

Bare Trees Primary School



Prospectus
2016

CONTENTS

	Page
Headteacher's letter	3
Mission Statement	4
School Aims	4
Sporting Aims	5
Inclusion	5
Extra-curricular activities	5
School Meals	6
School Uniform	6
Holiday List	7
Holidays including extended leave	7
Attendance	8
Keeping in Touch	8
Unauthorised absence	8
Punctuality	8
Entering/Leaving the premises	9
Staff	10
Curriculum responsibilities	11
Teaching hours	12
Classes	12
Curriculum	13
The Early Years/Foundation Stage	13
Key Stage 1 and Key Stage 2	14
Policies and schemes of work	14
Additional Educational Needs	15
Assessment	15
SAT Results	16
Ways in which parents can help	16
Transition to Secondary School	17
School Governors	17
Access to Documents	18
Accessibility	18
Admissions	18
Administration of medicines	19
Charging policy	19
Child Protection	20
Complaints Procedure	20
Personal, Social and Health Education	21
Religious Education and Collective Worship	21
Sex Education	21
Data Protection – Privacy Notice	22

The information and particulars contained in this booklet are correct on 31st July 2016 but it should not be assumed that there will be no change affecting the relevant arrangements or some other matter particularised a) during the school year in question or b) in relation to subsequent school years.

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Dear Parents,

Welcome to Bare Trees Primary School

This prospectus is written in the hope that you will find the information it contains useful and that it will give you some insight into our school. In this booklet we will try to answer some of your immediate questions but if you need more information, please ask.

The child is at the centre of everything we do and we hope that your children will be happy at school because it is only then that they can perform at their best. We aim to ensure our pupils achieve their potential in a secure, supportive and inclusive environment.

We want your children to succeed and, if we all work together, they will achieve success. Please help us in all areas of school, particularly in attendance, punctuality, politeness, consideration and effort.

Encourage your children to do their best. If they bring home some work, take an interest and talk to them about it. If a problem arises or you are concerned about your child's progress, please contact school.

The school operates an open door policy; staff are always willing to see concerned parents whenever it is convenient. I trust you will find us welcoming, sympathetic and responsive to your child's needs.

Yours sincerely,

V Oldham

V. Oldham
Headteacher

Mission Statement

At Bare Trees Primary School we are committed to treating and developing each child as an individual, recognising that children develop at different rates and in their own way, depending on all the different influences of home, school and society. We intend to ensure each child's inclusion, and to give each child as complete an education as possible. It is school's aim to develop each child physically, socially, morally, emotionally and intellectually in a secure, supportive environment, enabling the children to fulfil their own potential and preparing them as fully as possible for the next part of their lives.

The school aims...

- to create a happy school where every child matters and where children develop good relationships and a positive attitude to learning.
- to promote excellence and enjoyment, building on pupils' skills and interests, developing confidence in their own ability and enabling them to make a positive contribution to the school and wider community.
- to provide pupils with key skills in Literacy, Numeracy, Science and ICT and link these skills with other areas of learning.
- to foster community cohesion through a sense of community responsibility and tolerance by respecting the feelings, views and capabilities of others.
- to promote racial equality, ensuring each pupil's inclusion and enabling all pupils to realise their potential regardless of race, gender or ability.
- to instil a respect for religious and moral values and tolerance of other races, religions and ways of life.
- to provide a broad, balanced, relevant and differentiated curriculum, which ensures continuity and progression and enables pupils to develop as independent learners, developing an appreciation of, and a personal response to a range of experiences and ideas; aesthetic, scientific, technological and social.
- to develop pupils' physical skills and their understanding of what constitutes a safe and healthy lifestyle.
- to provide appropriate resources to meet the needs of staff and pupils.
- to encourage pupils to respect and care for the environment
- to encourage the involvement of parents in their child's education.

Sporting Aims

School's commitment to providing a range of extra curricular activities forms part of our intention to develop the whole child socially, intellectually, physically and spiritually. It is our aim to give each pupil the opportunity to work co-operatively, to be part of a team, to be supported and to support others. It is essential that competitive games have the child at the centre rather than an ethos that promotes winning as the exclusive aim. It is an important part of a child's development to learn to deal with failure as well as success and to see both in the context of continuing development.

Inclusion

Bare Trees Primary School wholly supports the principle of equal opportunities for all. We recognise the value of all people and our pupils have the right to equality of opportunity irrespective of race, gender, class, disability, learning need, age or religion.

The school is committed to promoting the social inclusion of all pupils, whilst raising educational attainment. School provides access to a relevant, broad and balanced curriculum, differentiated appropriately to meet the needs and abilities of each child regardless of gender or ethnicity and endeavours to remove whatever barrier to learning may exist.

Extra Curricular Activities

There is a wealth of extra curricular activity available to the children of Bare Trees Primary School available at various times of the year including:

Athletics	Futsal	Netball
Art/Drawing Club	Games Club	Reading Club
Badminton	Gardening	Recorders
Chadderton Club	Heart Start	Rounders
Choral Speaking Club	Hockey	Sewing
Cooking	Line Ball	Show Choir
Dance	Martial Arts	Spanish Club
Dodgeball	Maths Games Club	Street Dance
Design Technology	Multi Skills Club	Tag Rugby
Film Club	Music Club	Wake and Shake
Football		

It is expected that any child chosen to represent the school will do so, whether or not the activity takes place outside school hours or off school premises.

Children in years 5 and 6 attend a non-residential course at an Outdoor Education Centre, where activities include climbing, canoeing, walking, problem solving and orienteering. Children in years 4 visit Castleshaw.

School Meals

School meals cost £10 per week. There is a choice of main course and sweet and special dietary requirements are catered for. Dinner money is payable in advance on Monday mornings. Cheques should be made payable to "Oldham MBC".

Each Monday morning, your child should give the correct amount of dinner money for the week to the teacher in a sealed envelope bearing the child's name, class and the amount enclosed.

If you wish your child to switch to or from school meals, two weeks notice is required as food needs to be ordered well in advance.

If you receive Income support you can claim free school meals and get help with uniform by contacting the Welfare Benefits Section at the Civic Centre. West Street, Oldham Tel. 0161 222 6688

School Uniform

Pupils wear navy blue jumpers or cardigans and white polo shirts with black skirts or trousers and black shoes. Trainers are not allowed. Sensible shoes are very important for reasons of health and safety. School jumpers, cardigans and polo shirts are available from school. Cardigans cost £8.75, Jumpers cost £7.50, polo shirts cost £5. Please make sure that all clothing is clearly marked with the child's name

For reasons of safety the governors discourage the wearing of all jewellery. If, in the opinion of the class teacher, any item of jewellery is considered potentially dangerous, the child will be asked to remove it. The Governors place great emphasis on the appearance of all pupils and stress that any exaggerated fashion, extreme hairstyle etc is inappropriate for school.

For PE pupils wear white tee shirts and navy shorts and trainers. The children may also need tracksuit bottoms and a sweatshirt for outdoor games in colder weather. PE kit should be labelled and left in school at all times in a suitably labelled PE bag.

We make the assumption that a child who is fit to attend school is also capable of joining in PE and Games and will be expected to do so unless a written explanation from the parent is presented to the teacher.

Holidays 2016/17

	School closes	School opens
Summer Holiday	Tuesday 19 th July 2016	Monday 5 th September 2016
Eid	Monday 12 th September 2016 only	
Autumn Half Term	Friday 21 st October 2016	Monday 31 st October 2016
Christmas	Friday 16 th December 2016	Monday 4 th January 2017
Spring Half Term	Friday 10 th February 2017	Monday 20 th February 2017
Easter	Friday 31 st March 2017	Tuesday 18 th April 2017
May Day	Monday 1 st May 2017 only	
Summer Half Term	Friday 26 th May 2017	Tuesday 5 th June 2017
Summer holiday	Friday 21 st July 2017	

Holidays

The law gives no entitlement to parents to take their child on holiday in term time.

Headteachers are required by law to comply with the amendments to the regulations, which state that:

- Headteachers may not grant any holidays during term time;
- Headteachers may not grant other absences during term time even in special circumstances;
- Headteachers may only consider the granting of leave during term time in the following exceptional, unforeseeable circumstances:
 - where there has been a trauma or bereavement in the immediate family;
 - where there is a brief window of opportunity for a holiday for a terminally ill immediate family member;
 - unique work/employment commitments, which have been verified by the employer.

Please be aware that an unauthorised absence may lead to a fixed penalty and the loss of your child's place at the school.

Attendance

During the school year 2015/16 average attendance was 96.4%. Of the 3.6% absence 0.8% was unauthorised and 0% was unexplained.

Keeping in Touch

As part of our Keeping in Touch policy we request that parents notify school before 9.20 am on the first day of a pupil's absence and keep school informed if the absence is prolonged.

NB To ensure the safety of all pupils the parent of any pupil whose absence is unexplained or about whose absence there is a concern will be contacted by school.

Unauthorised absence

It is expected that parents will ensure the maximum possible attendance by their child and avoid unauthorised absences e.g. shopping expeditions during school time etc.

School monitors attendance closely to ensure that unnecessary/unauthorised absence is kept to an absolute minimum.

Punctuality

Pupils who arrive after 8.50 am will be unable to gain access via the children's entrances at the rear of school and will need to enter school via the main office, where their arrival will be recorded. This information is recorded on a weekly table. The register will close 30 minutes after the start of the school day.

Where a pupil misses registration and no adequate excuse is provided he/she will be marked unauthorised absent for that session even though he/she may arrive later.

Entering and leaving the school premises

- No children should be on the school premises before 8.40 am, when there will be a member of staff on the playground to supervise them. No responsibility can be taken for children who arrive before that time unless they are in the Breakfast Club, which is open from 8 am. Breakfast consists of cereal or toast and a drink and costs 50p.
- Children are admitted directly to their teaching areas at 8.45 am to give them time to settle themselves before registration.
- We prefer junior parents to say goodbye to their children at the school gate and allow them to enter the school premises on their own as this encourages independence.
- Infant pupils must be taken right into their classrooms by parents/carers and handed over to the teacher to ensure that the teacher knows that they have arrived and can take responsibility for them.
- Infant pupils need to be accompanied to and from school by a responsible adult. However sensible and independent infants may be, they are too young to journey to and from school on their own.
- Parents of infant pupils are welcome to join their children for Reading Time from 8.40 am to 8.50 am. (Your child's teacher will tell you the days on which this takes place)
- Children enter their classrooms at 8.45 am when the bell rings. This gives parents five minutes to leave the playground before 8.50 am when the gates are locked for security reasons. Pupils and parents/carers who arrive after this time are late and need to go to the main entrance.
- At the close of the afternoon session at 3.10 pm the gates open and children leave school via their classrooms.
- To ensure appropriate safeguarding of all our children, it may on occasion be necessary to check a child's details and the parent/nominated person collecting the child may be asked to wait a moment whilst this takes place.
- All pupils should have left the school premises by 3.20 pm (unless they are involved in a supervised extra curricular activity) at which time the playground gates will be locked.
- Pupils who go home for lunch should be collected from the main entrance and return to school at 1.05 pm.
- No pupil, infant or junior, is permitted to leave the school premises during school hours, unless collected by a parent or nominated adult representative.
- Parents are asked to provide their child with a letter for the teacher stating their reasons for taking the child out of school e.g. doctor, dentist, hospital appointment etc.
- Teachers are always happy to speak to parents about any concerns they may have. Parents wishing to speak to a teacher about matters relating to their child are asked to come to the main entrance, where the school's administration staff will be ready to assist them.

STAFF 2016/17

Senior Leadership Team

Headteacher	Miss. V. Oldham BA (Hons)
Deputy Head (Infants)	Miss L. Cowap BEd (Hons)
Deputy Head (Juniors)	Mr. A. Doig BSc
Assistant Head	Mrs. S. Costello BA (Hons)
Assistant Head	Miss C. Geraghty BEd (Hons)
Assistant Head	Miss A. Inman BA (Hons)
Assistant Head	Miss J. Marston BA
Assistant Head	Mrs. B. Watson BA (Hons)

Teachers

Miss N. Abbott BA (Hons)	Miss H. Griffiths BSc (Hons)
Miss J. Allen	Miss L. Gunn BA (Hons)
Miss M. Ashfaq BA (Hons)	Miss A. Inman BA (Hons)
Miss. S. Begum BSc (Hons)	Mrs. K. Jordon BA (Hons)
Mrs. K. Boswell BA (Hons)	Miss L. Kenney BA (Hons)
Mrs. L. Burns	Mrs H. Killan BSc.
Miss R. Carling BA (Hons)	Mrs. J. Lunt BA (Hons)
Mrs. C. Cassell BMus	Miss J. Marston BA
Miss M. Cooke BA (Hons)	Miss L. McNamara BSc (Hons)
Mrs. S. Costello BA (Hons)	Miss C. Perry
Miss S. Culley BA (Hons)	Miss S. Pointon BA (Hons)
Mr. J. Denny	Mr. C. Preston BA (Hons)
Mrs. G. Edwards Cert Ed	Mrs C. Squibbs BEd (Hons)
Miss C. Geraghty BEd (Hons)	Mrs. B. Watson BA (Hons)

Higher Level Teaching Assistants

Miss P. Collins	Miss R. Howells
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Teaching Assistants

Mrs. H. Alam	Mrs. H. Chowdhury	Mrs. P. Hill	Miss S. McCarthy
Mrs R. Ali	Mr. M. Commons	Mr. M. Horsfield	Mrs. L. Randles
Miss S. Ashton	Mrs. S. Dennis	Mrs. M. Hyland	Miss L Wheelhouse
Mrs. S. Begum	Mrs. M. Gupta	Mrs. R. Jordon	Miss K. White
Miss C. Bernasconi	Miss S. Guttridge	Mrs. J. Kelly	Miss N. Yasin
Miss L. Birtles	Miss R. Gorman	Mrs. S. Mayo	Mrs. S. Zamal
Mrs. D. Buckley	Mrs. D. Hall		

Pastoral Officers

Mrs. K. Johnson & Mrs. P. Collins-Stoneman

ICT Technician

Mr. T. Wild

Caretaker

Mrs C Davison

Administration

Mr. C. Headdock (Business Manager)
Miss P. Collins (Finance Officer)
Mrs. J. Crabtree (Administrator)
Mrs. S. Khanum ((Administrative Assistant)

In addition to the above staff school is able to draw upon the expertise of a number of specialist staff. These include music staff, educational psychologists and teachers from QEST (Primary Special Needs Service).

Curriculum Responsibilities

Foundation Stage : Miss V Oldham, Miss L Cowap, Miss A Inman & Mrs K Jordon

Curriculum Area	KS1	KS2
Literacy	Miss L Cowap, Miss A Inman Mrs. C. Cassell	Mrs H Killan, Miss M Cooke Miss J. Marston
Numeracy	Mrs A Cropper, Miss V Oldham	Miss L. McNamara & Mr A Doig
Science	Miss K. Jordon & Mrs B Watson	Mrs H Killan, Miss H Griffiths,
Computing	Mr A Doig, Miss V Oldham, Miss A Inman, Mrs K Boswell Computing Technician Mr T Wild	
PSHE	Mrs C Squibbs, Mrs B Watson, & Miss M Ashfaq	Miss M Cooke, Mr A Doig & Miss L Kenney
Religious Education	Mrs K Jordon & Mrs K Boswell	Mrs G Edwards & Miss C Geraghty
Physical Education	Mrs C Squibbs & Mrs B Watson	Miss J Marston (PLT) & Mr A Doig
Music	Mrs G Edwards, Miss A Inman & Mrs C Cassell	Mrs G Edwards, Miss M Cooke, Miss C Geraghty & Mrs S Costello
Geography/History	Mrs B Watson & Miss L. Gunn	Miss J Marston & Miss S. Culley
Art	Mrs A Cropper, Mrs K Jordon	Miss S. Pointon & Miss H Griffiths
Design Technology	Mrs K Jordon	Miss N Abbot & Miss L Kenney
Spanish		Mr. J. Denny
Educational Visits	Miss V. Oldham	Mr A Doig
Extended Schools		Miss J Marston
One to One		Mr A Doig
Additional Educational Needs	Miss A Inman	Miss C Geraghty (SENCO)
Gifted and Talented	Mrs B Watson	Miss N. Abbott & Miss C Geraghty
Safeguarding including attendance & pupil welfare	Mrs S Costello , Mrs K Johnson (Pastoral Officer)	
Child Protection Designated Teachers	Mr A Doig, Mrs. Costello & Miss C. Geraghty	
Assessment	Miss V Oldham & Mrs A Cropper	Mrs S Costello, Mr A Doig & Miss J. Marston
Ethnic Minority Achievement	Mrs. C. Squibbs	Miss N. Abbott
Community Cohesion	Mrs. C. Squibbs	Miss N. Abbott
Pupil Voice	Mrs A Cropper, Miss L. Cowap	Miss M Cooke, Mr A Doig & Mrs S Costello
Forest Schools	Miss L Cowap, Mr T Wild & Mrs R Jordon	

Teaching Hours

Twenty-three hours per week are devoted to teaching the National Curriculum. These hours exclude the daily act of worship, registration and breaks. Nursery children are entitled to 15 hours provision per week.

Nursery	Morning	8.30 am	-	11.30 pm
	Afternoon	12.10 pm	-	3.10 pm
Infants	Morning	8.45 am	-	12.00 noon
	Afternoon	1.10 pm	-	3.10 pm
Juniors	Morning	8.45 am	-	12.00 noon
	Afternoon	1.05 pm	-	3.10 pm

Classes 2016/17

Year Group	Class	Class teacher
Nursery		Miss A. Inman
Reception	Alder	Mrs C. Squibbs
	Apple	Miss M. Ashfaq
	Ash	Miss K. Jordon
	Aspen	Miss J. Allen
Year 1	Bay	Miss R. Carling
	Beech	Miss C. Smith
	Birch	Miss. L. Gunn
	Butternut	Mrs. A. Cropper
Year 2	Cedar	Miss C. Perry
	Cherry	Miss M. Lovell
	Chestnut	Mrs. B. Watson
	Cypress	Miss A. Noble
Year 3	3A	Miss N. Abbott
	3H	Miss. S. Begum
	3B	Mrs. K. Boswell
	3D	Mr. J. Denny
Year 4	4C	Miss M. Cooke
	4E	Mrs. G. Edwards
	4G	Miss H. Griffiths
	4P	Mr. C. Preston
Year 5	5B	Mrs. L. Burns
	5K	Miss L. Kenney
	5M	Miss J. Marston
	5MC	Miss L. McNamara
Year 6	6C	Mrs S. Costello
	6D	Mr. A. Doig
	6K	Mrs. H. Killan
	6P	Miss S. Pointon

Curriculum

The Early Years/Foundation Stage

The Foundation Stage Unit consists of the Nursery and three Reception classes. The children follow an integrated approach to learning encompassing all of the Early Learning Goals, the Early Learning Goals being the curriculum through which the Foundation Stage children are taught.

Prime areas are:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development

Specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art & Design

Physical Development

The Foundation Stage curriculum aims to provide the very best start for children under five, building on the experiences the children already have and working in partnership with parents who are each child's first and most enduring educators. Parents/Carers are warmly welcomed into the Foundation Stage by all of the teachers and key workers.

The Foundation Stage environment offered is safe and stimulating, fostering a range of appropriate and challenging play-based activities. which are a combination of child-initiated and teacher-led activities. The Foundation Stage curriculum aims to ensure:

- children are valued as unique individuals;
- parents are involved with learning;
- continuity of care is delivered to allow children to develop secure relationships;
- inclusive practice is implemented; and
- stimulating play encourages creativity.

As far as possible, children will be given 'first hand, hands-on experience' of various activities and will be engaged in problem solving experiences to help them think and work independently. We employ a thematic approach to learning so that learning activities are integrated and relevant.

The children are assessed at the end of the Foundation Stage by means of the Early Years Foundation Stage Profile. This formal assessment begins at the end of the nursery year and is completed every half term throughout reception. Evidence is collected through annotated work, observations and photographs. Parents are welcome to come and look through their children's Learning Journeys at any point throughout their Foundation Stage of learning.

Key Stages 1 and 2

In years 1-6 there are 90 pupils and a team of four teachers in each year group. This enables setting to take place so that the more able are stretched and those pupils with additional needs receive the support they require.

The Primary Strategies for Literacy and Mathematics are operational. We try to maintain a balance between class teaching and activities. Curriculum areas covered are Maths, English, Science, History and Geography, Art, PE, Design and Technology and Information and Communication Technology. RE is also taught, and has a broadly Christian basis whilst 'taking account of the teaching and practices of other principal religions'. The curriculum and its delivery is underpinned by a commitment to excellence and enjoyment for all.

Pupils working within Key Stage 1 are assessed at the end of year 2 using Teacher Assessment and SATs (Statutory Assessment Tests). Pupils working within Key Stage 2 will be assessed at the end of year 6 using SATs. In addition, pupils at the end of years 3, 4 and 5 are assessed using optional national tests. The results are analysed to enable each pupil's progress to be tracked and to enable accurate setting of targets for individual pupils, sets and year groups

Policies/Schemes of work

It is important to remember that although the National Curriculum provides much of the curriculum content in school, it is the responsibility of the school to organise the delivery of the curriculum so that it best meets the needs of each individual child.

Literacy and Numeracy both have detailed schemes of work to be followed throughout key stages one and two. For all other curriculum areas there is a Policy Statement, which is accompanied by a scheme of work indicating how the school's resources will be used to deliver that area of the curriculum. For each subject there is also a designated member of staff who acts as co-ordinator.

The pupils in the Foundation Stage all follow the EYFS curriculum. They are tracked throughout the Foundation Stage using the Developmental Phases to ensure each child fulfils their potential. Alongside the EYFS curriculum the Primary frameworks for Literacy and Mathematics are also used. A copy of the long term planning can be found on the Reception page of our website.

The pupils in Key Stages 1 and 2 follow the National Curriculum in all areas alongside the Primary frameworks for Literacy and Mathematics. Those pupils who are not yet ready to access the national curriculum on entry to Year 1 continue their learning through the Foundation Stage curriculum. This continues until they are ready to meet the requirements of the National Curriculum. A copy of the long term planning for each year group can be found on the year group pages of our website.

Long term Planning

The year group teams review and adapt their long term planning annually. This planning consists of topics covered in all Foundation Subjects and cross-curricular links where appropriate.

Reading

A great emphasis is placed on reading from the moment pupils enter Bare Trees Primary School. Oxford Reading Tree scheme is used throughout EYFS and Key Stage 1 where children are heard read individually in each year group. Parental support is required as children bring home new words to learn to develop their reading in school.

The phonetic reading scheme New Way is used as a take home reading book in Key Stages 1 and 2. Parental support is required to read this book with the children to foster their love of reading. Children take home a reading record where it is required parents keep a written record to continue the dialogue between home and school. Key Stage 2 pupils benefit from a range of reading schemes: Oxford Reading Tree; Nelson; Collins.

Phonics

Phonics is taught in discrete sessions throughout EYFS, Key Stage 1 and Key Stage 2. The school has adopted the letters and sounds document to teach phonics, using the Jolly Phonics scheme in the EYFS and Year 1 to introduce the sounds and letters of the alphabet.

Additional Educational Needs

The school has an Additional Educational Needs policy, which is written in accordance with nationally agreed guidelines and regularly reviewed by the governing body. Where a child has additional educational needs, those needs will be identified and assessed by the class teacher/designated teacher for AEN and appropriately met, either through the differentiation mentioned above or through an individual education plan (IEP) constructed for the child. There is a national code of practice for dealing with pupils with different levels of difficulty. The AEN co-ordinator, Miss Geraghty, records progress and organises meetings to which teachers and others are invited to make sure we do the best we can for the pupils. The school works closely with the LA and other external agencies and services to put together an individual education plan for the child. All pupils with additional educational needs have access to the whole of the curriculum in school and as far as possible they are supported within the classroom situation.

Assessment

Each child's progress is monitored and reviewed regularly during his/her time at Bare Trees Primary School. The children are assessed in the core subjects using Teacher Assessment and SATs at the end of Key Stage 1 and using SATs at the end of Key Stage 2. Infant pupils will have a regularly updated profile and pupils in

key stage two will undertake voluntary SATs. The results of termly assessments in each of the core subjects are used to provide targets for each pupil for the following term.

An annual written report showing a child's progress will be sent to parents. There are also two parents' consultation evenings each year.

KS1 Results 2016 TEACHER ASSESSMENT: Percentage at each level

The figures for Reading Task, Reading Comprehension Tests and Spelling may not total 100% since these tasks or tests do not apply at every level.

	Working Towards	Expected	Greater Depth
Reading	66%	30%	4%
Writing	72%	28%	0%
Mathematics	74%	24%	2%

Key W = Working towards Level 1; Dis = pupils disapplied under sections 92/93 of the Education Act 2002; Abs = Absent; U = Unable to assess due to absence or disapplication

KS2 Results 2016

	Working Below the Expected Standard	Did not Achieve the Expected Standard	Achieved the Expected Standard
Reading	6%	27%	67%
Writing	0%	50%	50%
GPS	6%	13%	81%
Mathematics	0%	29%	71%

Ways in which parents can help

- Please promote a good positive attitude in your child towards school and support the discipline policy of the school.
- Please ensure your child's regular and punctual attendance at school. Wherever possible, please avoid taking your child out of school during term time. When your child is absent please "Keep in Touch", initially by telephoning school by 9.30 am on the first day of absence and by keeping school updated if the absence is prolonged
- Please let us know about problems and difficulties at an early stage so that they can be sorted out quickly and children can be saved unnecessary worry or distress. Try to let the teacher know in advance if you wish to see him/her so that

a mutually convenient time can be arranged e.g. often just after school is more convenient than just before school as the teacher will be making final preparations for the day's work.

- When your child is admitted, you are asked to fill in a Personal Particulars Form so that we are aware of any medical problems your child might have and so that if we need to contact you in an emergency we are able to do so quickly. If there are changes in this information please inform us immediately so that we can update our records.
- There are many ways in which parents can help with the education of their children, whether it be hearing them read or helping them with spellings, times tables or handwriting, and members of staff are only too pleased to offer advice.
- Homework is a good way of reinforcing what has been taught at school. This work, which should not be very hard and which will not take more than half an hour, is to help your children so please encourage them to do it neatly and to the best of their ability. Homework usually consists of spellings, tables, reading or practice of a skill or a concept that the child has just been taught. It is important that the children learn to work on their own, learning study skills e.g. how to look for and use information

Transition to Secondary School

Allocation of secondary school is undertaken by the local authority. Although school has no influence in the decision making process once places are allocated school works closely with receiving secondary schools to ensure a smooth transition for all pupils. In 2015 pupils transferred to the following secondary schools:

North Chadderton	32	John Henry Newman	2
The Radclyffe School	29	Collective Spirit Free School	1
Oldham AC North	4	Oasis Academy	2

School Governors

Mr. B Hurst	Local Authority Governor
Mrs. J. Gough	Co-opted Governor
Mr. A. Kayani	Co-opted Governor
Miss V Oldham	Co-opted Governor
Mrs. M. Russell	Co-opted Governor
Mr. A. Islam	Parent Governor
Mr. A. Malik	Parent Governor
Mrs. J. Crabtree	Staff Governor
Miss V. Oldham	Headteacher ex officio
Mr. A. Doig	Associate Governor
Mrs. A. Cropper	Associate Governor
Miss H. Hussain	Associate Governor

Access to Documents in School

The Headteacher will make available on request copies of the school prospectus, the school profile, statements of the LA's and Governing Body's curriculum aims, agenda papers and agreed minutes of governors' meetings and lists of parents requested in connection with a ballot regarding Grant Maintained Status. Copies are also available of DfES orders and circulars, Ofsted reports about the school, details of the LA's complaints procedure and the syllabuses and schemes of work used in school.

Accessibility

At Bare Trees Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. As we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Admission

The school caters for up to 610 pupils in the age range 4-11 years. The school is co-educational accepting both boys and girls. Children are admitted according to procedures specified in the booklet 'Primary Admissions – A Guide for Parents' which is published by the Local Authority. Parents who are considering the admission of their children to the school can make arrangements to visit the school via the secretary or the headteacher.

Reception

Children are normally admitted to school in the Reception class in September of the school year (September - August) in which their fifth birthday falls. Admission is usually staggered over a period of two to three weeks to enable a smooth transition from home or Nursery.

Admission to primary school is based on an expression of parental preference. Parents should apply to schools to register their interest by the end of December. In September 2017 all children born between 1 September 2012 and 31 August 2013 (inclusive) will normally enter primary school at Reception level. Places will be allocated by the LA in April using the following criteria:

- exceptional medical or social reasons;
- where brothers or sisters are in attendance; AND
- geographical proximity and ease of access to the school, taking into account distance and ease of access to alternative schools.

Sometimes it may not be possible to place children in the school because the school is full, therefore, parents should name another acceptable school when applying for the admission of their children.

Parents may appeal against the decisions of the Authority regarding the placement of their child in accordance with the appeal arrangements set out in the Booklet 'Primary Admissions – A Guide for Parents'. Attendance at Nursery is not part of the allocation criteria for reception intake.

Nursery

Children are normally admitted to the Nursery in September of the school year (September - August) in which their fourth birthday falls. Admission is usually staggered over a period of two to three weeks to enable a smooth transition from home.

In September 2017 children born between 1 September 2013 and 31 August 2014 (inclusive) may enter primary school at Nursery level. Places are allocated on the same criteria as Reception children and the closing date for applications is 24th March 2017. In normal circumstances nursery places will be allocated in May.

Administration of Medicines

On advice from the LA, the school cannot accept responsibility for the administering of medicines and drugs, except where a child has a recurring medical condition needing continual medication. (*See DfE document Supporting Pupils With Medical Needs and Circular 14/96*) All medicines are kept in the Business Manager's office. Children must not be given medicines without this written permission nor must they give themselves propriety medicines. Only prescription drugs/medicines will be administered. Where a child requires a course of treatment, which needs administering during the day then the parent may come into school at lunchtime to do so.

Charging Policy

In accordance with the 1988 Education Reform Act there will be a charge for some activities in order to subsidise limited school resources, whilst promoting activities beyond the school's immediate environment. For other activities, contributions of a voluntary nature may be requested. In such cases, no pupil will

be omitted from an activity but it will be necessary for the school to receive sufficient voluntary contributions for the activity to be viable.

Child Protection

Schools have an important part to play in the detection and prevention of child abuse. A Child Protection Policy is in place. Parents should be aware, therefore, that where it appears to a member of staff that a child has been abused, the school is REQUIRED to report the matter to the Social Services Department.

This requirement forms part of the local authority's procedures for dealing with child abuse and is not a matter for the discretion of individual Headteachers or other members of the school staff.

Complaints Procedure

If you have a concern or complaint

We would like you to tell us about it. We welcome suggestions for improving our work in the school. Be assured that no matter what you want to tell us, our support and respect for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem that has happened some time ago.

What to do first

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. Any teacher or the school secretary can help you find the right member of staff. If you have a complaint that you feel requires the attention of the Headteacher in the first instance, you can contact him straight away if you prefer. It is usually best to discuss the problem face to face. You may need an appointment to do this, and can make one by ringing or calling in to the school office. You can take a friend or relation to the appointment with you if you would like to.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

What to do next

If you are dissatisfied with the teacher's response (or with the Headteacher's initial reaction if he has already been involved) you can make a complaint to the Headteacher. This should be made in writing.

Help with this is available from ..

If your complaint is about an action of the Headteacher personally, then you should refer it to the Chair of Governors now. You can contact him by writing to him at the school address. You may also find it helpful at this stage to have a copy of the full statement of the General Complaints Procedure as this explains in detail what procedures are followed. This is available from the school office.

The Headteacher will ask to meet you for a discussion of the problem. Again you may take a friend or someone else with you if you wish. The Headteacher will conduct a full investigation of the complaint and may interview any members of staff or pupils involved. You will receive a written response to your complaint.

If you are still unhappy

The problem will normally be solved by this stage. However, if you are still not satisfied you may wish to contact the Chair of the governing body to ask for referral of your complaint to a Governors' Complaints Panel. It will then be heard by a group of three governors who have no previous knowledge of the problem and so will be able to give it a fresh assessment. You will be invited to attend and speak to the panel at a meeting, which the Headteacher will also attend. The General Complaints Procedure statement explains how these meetings operate.

Personal, Social and Health Education

Bare Trees Primary School places a high priority on the health of your children. We have gained the Healthy Schools Award and we are also a "tooth-friendly" school. Healthy habits are promoted through our teaching of PSHE and sweet treats are kept to a minimum.

Religious Education & Collective Worship

Religious education is provided for all children. As part of this, at some time during the school day an act of corporate worship of a non-denominational nature is held. Parents who wish to consider withdrawing their child from religious education and collective worship are asked to discuss this with the Headteacher. In this case, after discussion with parents, school will make alternative meaningful provision for the child concerned.

Sex Education

The Governors of the school have a responsibility, in addition to providing a secular curriculum, to secure the moral, spiritual, cultural and social development of all pupils. It is within this context that the Governors have decided that Sex Education should be part of the curriculum in years 5 and 6. It constitutes part of the Science curriculum and is included within the wider framework of Health Education. The Governors are mindful that the school should present sex

education in a sensitive manner, emphasising moral considerations and encouraging respect for self and others.

Privacy Notice to Pupils- Data Protection Act 1998

We, Bare Trees Primary School, are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE). If you want to see a copy of the information about you that we hold and/or share then please contact Mrs. D. Janke, Business Manager. If you require more information about how the LA and/or DfE store and use your information, then please go to the following websites:

<http://media.education.gov.uk/assets/files/doc/w/what%20the%20department%20does%20with%20data%20on%20pupils%20and%20children.doc>

<http://www.education.gov.uk/researchandstatistics/childrenandyoungpeople/a0064391/who-the-department-passes-pupil-data-to>

If you are unable to access these websites, we can send you a copy of this information. Please contact the LA or DfE as follows:

Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288