

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

Teacher Representative

Non Teaching Representative

Community Governors

Local Authority Governors

Parent Governors

Associate Governor

Clerk to the Governors

Miss Paula Casey

Mrs Eve Gibson

Mr Tommy Morgan

Ms Julie Karmy (Chair)

Mr Steve Mowat

Mr Paul Kennedy

Mr Geoff Zydaglo

Mrs Irene Ashley

Mrs Jenny Gumbs

Mrs Natalie Dalton

Mrs Lynne Reid (Vice-Chair)

Mrs Kate Kilpatrick

Mrs Barbara Routti

Halton 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

Teaching Staff

Miss Paula Casey

Mr Robert Moore

Mrs Eve Gibson

Miss Carolyn Danson

Mrs Nicki Lea

Mrs Kate Kerr

Mrs Marie Bell

Mrs Mary Mitchell

Mrs Carol Broomfield

Ms Sharon Taylor

Miss Jennifer Glynn

Foundation Stage Teachers

Miss Claire Range

Mrs Claire Fallon

Mrs Joanne Howard

Teaching Assistants

Mrs Carol Lowe

Mrs Tracey Last

Mrs Kate Kilpatrick

Mr Neil Evison

Ms Pauline McKune

Mrs Sue O'Loughlin

Mrs Natalie Dalton

Mrs Brenda Muscart

Learning Mentor/Counsellor

Julia Shutt

Behaviour Support Co-ordinator

Trish Wilson

Staffing continued

Secretary

Mrs Yvonne Eaton

Site Manager

Mr Tommy Morgan

Cleaning Staff

Mrs Colette Hopley

Mrs Wendy Thornton

Mrs Julie Hooton

Catering Supervisor

Mrs Sue Daley

Kitchen Assistants

Mrs Marie Lee

Mrs Sandra Carney

Mrs Vanessa Smith

Mid-Day Assistants

Mrs Ann McLean

Mrs Pauline Turnbull

Miss Debbie Foster

Miss Joanne Cotton

Mrs Brenda Muscart

Mrs Natalie Dalton

Miss Louise Davies

Working in Partnership



School Health Advisor

Mrs Sue Tucker

Education Welfare Officer

Ms Paula Garner

Education Psychologist

Mr Martin Redmond

LEA Link Advisor

Mr Steve Nyakatowa

School Improvement Partner, SIP

Barbara Routti

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 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

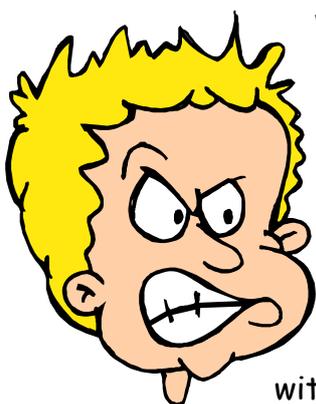
To create a safe, happy, stimulating environment, which encourages children's independence and confidence

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

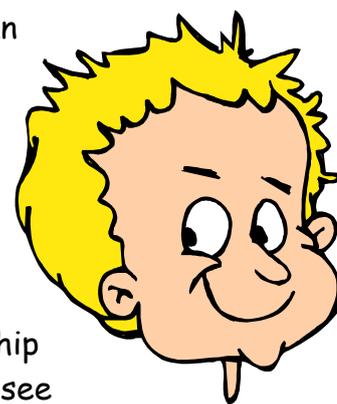
PERSONAL DEVELOPMENT AND WELLBEING

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.

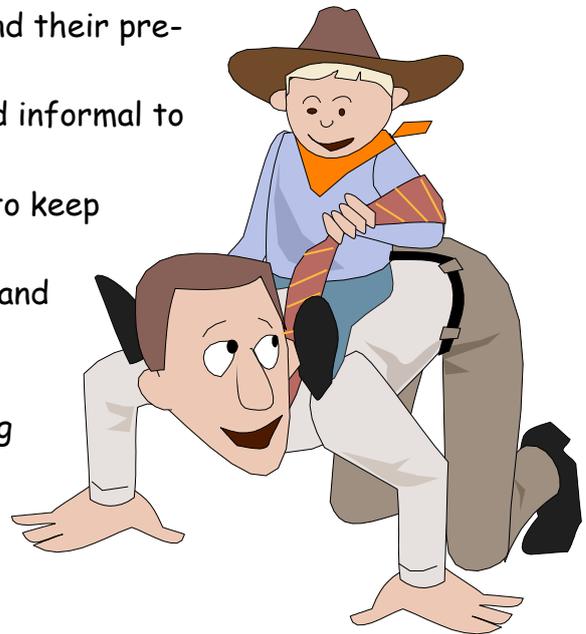
Child Protection

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:

- Home visits offered to parents and their pre-school children
- 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.brookvaleprimary.co.uk

The school follows the National Curriculum 'Programmes of Study'. The core subjects of English, Maths, Science and ICT are given priority in the allocation of teaching time and expenditure.

We deliver a very creative curriculum. This is a topic based approach which is skill-based and divided into six broad areas. We ensure that it is exciting and meaningful for our pupils helping them to learn skills that can be transferred across the subjects. 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 was awarded all strands of the National Healthy Schools Standard in 2005 and Active Sports Mark annually since 2006.

Teaching Organisation

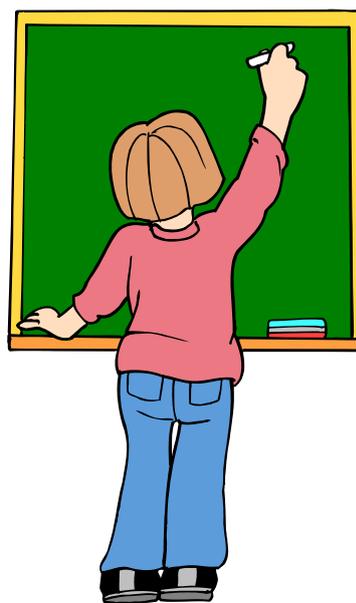
All teachers employ a variety of teaching strategies, according to the requirements of each subject and the needs of the child. There is a balance between whole class teaching, group work and individual programmes of work.

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.



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.



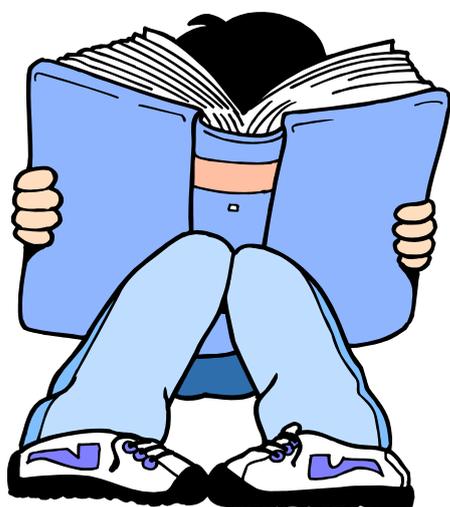
In the Junior classes, homework diaries are provided to support the children in becoming responsible for their work, in readiness for high school.

English

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.

We use a variety of teaching and learning styles in English lessons, following Primary Strategy guidelines. We do this through daily lessons that have a high proportion of whole-class and group teaching.

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.

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.

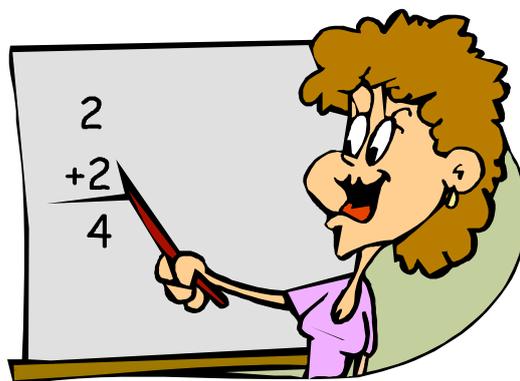
We feel that it is important for children to develop writing in different forms for a variety of specific purposes. The use of 'synthetic phonics' is one of the teaching approaches we use to support children in the development of reading and writing skills. We place great emphasis on accuracy in spelling, 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



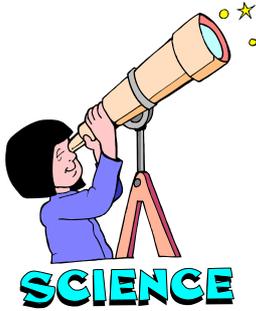
as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. 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 try to develop a successful foundation for future learning and to present children with the challenge that Mathematics offers. We believe it is fundamental to provide the experience of fun, which is so often lacking in this subject.

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 QCA

Scheme of Work for Science 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,

Information and Communication Technology I.C.T.

ICT is changing the lives of everyone. Through teaching ICT 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. ICT skills are a major factor in enabling children to be confident, creative and independent learners.



At Brookvale we have established a computer suite, which houses 18 PCs with an interactive white board. There are a wide variety of programs, available both for the teaching of ICT skills and for the support of other curriculum areas.

Computers are also available for use in each classroom. All PCs are linked to the Internet, which has become a valuable resource. We now have interactive white boards in all of our classrooms, which serve as a very powerful teaching tool.

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

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 joins us for assemblies. Parents have the right to withdraw their child from assembly and RE.

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 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.

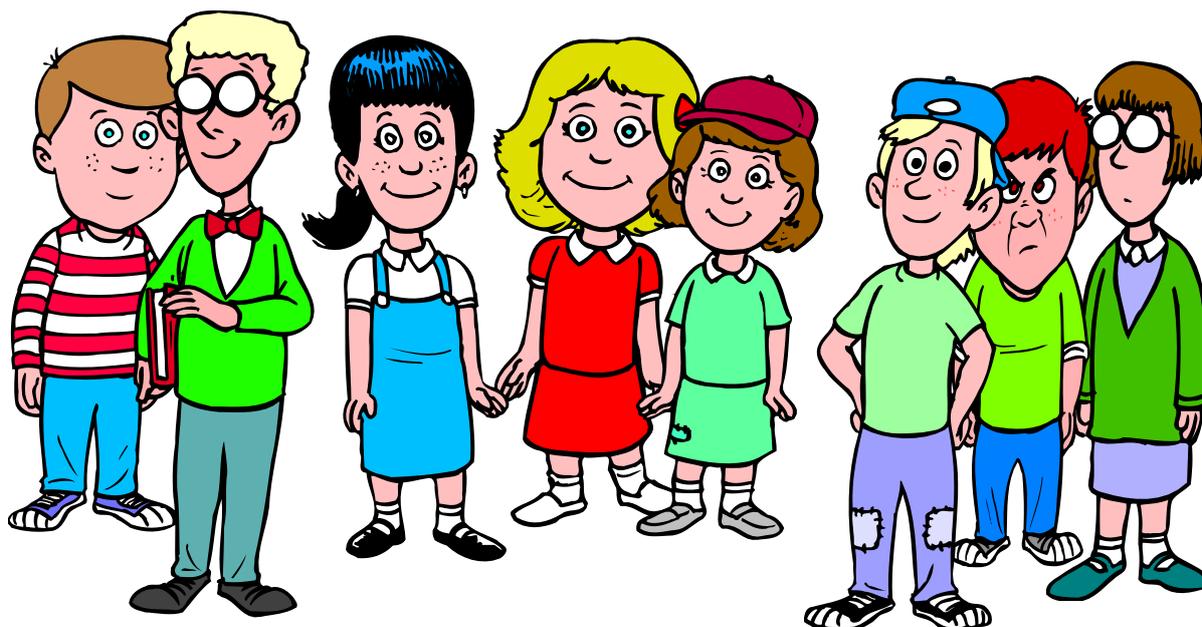
We employ a number of staff from our inclusion budget to support children with special needs: - Learning Support Teacher, Learning Mentor, and additional Classroom Assistants. There are also a number of support assistants who are funded to work with individual children with identified special needs.

Policy Documents and Guidelines

Parents can see all curriculum policy documents, schemes of work and guidelines issued by the Department of Children Schools and Families(DCSF). These are available in the entrance area of the school.

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

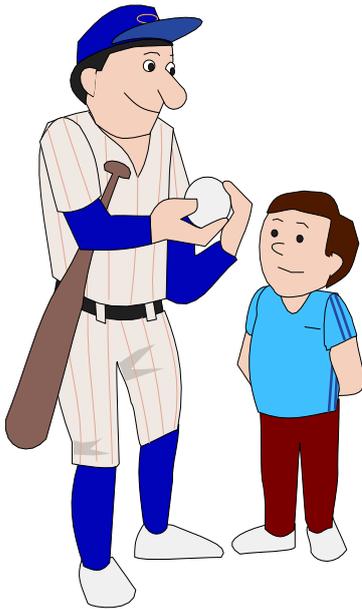
Nursery	Foundation
Reception	Stage
Reception	

Year 1	Key
Year 1/2	Stage 1
Year 2	

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

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 8.10 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 this service.



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 Golf, Table Tennis, Dance, Food tasting, Football and Rugby



Residential visits/ Educational Trips

At Brookvale Primary School, we feel that residential visits are an essential part of the child's social and academic development. Children in Key Stage 2 have the opportunity to take part in a residential visit in Year 3 and Year 6. Children are provided with a variety of learning experiences, linked closely to the curriculum and development of outdoor activities and PSHE.

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.



Year 3	Fox Howl, Delamere Forest	Forest School activities, PSHE, Science, PE, Art, Geography
Year 6	Llandudno	PSHE, Geography, Outdoor pursuits, sports

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.

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

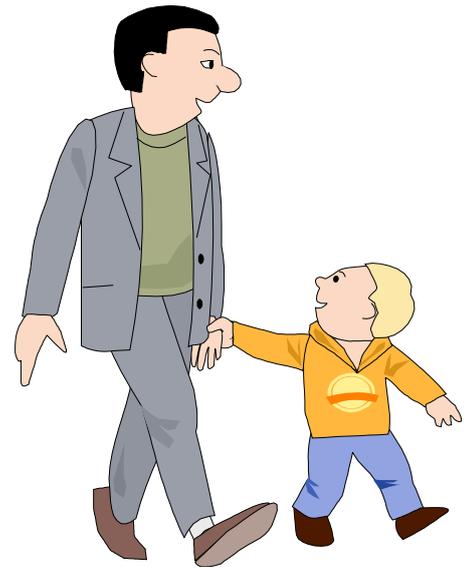
If successful, children will be offered places for the beginning of the academic year in which they reach their fifth birthday. This will be on a part-time basis to begin with. We respect the right of all parents to make other arrangements until the child reaches five, which is legal school age.

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.

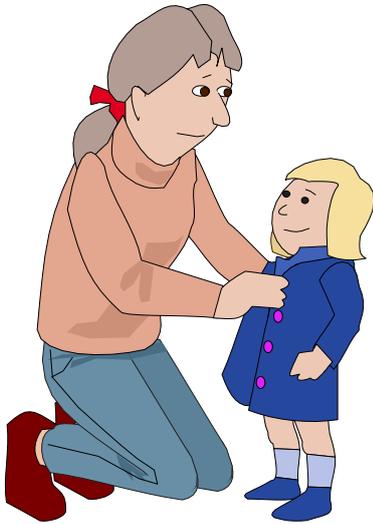
Parents and children moving into the area are always welcome to look round our school during the normal working day, provided an appointment has first been made. If a child wishes to transfer from any other local school, the following procedure will be adopted:

- 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.



Attendance

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.

Attendance 2010-2011

Attendance	School 94%
Attendance	National 94.7%
Absence	School 6%
Absence	National 5.3%

Exclusions 2009-2010

Fixed Period	0
Permanent	0

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.



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 DCSF recommendations)

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

Break of 15 minutes a.m.

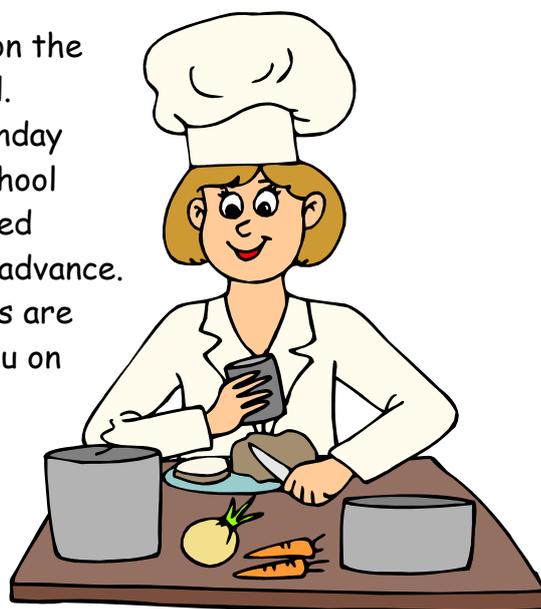
Teaching hours per week 23hrs 10mins
(Complies with DCSF recommendations)

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.

Dinner Arrangements

We offer a choice of healthy meals, prepared on the premises, presently at a cost of £2.10 per meal. Money for school dinners must be paid on a Monday and handed in to either the class teacher or school secretary. All money must enclosed be in a named envelope or purse and paid on a weekly basis in advance. There are no facilities for credit. Many families are entitled to free school meals. We can advice you on how to apply for this entitlement, please let us know. Your child may also bring a packed lunch from home (no glass containers please)



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 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.

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 four 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.

Any Concerns

Parents who have any concerns should contact us at once. If there is a problem, your child's class teacher will be pleased to talk to you.

The Head or Deputy Headteacher will always arrange to meet parents to discuss any worries or concerns. Please let us know if you feel there is something we could improve or do better.