

MANAGEMENT OF THE SCHOOL

At Brookvale Primary School we work as a team to provide a stimulating learning environment in which your child will be happy and able to reach his/her full potential. These people are the members of our team and all play an important role.

The Governors

The Governing Body of the school have overall responsibility for the budget, the internal building and its resourcing, the employment of all staff and the monitoring of the curriculum. The Governing Body meets once each term and represents the parents, the teaching staff and the wider community. The present Governors are:



Head Teacher
Staff Representative
Co-opted Governors

Local Authority Governor
Parent Governors

Associate Governors

Clerk to the Governors

Miss Paula Casey
Mrs Eve Gibson
Mr Tommy Morgan
Ms Julie Karmy (Chair)
Mr Steve Mowat
Mr Paul Kennedy
Trish Manion
Mr Geoff Zydagallo
Mrs Jenny Gumbs
Ms Tracy Roe
Ms Lauren Evans
Mr Rob Moore
Mrs Kate Farley
CWC Education Officer

All Governors can be contacted through school
Northwich Road. Brookvale, Cheshire. WA7 6BZ
Tel. 01928 711401 Fax. 01928 710661
E-mail: head.brookvale@halton.gov.uk

Staffing



Headteacher
Deputy Headteacher
Foundation Stage Teachers

Teaching Staff

Miss Paula Casey
Mr Robert Moore
Mrs Claire Gibson
Mrs Joanne Howard
Mrs Clare Fallon
Mrs Val Bellingham
Miss Sharon Taylor
Mrs Nicki Lea
Miss Paisley Morgan
Mrs Laura Rushton
Mrs Marie Bell
Mrs Kate Kerr
Miss Rebecca Knowles
Mrs Eve Gibson

Teaching Assistants

Mrs Kate Farley
Mrs Monica Ayres
Mrs Brenda Muscart
Mrs Natalie Dalton
Mrs Sue O'Loughlin
Mrs Lynn Lester
Mrs Tracey Pitt
Mrs Tracey Last
Mrs Kayleigh Austin
Miss Michelle McGawley
Mrs Rabia Saleem
Mrs Kalsoom Hussain
Miss Katie Shaw

Staffing continued

Breakfast Club Supervisors	Mrs Bren Muscart & Mrs Natalie Dalton
After School Club Supervisors	Mrs Sue Daley & Mrs Natalie Dalton
Learning Mentor/Counsellor	Mrs Julia Shutt
Behaviour Support Co-ordinator	Mrs Trish Wilson
Children and family Support Worker	Sue Sparkes

Business Manager	Miss Clare Hollins
Admin Assistant	Mrs Heidi Doyle

Site Managers	Mr Tommy Morgan Mr Bert Worrall
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Cleaning Staff	Mrs Colette Hopley Mrs Tracey Pitt Mrs Sarah Buyuktepe
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Catering Supervisor	Mrs Sue Daley
Kitchen Assistants	Mrs Sandra Carney Mrs Sarah Cotton Mrs Sue Large

Mid-Day Assistants	Mrs Jo Brown-Hughes Mrs Sharon Brannigan Mrs Tracey Pitt Mrs Jodie O'Leary Mrs Kayleigh Austin Miss Katie Shaw Miss Michelle McGawley Mrs Jenny Burns
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Working in Partnership



School Health Advisor	Ms Paula Robins
Education Welfare Officer	Halton Borough Council
Education Psychologist	David Harker
LA Link Advisor	Ruth Robson
School Improvement Partner, SIP	

INTRODUCTION TO OUR SCHOOL

Brookvale Primary School opened in September 2000, with the amalgamation of the Infant and Junior schools. The school operates from one site, which was originally built in 1976. It is situated in the Brookvale area of Runcorn, with close proximity to the local residential communities of Sutton Park and Palacefields. The school is a single storey building, which has undergone extensive refurbishment, to provide an attractive and stimulating environment for the school community.

The school caters for up to 280 pupils, aged between four and eleven years old. We also offer twenty-six 3hr daily Nursery sessions in our Foundation Stage Unit with a qualified Teacher and Early Years Staff.



Most of the pupils are from the surrounding areas, although children from outside the zone are admitted if places are available.

Brookvale Primary is a feeder school for Ormiston Bolingbroke Academy situated close by. We do however have good liaison with all local high schools, as pupils may transfer to any school, depending on parental preference and availability of places.

ETHOS AND VALUES

The school aims to seek quality. We offer an inclusive education, to ensure that all children receive their full entitlement. In our school 'Every Child Matters'

Mission Statement

Brookvale Primary School sets out to develop confident, caring, enquiring individuals, prepared for the future.



We aim to achieve the Mission Statement, through equality of opportunity, for all children and staff within the school, realising their full potential in a purposeful and happy environment. This is founded on good communication between staff, children, parents and the community. We aim to use resources effectively by offering varied, relevant and interesting experiences in our pursuit of excellence.

Aims of the School

To provide a broad, rich curriculum which educates and equips children for life and challenges them to achieve their best

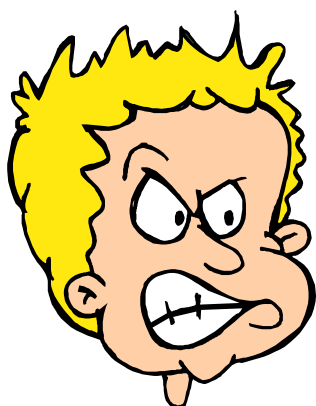
To use a positive approach towards discipline which is based on consistency, mutual respect and a sense of self-worth

To create a safe, happy, stimulating environment, which encourages children's independence and confidence

To foster a positive partnership with parents and carers, which values their contribution

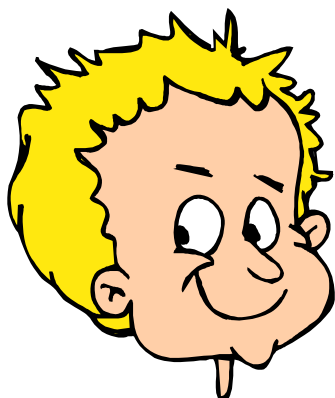
To value each child as an individual, recognising their special talents and needs

PERSONAL DEVELOPMENT AND WELLBEING



We are aware that we share the responsibility with parents for the children in our charge and provide the same level of care expected of any responsible parent. Our concern is for the welfare of each individual child. The children are fully supervised whilst engaged in all school activities. Lunchtime provision is provided by mid-day assistants.

We consider it our duty to provide an orderly and disciplined school environment in which all children can make the most of their opportunities and talents.



We aim to establish positive behaviour patterns and to develop the ability to make sound relationship with other children and adults. (Please see home/school contract). We believe that the development of self-discipline mainly arises from an expectation and positive re-enforcement of good behaviour. This combined with sanctions for persistent inappropriate behaviour should promote the development of self-discipline both now and in future years. A copy of the discipline policy and anti-bullying policy are available from school.

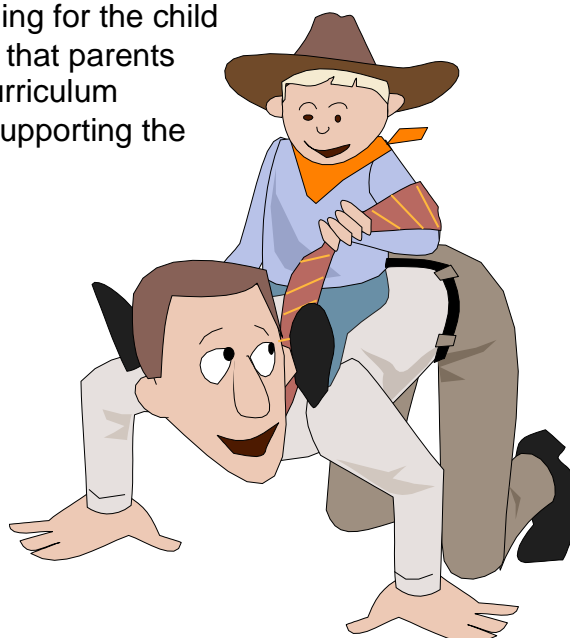
Child Protection

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 are obliged to follow procedures laid down by Halton Borough Child Protection Team and inform Social Services of their concern.

Home/School Partnership

We recognise the important role that parents and carers play in the education of the child, and we try to establish a strong working partnership through a variety of ways:

- Regular meetings, both formal and informal to discuss progress
- Regular news-sheets and letters to keep parents informed
- Opportunities to make comments and suggestions about the day to day running of the school
- Guidance to support home-learning for the child
- Welcoming the valuable support that parents can offer in the delivery of the curriculum
- Valuing parental expertise and supporting the development of their skills



Reporting To Parents

Parents and carers are regularly informed of their children's progress and are formally invited on two occasions during the school year, to meet and discuss their child's work with the teacher. Each Term parents will receive a copy of the curricular targets for English and Maths, which their child will be working towards. A formal written report is provided once a year, which includes results from end of Key Stage Assessments (SATS).

Parents are encouraged to pop in to check up on any issues of concern. Likewise teachers will contact parents if they have particular concerns and may arrange to meet on a more regular basis.

THE SCHOOL CURRICULUM

The curriculum is designed to develop the full potential of our children and to prepare them for the opportunities, responsibilities and experiences of adult life.

The mission of our school is evident in all aspects of school life, with each individual child valued and respected. Further information can be found about the daily life in our school from our learning platform that we are developing www.brookvale.halton.sch.uk

The national curriculum (2014) is taught at Brookvale Primary School. Our teachers work hard to ensure the curriculum is as stimulating and exciting as possible, so that the children enjoy learning and are inspired to become lifelong learners. We have built in many links with the local area as we are lucky enough to have a wealth of resources right on our doorstep and we therefore plan to continue taking the children on as many trips out of school as possible, to excite and interest them in their learning and to create a real life context to learning. Our aim is to deliver our whole school curriculum in a cross curricular way. Within each topic maximum opportunity will be taken to integrate cross curricular links, with English and mathematics at the core. The school's outdoor environment provides valuable learning opportunities and is used regularly for work across the curriculum. In addition the school gives emphasis to the development of creativity through art and music and of physical skills through participation in a variety of sports. Specialist teachers are employed to enhance the children's learning in these areas. . Quality resources are in place to support teaching and learning.



Each area of the curriculum is monitored by the head/deputy headteacher and the co-ordinator, to ensure that children receive their entitlement.

All staff have a good working knowledge of the National Curriculum and keep up to date with current developments by attending regular training courses.

At Brookvale Primary School we also place a great emphasis upon the development of social/emotional skills. This helps our children to achieve their potential as valued and responsible members of our community. The work in this

area is covered by our programme for Personal, Social, Moral and Health Education. Our school has been awarded all strands of the National Healthy Schools Standard each year since 2005.

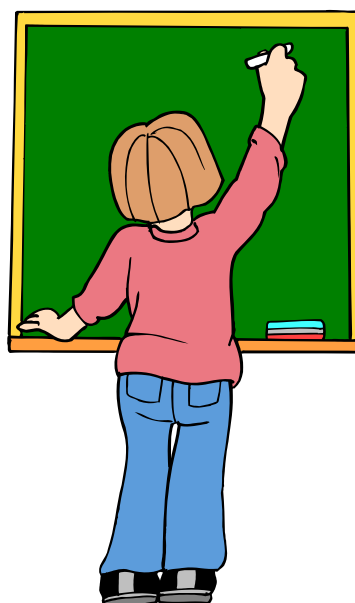
Teaching Organisation

All teachers employ a variety of teaching strategies, according to the requirements of each subject and the needs of the child. There is a balance between whole class teaching, group work and individual programmes of work.

Pupils are grouped according to levels of ability in English and Maths. This means that work is planned and matched more closely to the needs of the individual child. Teachers can vary the pace and provide extension activities for the more able, or offer re-enforcement in smaller steps for the children who may need extra support.

All pupils know and work towards their own curriculum targets, which are assessed and updated each half- term. Pupil progress is tracked and vulnerable children who have not made expected progress are identified. Strategies are then put in place to monitor these children.

At all times we consider children as individuals with their own strengths and areas for development.



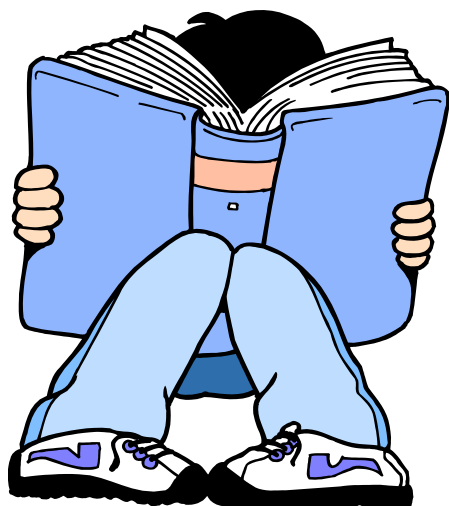
English

At Brookvale Primary School, English is taught in an exciting, stimulating and enjoyable way. There are four main elements to the English curriculum - spoken language, reading, writing and grammar, punctuation and spelling. It is usually taught initially as discrete elements then the skills are applied and developed further across the whole curriculum. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Reading

We strive to ensure that children are able to access information and the curriculum whilst finding pleasure in reading. All classes, from Reception to Year 6 are read to on a regular basis and we find that sharing a book together is a precious experience. The school adopts a variety of approaches to teaching early reading skills. Children learn to recognise words, letters, sounds and rhymes and to use picture and grammatical cues. These are all taught on a daily basis using a wide variety of simple fiction and non-fiction books. In Reception, children have regular reading sessions with an adult which is tailored to suit the individual child's reading ability and areas for development. Once children are more fluent and, most importantly, have sufficient understanding of text to move on to 'chapter books', they will read in guided groups to promote more discussion about

the text. Texts become more challenging as children's reading develops. The emphasis progresses to teaching children to 'read between the lines'; to make inferences and deductions about characters, plots and the author's intentions. We believe language to be the most important element of the curriculum. We want the children to have confidence in themselves, in their ideas and in their ability to communicate. A variety of reading schemes are used, and a wide selection of good quality children's literature. All reading resources are screened and matched to the interest and ability of the child. Our reading schemes and policy are constantly reviewed and updated where necessary. We encourage the use of individual, group and whole class reading activities.



Reading at Home

Parents are encouraged to become involved in the development of their child's reading. Children who practice their reading at home on a daily basis make more progress than those who only read in school. Your child will bring home a variety of books to read and share with other family members. The children are encouraged to take books home on a regular basis from their earliest days in school. Parents can then support their child with reading and provide the re-enforcement that is essential for reading development. All children have a home/school reading diary.

Writing

We feel that it is important for children to develop writing in different forms for a variety of specific purposes. Much of the writing is cross-curricular in nature, giving children a real purpose and context in which to write, also covering a variety of genres. Writing can be produced individually, as a pair or in groups with a variety of inspirations to reflect the wide variety of reasons to write in everyday life. Attention to grammar, punctuation and spelling is thorough and these are taught discretely where appropriate. The development of correctly formed and legible handwriting is given priority in the early years. Practice continues throughout the school with children using a fully joined script in KS2.

The use of 'synthetic phonics' is one of the teaching approaches we use to support children in the development of reading and writing skills. We place great emphasis on accuracy in spelling, homework is provided on a regular basis.

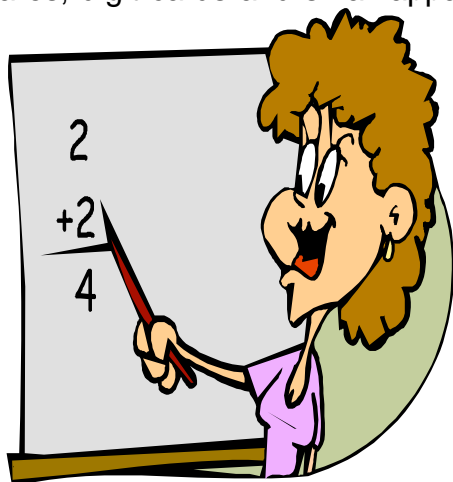
At Brookvale we regard all lessons as an opportunity for language development so that every curriculum subject has a contribution to make. In P.E., it may be listening skills in the receiving of instructions for activities. In Science it may be learning to record observations objectively. In Mathematics it may be acquisition of the specialised vocabulary required. We believe that every child should have the opportunity to become as fully literate as possible.

Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It

enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

We use a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class and group-direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Children use ICT



in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

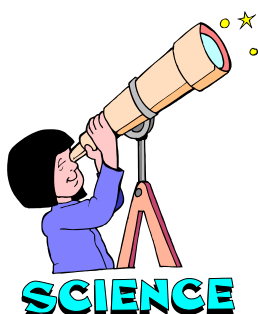
In all classes children are set and work in ability groups. In this way we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work

and in other lessons by organising the children to work in pairs on open-ended problems or games. We use classroom assistants to support some children and to ensure that work is matched to the needs of individuals.

We inspire all children to become confident and enthusiastic mathematicians, who are willing to take risks and are not scared of making mistakes but who learn from those mistakes. We aim to develop mathematical skills and to provide opportunities for their application in meaningful, real-life situations. We strive to provide the children with exciting and challenging investigations, thereby increasing motivation and promoting a positive response to mathematics.

Science

Science for children means exploring, discovering and investigating the world around them. These activities help children gather the experience they need to understand the world in which we live.



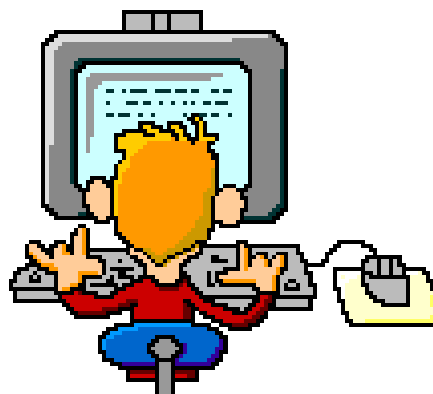
At Brookvale we aim to make these experiences as broad and varied as possible. We encourage the children to observe, ask/answer questions, experiment or investigate, find patterns in observation, reason logically and communicate their findings.

This will lead to children learning to work as scientists, planning and undertaking scientific investigations. The children work on topics and teachers use the

Science National Curriculum to support their planning. At each stage, the work builds upon what the children already know. The different topics are supported with published materials and when appropriate, use is made of environmental visits to support the children's learning eg museums, videos and computer simulations etc. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations.. The new curriculum also recognises the importance of a developing knowledge of scientific concepts. Our lessons incorporate both knowledge and investigative skills through a lively and creative curriculum that makes extensive use of our outdoor environment.

Computing

Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. Within the new curriculum children will learn how computers and computer systems work; they will design and build programs; develop their ideas using technology and create a range of content. Some of the Curriculum is taught within other



subject areas while other parts are taught independently. Through teaching computing we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. These skills are a major factor in enabling children to be confident, creative and independent learners. There are a wide variety of programs, available both for the teaching of computing skills and for the support of other curriculum areas.

At Brookvale, every classroom has an interactive white board. Computers are also available for use in each classroom. All PCs are linked to the Internet, which is a valuable resource. All pupils have daily access to computers and are able to develop their skills in word processing, data-handling, information research, design control, and can develop modelling skills by using "Roamer", a programmable robot. Pupils are encouraged to develop iPad skills. We have a bank of mini- iPads which can be used independently, in a small group or as a whole class.

History & Geography

We aim to develop a secure understanding and awareness of chronology and the passing of time. We want the children to understand local, national and world events from the past which have had an impact on their lives. We do this by teaching topics carefully chosen from the new national curriculum to suit the children's interests and the school's locality. We want to develop the children's geographical vocabulary and their vocabulary related to the passing of time to ensure the appropriate use of historical terms. The children will study the lives of significant men and women in the past who have contributed to national and

international achievements and study features of the past including the nature of ancient civilisations such as Ancient Egypt and the Shang Dynasty of China; in particular their expansion and dissolution. The children will also explore why people did things, research causes and make links between events and begin to explore bias and historical interpretation. The children will have opportunities to explore and question a range of primary and secondary historical and geographical sources and develop their skills of organisation, communication and representation. The children also gain historical perspective by placing their growing knowledge into different contexts undertaking studies about democracy, individual liberty, mutual respect and tolerance of other faiths and beliefs. We ignite the children's interests and deepen their understanding of the past by arranging historical and geographical trips and visits throughout their time in the school. This allows them access to high quality first hand experiences, which use a range of source information to help them with their enquiry based learning.



Homework

The children will be encouraged to undertake extensions of schoolwork at home. This may involve finding information, collecting articles for lessons, reading, learning spelling or tables plus set work for older children. In KS2 classes, homework diaries are provided to support the children in becoming responsible for their work, in readiness for high school.

Arts Provision

Art, Music, Drama and Dance, offer great opportunities for children to express themselves creatively and emotionally. They also provide a valuable means of developing the children's knowledge of other cultures and enhance their appreciation of all aspects of the arts.



We welcome visits from local artists and poets to enhance the curriculum and ensure that children have access to drama either from visiting groups or from trips to theatres to enjoy music and drama performances.

Each year children from Key Stage 1 take part in the Halton music festival, singing both community and group songs. Throughout the year pupils will take part in assemblies, drama productions etc, which provide a welcome opportunity for parents to join us in celebrating the talents of their children.

Sex and Relationship Education

Sex and relationship education at Brookvale School is based upon pupils having respect for their own bodies and for each other. This begins at an early age in the Reception class, with a topic 'All about Me', and is linked closely with the PSHE

curriculum. This theme is carried on in each year group. At times the children acquire specific knowledge about their bodies as part of the Science curriculum. In Year 5 and Year 6 all children are given the opportunity to see the video entitled "All About Me". The video focuses on all aspects of the children's development during their puberty years. The video is available for parents to preview in school and is available for home loan.

Parents have the right to withdraw their child from sex education, which is not part of the National Curriculum orders for science.

Religious Education and Collective Worship

Religious education is taught by the class teacher, following Halton Guidelines. Assembly takes place everyday in a variety of formats. Each Friday a celebration assembly takes place when children share their good work, and certificates of achievement presented. Parents are often invited to join us for assemblies. Parents have the right to withdraw their child from assembly and RE.

Spiritual, Moral, Social, Cultural Development and British Values

The promotion of British Values takes place across the curriculum.

Spiritual development encourages the children to reflect on their beliefs, religious or otherwise, and reflect on their experiences, and to try and answer some of life's fundamental questions. The use of imagination, creativity, and a sense of fascination in learning about themselves and the world around them is developed. Moral development encourages the children to recognise the difference between right and wrong; to have a concern for others and develop and to understand the consequences of their actions. They are helped to think about moral and ethical issues and to think about the views of others in these matters.

Social development encourages the children to work and socialise with others and to relate to those from different backgrounds; religious, ethnic and socioeconomic, and they are helped to understand and accept fully the British Values in order to participate fully and contribute positively to life in modern Britain.

Cultural development encourages the children to understand and appreciate the wider range of cultures in their local community and further afield. They are taught to respect different faiths and diversity in local, national and global communities. The children are also encouraged to take part in artistic, sporting and cultural opportunities.

British Values are promoted so that the children can be prepared for life in modern Britain. They are helped to accept and engage with the fundamental values of Democracy, The Rule of law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs. All of these are experienced in a variety of activities, including discussions, circle times, assemblies, visitors, workshops and specific lessons

Provision for Sport and Physical Activities

Sport and P.E. is an important part of the curriculum. As well as developing children's strength, stamina and co-ordination, it encourages co-operation and self-control.

All children in the school have the opportunity to participate in apparatus work, dance/drama and games skills. They are also encouraged to take part in team

games such as netball, rounders, football, kwik cricket, and cross-country, representing our school locally in these events at Inter-School level.

Teams also represent the school in the district School Sports Day and swimming gala. After school clubs allow those children who wish to participate to gain additional skills and develop their team spirit.



Each year we have a School Sports Day in which every child participates in chosen events. Infant children take part in a planned activity afternoon. All parents and carers are invited to accompany their child and join in activities as they wish.

Each week at least two hours are allocated to P.E. and regular training sessions may be held after school as a club activity. Inter-school matches are either played at home or away after school.

The school has a standard football pitch and games field. In summer it is remarked for athletics, rounders or

baseball; the playgrounds offer a netball pitch. The school hall is used for gymnastics, dance, indoor games and apparatus work. This year it has also been used for golf sessions!

Swimming lessons are held at Brookvale Recreation Centre on Tuesday afternoon, currently for all year groups in Key Stage 2.

The children walk to and from the Recreation Centre, accompanied by teachers and reliable adults.

We welcome the support of Halton Sports Development team for activities such as cricket and look forward to the development of table tennis, with the support of our local group.

Special Educational Needs SEN

A child has special educational needs if he or she has a difficulty in learning, significantly greater than most children of the same age, or if they have the capacity to work at a much higher level than most children of the same age.

We wish to offer our children the opportunity to develop their full potential in all

areas of the National Curriculum, and school life. We recognise that some of our children will have special needs, which require additional resources and support.

Our SEN Policy has been developed with reference to the new SEN Code of Practice. Children with special needs are identified as soon as possible by the class teacher, who works closely with the Special Needs Co-ordinator (SENCO). Parents are involved in



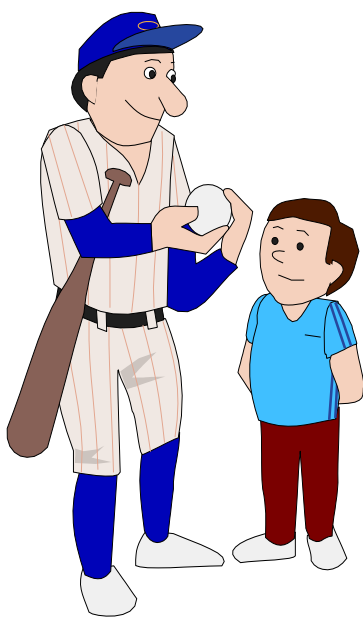
this early assessment and would be included at each stage. An individual Learning programme is then developed, tailored to the child's needs. The child's progress is continually assessed and reviewed and the learning programme is then updated. Referrals may be made to other agencies if required, for specialist advice and support, e.g. Learning Support Team, Education Psychologist, and Behaviour Support Team. Formal Assessment may be required if the child has significant special Needs which require a statement. Parental guidance is offered by the school to support and provide information.

We employ a number of staff from our inclusion budget to support children with special needs: - Learning Support Teacher, Learning Mentor, and additional Classroom Assistants. There are also a number of support assistants who are funded to work with individual children with identified special needs.

Policy Documents and Guidelines

Parents can see all policy documents which are available on the school website.

Extra curricular activities/Extended Schools Initiative



A variety of activities are available for children in school. We offer a breakfast club for all children, from 8.00 to 8.55am. The children will be able to buy toast and a drink, and take part in tabletop activities or finish homework. There is a nominal charge for this service. The group is closely supervised at all times. We also offer extended activities in our after school club for all children 3-5.45pm. Again there is a charge for these activities.

Other clubs and activities are available such as arts, computer, science, sports and choir. There are regular discos and drama groups supporting the school performances offered each year.

We believe that children are more motivated and enjoy learning through direct experience and 'hands-on' activities. We try to make learning fun, and organise interesting events such as plays, road shows, speakers and activities with artists.

This year we have invited outside visitors to provide extended school activities such of, Table Tennis, Dance, Multi-skills, Guitar



Residential visits/ Educational Trips

At Brookvale Primary School, we feel that a night or two away from home is an essential part of the child's social and academic development.

Children are provided with a variety of learning experiences, linked closely to the curriculum and development of PSHE activities. Pupils in KS2 will have the opportunity to take part in outdoor activities with a sleepover in school or residential accommodation such as Delamere Forest. Year 6 pupils take part in a residential visit to Llandudno in the Summer Term after SATs.

We aim to keep the cost as low as possible and have set up a savings scheme for parents, to help with the payment of residential visits and educational trips. A thorough risk assessment is made for each visit that takes place. Parents are provided with detailed information and asked to provide written permission for their child to take part. All pupils are closely supervised at all times.



Charging Policy

Various day visits are made throughout the year, which are of educational value and designed to benefit every child. Under existing regulations these trips are impossible to implement without the goodwill and financial support of every parent. You will appreciate that these can only take place with your co-operation as funds are at a premium. When we do need money for trips, we are usually delighted with the voluntary contribution response from our parents.

THE SCHOOL DAY

Key Stage 1 (Infants):-8.55am-12noon. 1.00pm-3.00pm

Break of 15 minutes a.m. and p.m.

Teaching hours per week 22hrs 30mins

(complies with government recommendations)

Key Stage 2 (Juniors): - 8.55-12.10pm. 1.00pm-3.00pm

Break of 15 minutes a.m.

Teaching hours per week 23hrs 10mins

(Complies with government recommendations)

Start of day

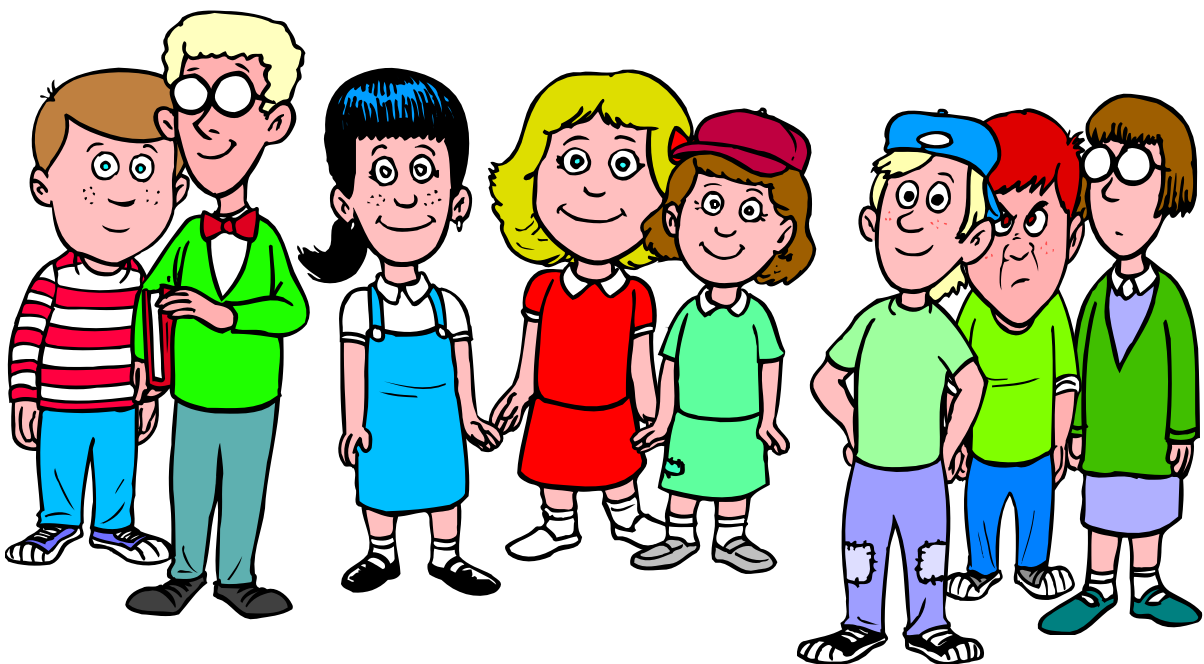
Children line up at 8.55 am outside their cloakroom/classroom door. The teacher will meet the class and bring them into school. Staff are available at the end of the day to see parents, but please let us know if you need to speak to a member of staff urgently.

Concerns

We expect all our pupils, staff and parents to listen carefully and respect each other. If there is a problem, your child's class teacher will be pleased to talk to you after school. The Head or Deputy Headteacher will always meet concerned parents to discuss any worries or concerns. Parents who are unhappy about something should contact us at once.

Class Organisation

At present the school is organised into eleven classes. Some classes have mixed age groups, with an average class size of 28. The children all work at their developmental stage, and follow a rolling programme of topics, to ensure the curriculum is covered and that no gaps or duplication occurs.



Class structure

Nursery	Foundation
Reception	Stage
Reception	

Year 1	Key
Year 1/2	Stage 1
Year 2	

Year 3	Key
Year 3/4	Stage 2
Year 4/5	
Year 5	
Year 6	

Admission Arrangements

Parents must apply to Halton Local Authority for a place in school.

Places are in great demand! An application form can be found in the Halton Booklet with a full copy of the Admissions policy. It is also possible now to access the booklet and apply online:-

www2.halton.gov.uk/content/educationandlearning/schools/admissions/?a=5441

Where there are more applications from parents than places available, Halton's policy is to admit pupils in the following order of priority

- Children in care living within our catchment area
- Those with brothers or sisters already at the school
- Children living nearest to the school

If successful, children will be offered places for the beginning of the academic year in which they reach their fifth birthday. This will be on a part-time basis to begin with. We respect the right of all parents to make other arrangements until the child reaches five, which is legal school age.

Once offered a place, we would ask children to spend several sessions in the Reception class to familiarise themselves with school. This would take place during the term before entry. Those children attending nursery school will already be familiar with the school, due to the regular liaison with the Reception class and whole school events.

Nursery places are also in great demand, but unfortunately we are only funded to cater for twenty-six children. Please register your child for the nursery class as soon as possible.

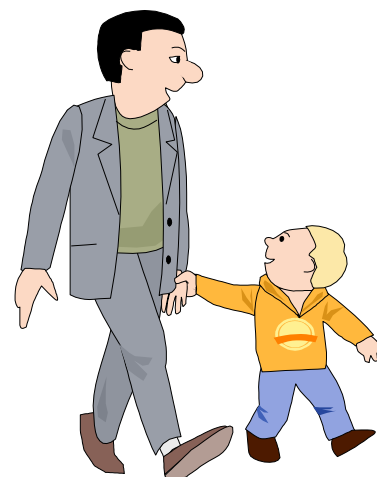
Parents and children moving into the area are always welcome to look round our school during the normal working day, provided an appointment has first been made. If a child wishes to transfer from any other local school, the following procedure will be adopted:

- The headteacher will personally contact the head teacher of the school where the child is registered
- Parents will be asked to talk to staff at their child's school to try to resolve any differences that have arisen
- A transfer form will then be issued.

School Uniform

We have adopted a uniform of grey skirts or trousers, white polo-shirts, and red sweatshirts with school logo (please enquire at the school office). Many parents prefer children to wear lightweight clothing in the summer i.e. red gingham dress, grey shorts. All pupils must wear suitable shoes.

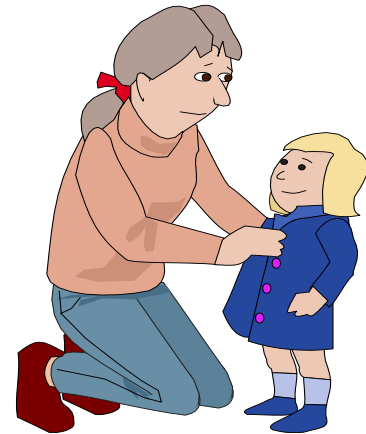
For safety reasons we must ask that children bring the correct PE kit to school, or they will be unable to take part in PE. Please ensure that your child has shorts, short sleeved t-shirt and pumps, all named and kept in a kit bag also named. No jewellery allowed other than small stud earrings.



Attendance

2018-2019

Attendance	School 96.15%
	National 96.15%
Absence	School 3.85%
	National 3.85%
Persistent Absence	School 8.9%
	National 8.6%



Exclusions

Fixed Period	0
Permanent	0

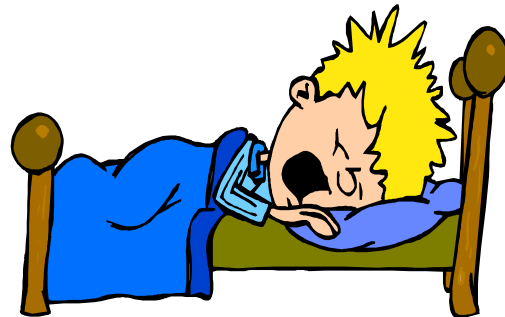
Regular attendance is essential for effective schooling. Most parents co-operate by notifying us of absences by telephone and by following this with a letter when the child returns to school. If the school is unaware of a reason for absence, telephone contact will be made to the home and if the absence continues or is a regular occurrence, referral will be made to the Education Welfare Officer. Our support workers will work with pupils and are available to support parents in promoting good attendance.

Parents wishing to take family holidays, up to a period of ten days during school time, must write to the head teacher asking for the authorisation of absence. No authorisation will be given for holiday requests during Year 6 SATS week.

Punctuality

Punctuality is an essential part of the child's social education. We would seek your co-operation in ensuring all children arrive on time. If you do oversleep, always bring your child into school, no matter how late, rather than miss a whole day.

As part of this process children are encouraged to come into school on their own. Parents should only come into school at starting times if they wish



to discuss a problem with a member of staff, and they should report to the secretary in the first instance. As teachers have responsibility for the whole class, only matters of urgency will be dealt with at the start of the school day. Staff are usually available to see any parents after school.

Emergency Address/ Health issues

When your child starts school, we will ask for full details of your address, telephone number, name of doctor, name of relative or friend etc, in case your child should be come ill during the day. There are 8 qualified First Aiders on our staff, who are always called to deal with minor injuries and accidents. If there is any cause for concern, we will always contact the child's parents.

We are developing a system to contact all parents/carers by text to deliver messages/news updates etc. As well as contact for individuals, this system will be extremely useful in the event of school closure through bad weather, cancellation

of sports day etc. We would therefore ask you to keep us informed of any changes to mobile numbers.

Dinner Arrangements



School Meals

Halton School Meals Service provides the school with high quality meals cooked on the premises. A termly menu is available for parents with a number of choices each day to enable children to decide on which days they will have a school meal. The service will cater for vegetarians and those with special diets for medical or religious reasons. Currently, all infant children are entitled to a free meal each day. The cost of a meal once children reach junior age is £2.50. Money for school

dinner must be paid on a Monday and handed in to either the class teacher or school office. All money must be enclosed in a named envelope or purse and paid on a weekly basis in advance. There are no facilities for credit. Families in receipt of certain benefits are entitled to free school meals. We can advise you on how to apply for this entitlement, please let us know

Packed Lunches

Children may bring a packed lunch to school in place of a school meal. We ask that this is in a sealed container marked with your child's name. Please do not send sweets, glass bottles or cans, fizzy drinks or too much food! The children will bring home their waste so parents are aware of what has not been eaten. In the summer months enclosing an ice-pack in the container will help to keep the food cool and fresh.

Snacks

We do not allow children to bring their own snacks or drinks into school. However we provide filtered water for all children. Please provide a water bottle so that your child has access to a healthy drink at all times. A healthy fruit snack is also available.

School Website

Our school website provides further information about the school and the activities taking place in each year group and class. Information about the school's governing body, staff members and school policies are all available on the website. Parents are encouraged to visit it regularly to keep up to date with what your child is doing in school.

www.brookvale.halton.sch.uk