder. Guitar and Woodwind tuition is given by peripatetic tutors and there is a charge for tuition fees. We have a recently refurbished music/audio visual space in Upper School which is used for small group work and visiting tutors. We have a school band who meets once a week. Musical ensembles are held during assemblies, enabling children to demonstrate their musical achievements.

Assemblies

We follow a collective Worship scheme called Value for Life. This focuses the children on a particular value each half term. The curriculum newsletters inform parents of the themes for future weeks.

On Monday we have a whole school Assembly led by the Headteacher or one of our local church representatives. Key Stage assemblies are held on Tuesdays and Thursdays, and children practice songs and hymns in their respective Key Stages on Wednesdays. On Friday we have our whole school Hero Assembly in Upper School to which all parents are invited. At this assembly we celebrate the achievements of the week and present certificates.

Performances and Musical Productions

We have a number of performances throughout the year which include Christmas, End of Year and Class Concerts. We encourage all children to become involved in these productions which are performed to their peers and/or parents and members of the local community. These experiences build confidence, creativity and communication skills; attributes which spill over into other areas of school life.

ASSESSMENT AND REPORTING

Children's individual progress in all subjects is continually monitored and recorded. Teachers use this information to assess progress and plan the next stages of learning for each child with the aim of improving achievement.

In the Reception class individual profiles of children's progress measure their development against Early Learning Goals. These are compiled and shared with parents. Areas commented upon include literacy and language, numeracy, social and emotional development, knowledge and understanding of the world, creative development and physical development.

At the end of Year 2, children are assessed by Teacher Assessment in English, Maths and Science, supported by National Curriculum Tests in English and Mathematics. At the end of Year 6, children are assessed by National Curriculum Tests in English and Mathematics and by teacher assessment in Science. These formal tests at ages 7 and 11 are supported by on-going teacher assessment. On-going assessments are recorded using tracking sheets which inform target setting for individual pupils.

Parents' Consultations

Parents' consultations take place twice during each academic year. Formal consultations are planned for the Autumn and Spring Terms and an informal consultation is available for parents wishing to address any concerns arising from the written reports home to parents.

Reporting to Parents

At the end of each academic year a written report indicating pupil's progress and achievements is sent home and parents are asked to discuss this with their child. Parents are encouraged to contact the school at other times during the year if they have any worries regarding their children. Should the school have any concerns the Class Teacher or Headteacher will contact the parents.

Seeking the views of Parents

Each year we send out a questionnaire to parents. The information gained from this exercise influences our planning for the year ahead. Parents are able to give their views via the Parent/Teacher Association, Parent Forums' and Parent Governors.

EXPECTATIONS OF BEHAVIOUR AND SCHOOL RULES

At Bardsey Primary School we are proud of our children. They are confident, well behaved and articulate. We believe that children should take responsibility for their behaviour; to this end children create their own rules for their classroom. All staff adhere to our Behaviour Diamond which is prominently displayed throughout school. Our school rules are simple and their rationale clear:

- Show respect for each other by being polite and courteous at all times.
- Respect and look after our own and each other's property.
- Listen to adults and each other.
- Keep hands, feet, objects and hurtful comments to ourselves.
- Always try to do our best at work and play.

Home/School Agreement

In collaboration with parents we have established a Home/School Agreement which we would ask you to sign when your child starts school.

We want your child to develop a sense of independence, self-respect, respect for others, self-motivation and self-discipline. Our main objective is to create a safe, caring community within which your child can learn and reach his/her academic and social potential. We can only achieve this through a meaningful home/school partnership.

Reward Systems

Children are rewarded for keeping our rules, behaving well, achieving individual, group and class targets and for special acts of kindness towards others. We acknowledge these through praise and where children have made a special effort we reward individuals with stickers, certificates and team points. Each week good work is celebrated in our Friday Assembly and children are also highly praised in that assembly if they have remained on green all week.

GENERAL INFORMATION

Times of the School Day

Starting and finishing times are the same in both buildings 9.00am - 3.30pm. Doors will be opened for children at **8.50am** when staff will take on their responsibility and we ask that you time your child's arrival to coincide with this. Any child arriving at school later than 9:00am will need to be signed in at the Main School Office. The Upper School playground is supervised from 8:45am and although we encourage pupils to be independent and to come into school by themselves please ensure that you see younger pupils enter the Lower School building. For security reasons we contact parents of a child who is not in school by 9.30am and for whom we have not had a phone call explaining their absence.

The first ten minutes before school starts is important and we like to give children an opportunity to settle into school work gently. Children are usually set a morning task to settle them down for learning before lessons begin.

All children have a 15 minute morning playtime. Lunch starts at **12.00** and classes take it in turns to go in first for lunch before returning to class at **1.00pm**. All children go out for an afternoon break at **2.30pm** for 15 minutes. All children finish at **3.30pm**.

Children should be collected from the playground in Lower school and from the front entrance in Upper school. Older children may walk home by themselves only if the school is informed.

School Meals

We have a Healthy Eating Policy and comply with government standards for school lunches. These are cooked on the premises and run on a cafeteria-style service. Children can choose from a range of healthy meals on the menu, which includes a meat, vegetarian and sandwich option, with accompanying vegetables and salad. Fresh fruit is also

always available with an additional hot or cold pudding and fruit drink. Alternatively, children may bring a packed lunch. No sweets or fizzy drinks please, we like to encourage healthy choices! Water is available for all the children.

If your child has special dietary needs please let us know so that we can cater for them. It is especially important to notify us of any diagnosed food allergies. As we have several children in school with nut allergies, we do ask that children do not bring foods which contain nuts as part of their packed lunch in order to avoid any accidents. Please note we require 4 weeks notice if you decide to change from a school meal to a packed lunch. If you are entitled to free school meals for your child, please be assured that this is dealt with discreetly and no attention is in any way drawn to your child.

Parents/carers are informed of the cost of school meals during the Summer Term for the next academic year. This only relates to Key Stage 2 children as children in Reception and Key Stage 1 are offered the opportunity to partake in Universal Free School meals.

Drinks

All children at school have access to water coolers. Children are encouraged to bring their own drinks bottles into school which they can top up with water from the coolers and keep in class. In line with government food directives we do not allow fizzy drinks or squash in school.

Snacks

As part of our Healthy School initiative children are encouraged to bring fresh fruit from home as a snack during the school day. Crisps and sweets are not allowed. As with school dinners, it is important for the school to be notified of any possible food intolerances so all parents can be informed.

The school receives daily 'free fruit' as part of a government initiative to encourage children to meet the 'five a day' nutritional recommendation and is available to all children in Lower School. As we have several children in school with nut allergies, we are a nut free school.

Medication

If your child is prescribed medication by a doctor for a condition that does not require absence from school, we will **not** administer it at school unless the prescription states it needs to be given 4 times per day. Should this be the case, the medication needs to be handed in at the office with an accompanying letter from the parent.

If your child is asthmatic and requires an inhaler please ensure it is in date. It is the parent's responsibility to ensure that the child has an up to date inhaler at school at all times.

We would also ask that you do not send your child to school with throat pastilles and cough sweets as these are invariably chewed as sweets at the wrong times.

Mobile Phones

As a general rule, children do not need to have a mobile phone in school. However, we recognise that older children (Upper Key Stage 2) may be becoming more independent, making their way home on their own and so on, where parents/carers would feel happier if they had a phone they could use in an emergency. However, under these circumstances the child should give the phone to their class teacher to look after throughout the day.

School Uniform

We encourage our children to be proud to wear our uniform and expect it to be worn smartly at all times.

Girls

Grey skirt, pinafore dress or trousers. Royal blue sweatshirt or cardigan with the school logo. Yellow polo shirt. Blue/white gingham or yellow/white gingham summer dress.

Boys

Grey shorts or trousers. Royal blue sweatshirt with the school logo. Yellow polo shirt.

Indoor Shoes

Due to the countryside location of the school, footwear can get very muddy. To maintain clean classrooms Bardsey School has a policy of alternative footwear for indoor use. These include trainers but must be specifically for indoor use only.

Outdoor Shoes

So children can access all the playground equipment safely, we ask that children wear flat, sensible shoes with a non-slip sole. They should wear these to and from school and during playtimes. Black trainers are acceptable for this purpose. However, we request that you refrain from sending your child to school in fashion footwear such as Ugg boots or fancy coloured designer trainers as they then become a fashion statement instead of school uniform.

PE

Black shorts or cycling shorts and white polo or round neck T-shirt and black pumps. PE skirt or leotard for girls. PE kits should be kept in a separate bag. Royal blue PE draw-string bags are on sale from school. PE kits should be left in school from Monday to Friday and children can bring them home for washing at weekends.

Swimming

Children in Y3 go swimming throughout their time in Year 3 together with some older children who have not yet become confident swimmers.

Outdoor Sports

Children will be notified when they need to bring a tracksuits or jogging bottoms for outdoor sports.

Jewellery/Make up

Children should not wear jewellery to school. If they have pierced ears they may wear simple gold or silver studs. They will be asked to remove earrings or cover them with a plaster for P.E. and games lessons. Make up, including nail polish, is not acceptable for children of primary school age and should not be worn during school time.

Hair and hair accessories

We ask that long hair be kept tied back all the time and certainly during PE/Games lessons. This is to avoid hair getting caught in play equipment and cuts down the risk of infestations, such as head lice, being passed from child to child. Hair accessories such as head bands, bobbles, scrunchies etc are perfect, but please avoid those having very large adornments ie. flowers, as this can very quickly develop into a competition as to who has the largest adornment!

Labelling

All clothing and belongings need to be clearly identified to prevent property being misplaced. Lost property will be retained for half a term after which unclaimed items will be recycled.

School Bags

These can be purchased at the school office. Pump bags - £3.50, Book Bags - £4.50.

Uniform Suppliers

Parents may purchase polo shirts, trousers and skirts from any high street retailer but uniform can be ordered directly from our supplier.

Kool Kidz – 17 North Street, Wetherby, LS22 6NU 01937 589422 or online at www.koolkidzuniform.com

APC, Tadcaster - by post, fax, and telephone 01937 833449 or via the on-line school shop at www.apc-clothing.co.uk

Parents' Association

We have a very active and supportive Parents' Association and you automatically become a member when your child joins the school. Each year group has their own class representative.

The Association organises fund raising events and social functions, always with an emphasis on participation and fun. Some of the events in recent times have included a family pantomime courtesy of Leeds Art Theatre, the Summer BBQ and our popular Christmas Fair with lots of stalls and a Father Christmas. Halloween and Valentine's Day discos

are organised for the children while parents enjoyed the annual May Ball. Many other initiatives have helped to raise funds including sponsored events, the end of year balloon race, regular quizzes, a lottery club and money making recycling facilities for ink cartridges, mobile phones and clothes.

Recent Association funds have contributed towards the improvement of the school environment, both inside and out, together with supporting opportunities to enhance all children's learning. New fund raising initiatives are always welcome.

Security/Safeguarding

The welfare of all children at Bardsey Primary is of utmost importance. The training of all staff in Child Protection procedures is regularly updated and monitored. New staff and regular visitors in school are informed who the key Child Protection members of staff are and know to bring any concerns to those members of staff or to the Headteacher as soon as possible. The Child Protection Coordinators at present are Mrs Sally Clark and Mrs Diane Hedley.

Anyone working closely with children on a regular basis has to complete an enhanced criminal vetting disclosure barring form (DBS) in order to maintain safety and security. The school has a swipe card security system and every external door has a one way safety lock.

We welcome parents/visitors into school to work in classrooms supporting activities but request that you sign in and out at the main office so we know who is on site for security/emergency purposes. We also request that you wear a visitor's badge.

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Leeds City Council Child Protection Procedures and will inform outside agencies when appropriate. The school has a Child Protection Policy which is updated annually by the Headteacher and Governors. A copy of this is available from the school office on request and is on the school website.

Absence from school

Our attendance is good. We would ask that you telephone the school before 9.30am if your child is absent through illness or for any other reason, and follow this with a written note when your child returns. Any planned absence should be notified in writing. Permission needs to be given by the Headteacher to authorise absence during term time. However, it is now the Policy of the LEA that requests for absence from school due to going on holiday will not be authorised. The school complies with the LEA and Government guidelines on this issue. Please contact the school office should leave be required for exceptional circumstances.

Before and After School Childcare

We have a Breakfast and After School Club run on our premises for the children of Bardsey School by Children's Corner. This facility is open from 7.45am until school starts and after school until 6.00pm. Registration and session fees apply with up to 30 places available. If there are sufficient numbers the facility may also run on school training days and during school holidays. If you are interested in any part of this provision please contact Emma on 07733394069 or Kirsty on 07816946820.

Admissions

The admissions procedure is administered by the local education authority and information can be found on the website. Parents/Carers are welcome to visit Bardsey Primary School to see our school in action. Please contact the school office to make an appointment with the Headteacher.

Access to Information

The Governing Body's statement of curriculum policy and aims, minutes of the GB meetings, all statutory instruments and policy statements are available in school for your inspection. If you wish to see any of the above please make an appointment with the Headteacher. Information is sent home by newsletter on a regular basis or can be obtained by visiting our website www.bardseyprimary.org.uk

We are a friendly, welcoming team at Bardsey and are always happy to discuss any issues you may have regarding your child's education. However, we do ask that if you have a query that may take some time please make an appointment with the relevant member of staff so it does not interrupt lesson time. The Headteacher can always be contacted by email on s.clark@bardseyprimary.org.uk or on the school email office@bardseyprimary.org.uk

Complaints procedure

If you have a concern or complaint please, in the first instance express your concern to your child's class teacher. If the situation is not resolved, please make an appointment to see the Headteacher. If we still cannot resolve the matter informally, then we will follow the procedure as outlined in our Complaints Policy, which can be made available on request from the School Office or can be found on the school website.

Appendix i

STAFFING 2016-17

Headteacher	Mrs Sally Clark	
Deputy Headteacher	Mr Mark Knight	
Teaching Staff	Reception	Miss Linsey Morrison
	Y1	Miss Kerry Williams
	Y2	Miss Dannelle Gaynor
	Y3	Miss Sarah Ambler
	Y4	Mr Mark Knight/Mrs Helen Render
	Y5	Mr Craig Hackworth
	Y6	Mr T Clayton
	Cover	Mrs Sarah Smith (HLTA)
Learning Mentor	Mrs Gillian Paraskos	
Teaching Assistants	Mr Nick Kyriacou	
	Mrs Helen Leah	
	Mrs Cynthia Richardson	
	Mr James McFarlane	
	Mrs Rachel Law	
	Mrs Jo Haigh	
	Miss Lucy Gould	
	Mrs Cathy Moores	
Business Manager	Mrs Camala Marsh	
School Administrator	Mrs Diane Hedley	
Site Superintendent	Mr Mo Choudhry	
Midday Supervisors	Mrs Cynthia Richardson	(LS senior supervisor)
	Mrs Jo Haigh	(US senior supervisor)
	Mrs Bev Walker	
	Mrs Olive Cullingworth	
	Mr James McFarlane	
	Mr Mo Choudhry	
Cook	Mrs Debbie Thompson	
General Kitchen assistants	Angela Lambert	
	Victoria Grey	

Appendix ii

Governors

Governors meet regularly throughout the year. Meetings are noted on the school calendar which is distributed at the start of the school year. Parents may contact the governors through school.

The governors normally serve three years from the date of their appointment or re-appointment.

Parents are notified when there is a Parent Governor vacancy on the Governing Body and all parents are invited to apply. If there is more than one nomination for each place there will be an election in which parents may vote.

Members of the Governing Body

Mrs S Clark (Headteacher)

Co-opted

Mrs J Ambrose (Chair) - Music

Mrs J Atkinson – SEN and Inclusion/Complaints

Mr Clive Sedgewick - History

LEA

Mr P Sparling (Vice Chair)

Foundation

Mrs J Norton – SEN and Inclusion/Race Equality

Mr M Knight – Deputy Headteacher

Community

Mr Rob Beavers

Parent

Mr S Verity - ICT

Mrs D Harrison – PSHCE/RE/Art & Design

Mr S Wren – Mathematics/PE

Mr G Davies - English

Ms R Flores-Adrian - Science

Staff

Mr M Knight - Deputy Headteacher

Mr L Morrison – Leader of Learning for Reception and KS1

Associate Members

Camala Marsh

Appendix iii

Useful telephone numbers

School Office 01937 572612

Chair of Governors 01937 574463

Pupil Admissions 0113 2224414

Useful email details

Headteacher s.clark@bardseyprimary.org.uk
School office@bardseyprimary.org.uk