



Broughton Primary School

To be the best that we can be!

Broughton Primary School
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THE SCHOOL AND ITS CATCHMENT AREA

Our School

Broughton Primary School was first built in 1953 and has been subsequently extended and modified. We share the site with the public library and Broughton Youth Club. We currently cater for 466 pupils aged 3- 11. We teach through the medium of English with Welsh Second Language being taught in Welsh lessons and used incidentally throughout the day. The Foundation Phase Curriculum spans from aged 3 -7. The Foundation Phase is a play based curriculum, which develops skills in both an indoor and outdoor environment. The KS2 curriculum is also skills based and continues to build on skills acquired in the Foundation Phase in a cross curricular manner. Many changes have been made to the internal layout to cater for the new curriculum and we are currently developing the outdoor environment. The most important resource any school is the staff, and we are fortunate in having a dedicated, experienced and enthusiastic team who make the most of our facilities, both within the school day by offering a broad, balanced curriculum, and after school hours with clubs and activities. The school is well resourced and equipped. Following amalgamation in September 2011 a programme of further refurbishment has been undertaken.

Vision

"To be the best that we can be!"

At Broughton Primary we aim to enable all learners to learn in the way and at the pace that allows them to succeed. We actively promote inclusion and engagement in education and learning and ensure that individual learner's needs are met effectively. We strive to identify learners' strengths and areas for development through effective assessment techniques and use this information to inform the planning of the curriculum. We teach in ways that are appropriate to learners' developing maturities and abilities and ensure that, if they are to make progress, learners know:

- where they are in the learning continuum
- where they need to go
- how best to get there.

Broughton Primary School Staff

Headteacher	Mrs. Melissa Kendrick
Deputy Head	Mrs. Jan Bibby
KS2 Assistant Head	Mr Mike Elliott
Foundation Phase Assistant Head	Mr Mike Probert
Class Teachers	
	Mr. Stephen Anderton
	Mr. Rhys Collins
	Mr. Marcus Davies
	Mrs Kelly Derbyshire
	Miss Bethan Hughes
	Mr Wyn Jenkins
	Miss Stephenie James
	Miss Sarah Kirkham
	Miss Hannah Lidford
	Miss. Laura Owen-Phillips
	Mrs. Bethan Rees
	Mr. Jon Roberts
	Mrs Hayley Smallwood
	Miss. Ann Smith
	Miss. Kate Sturdy
	Mrs. Rachel Sullivan
	Mrs. Helen Warner - Hunter
	Mrs. Allison Williams
Learning Support Assistants	
	Miss Hayley Allen
	Mrs. Sandra Bailey
	Mrs. Esther Bentley
	Mrs Caroline Catherall
	Mrs Cathy Coles
	Mrs. Sharon Edwards
	Mrs. Gwyneth Ellson
	Mrs. Michelle Eriksen
	Miss Mel Fowkles
	Mrs. Cerissa Garnett
	Mrs Sian Hitchmough
	Miss Beth Hughes
	Miss Bethan Hughes
	Miss Elen Hunt
	Mrs Jenny Joinson
	Miss. Lin Jones
	Mrs Zeta Lloyd
	Mrs Margaret Mayhew

	Mrs Jean McCormick
	Mrs Rachael Parkinson
	Miss. Sue Randle
	Mrs. Michelle Ravenscroft
	Mrs. Sarah Threlfall
	Mrs Helen Whymark
Pastoral Support Assistants	
	Miss Nicola Ellis
	Mrs Christie Jenkins
	Mrs Anna Lommano
	Mrs Sam Price
Business Manager	Mrs. Jo Jones
Administration	Mrs. Sally Pearson
	Mrs. Lesley Hopwood
Mid Day Supervisor assistants	
	Miss Helen Ellis
	Miss Nicola Ellis
	Mrs. Nancy Holden
	Mrs Anna Lommano
	Mrs Sam Price
	Mrs Patricia Schofield
	Mrs Maureen Swinburn
	Mrs Lisa Woodward
Cook	Mrs. Andrea Jenkins
Kitchen Staff	Mrs. Vicky Ahmed
	Mrs. Claire Chamberlain
	Ms. Tracie Park
Caretaker	Mrs. Marion Stocking
Cleaners	Mrs. Vicky Ahmed
	Miss Helen Ellis
	Miss Liz Ensall
	Ms. Tracy Park
	Mrs Patricia Schofield

School Governors

The Governors are representatives of various local groups and influence the character, policies, and general administration of the school. They are elected for a period of four years and meet regularly to debate all aspects of school life.

Broughton Primary Governing Body

Headteacher	Mrs. Melissa Kendrick
Chair of Governors/LA	Mrs. Pam Millington
Vice Chair of Governors	Mr. Phil Griffiths
Parent Governors	Ms Amy Ellison Mrs Kate Vaughan Mrs Catherine McCalister
LA Governors	Cllr. Billy Mullins Cllr. Derek Butler Cllr. Mike Lowe
Community Governors	Mr. Alex Lewis Mr. Steve Fox
Teacher Governors	Mrs. Jan Bibby
Non teaching Governor	Mrs. Marion Stocking
Clerk to the Governors	Mrs. Lesley Hopwood

The Governing Body issues a report in the Autumn term. The report outlines the work carried out by the Governors and Staff.

School Hours and Routines.

From Nursery to Year 6, pupils are encouraged to arrive at school from 8:40am and come straight into the school using their designated entrance doors. Any pupils arriving after 8:50am must come in via the main entrance and be signed in the late register by an adult. Nursery and Reception pupils end the school day at 3pm, Year 1 and Year 2 pupils at 3:10pm and pupils in Year 3 to Year 6 finish at 3:15pm. Each year group uses the designated exit at the end of the school day. Parents of pupils in Nursery to Year 2 are asked to wait outside the designated exit where the child's class teacher will hand over. Parents of pupils in Years 3 and 4 will be asked to collect their child from the 3 / 4 side door..

Years 5 & 6 will exit from the blue doors at the end of the Youth Club building. It is parental choice for Key Stage 2 aged children to walk home. Please make sure your child knows the arrangements at the end of the school day. If for any reason there is a change in the collection arrangements please ensure the school is made aware of this.

Admissions

Parents wishing to send their child to our school are very welcome to visit making an appointment with the Head Teacher. Please note that the LA must authorise all admissions included Nursery and Reception aged pupils. Our current admission number for each year group is 68 however this is under review.

Visit: www.flintshire.gov.uk/schools/schooladmissions

Home- Nursery

All pupils are entitled to a free Nursery place in the September following their third birthday. The LA is the admitting authority for Nursery. Once places have been allocated by the LA an Induction Evening is held in the Summer Term where you and your child can visit the school and meet teaching staff.

Nursery - Reception

Applications for a place in Reception are usually available in January when places have been allocated. An Induction Evening is held to inform parents of the school routines and pupils are invited during the summer term for a visit to meet with their class teacher and stay for a school dinner.

Key Stage 2 - Key Stage 3

Applications for a place at Secondary School are available in the Autumn Term before the end of Year 6. The LA sends out admissions forms to the school to pass to the Year 6 pupils. All forms must be returned to the LA. Most of our pupils move onto St. David's High School, but there is parental choice with admissions criteria applied should that school be oversubscribed.

Pupils with Disabilities

Broughton Primary School has an inclusive philosophy. We will liaise with the LA to make all reasonable adjustments to ensure that a disabled member of staff or pupil is not placed at a disadvantage. The Disability Discrimination Act (1995) was designed to end discrimination against disabled people. Since 2004 it has been unlawful for schools to discriminate in admissions, exclusions, education and associated welfare. We adhere to these statements and as a school have an Accessibility Plan to try and work in partnership with the LA to make the school more user friendly to a wider range of disabilities.

School Security

The school conducts an annual Health and Safety Survey. Any defects are reported to the relevant body and rectified. The external doors are all fitted with security locks that cannot be opened from the outside. All visitors have to sign in at the main reception and cannot gain access to the school premises without being allowed through the security doors. The main gates onto the school yards are locked after the start of the day and opened 10 minutes before the end of the school day. Electrical equipment is checked annually as are fire reels and alarms. Equipment is purchased from approved companies and we use contractors from the LA approved list or with the relevant insurance and checks. On school visits pupil to adult ratios follow LA recommended guidelines and whilst in school our Health and Safety policy is adhered to. Barriers are closed at the start and end of the school day to prevent cars coming onto the main car park at the front as pupils are entering and leaving school premises and at night the premises are protected by a burglar alarm and covered by security cameras. Regular fire drills are held.

All accidents are recorded in an accident book and parents are informed if deemed necessary. Any serious accidents are reported to the LA and Health and Safety would be called in to give advice.

The School Calendar 2018-2019

Autumn Term 2018		
Training Day	Friday	3 rd September
Training Day	Monday	4 th September
School Opens	Wednesday	5 th September
School Closes (Half Term)	Friday	26 th October
School Opens	Monday	5 th November
School Closes	Thursday	20 th December
Training Day	Friday	21 st December
Spring Term 2019		
School Opens	Monday	7 th January
School Closes (Half Term)	Friday	22 nd February
School Opens	Monday	4 th March
School Closes (Easter)	Friday	12 th April
Summer Term 2019		
School Opens	Monday	29 th April
School Closed (May Day)	Monday	6 th May
School Closes (Half Term)	Friday	24 th May
School Opens	Monday	3 rd June
School Closes	Thursday	22 nd July
Training Day	Friday	19 th July
Training Day	Monday	22 nd July

Please note school is closed to pupils on staff training days.

Class sizes

Currently the school has 558 pupils, organised into a Foundation Phase Unit comprising of two Nursery groups, three Reception classes, two Year 1 classes, one mixed Year 1 / 2 class and two Year 2 classes.

Lower Key Stage 2 is organised into two Year 3 classes, one Year 3/4 class and two Year 4 classes. Upper Key Stage 2 comprises of two Year 5 classes, one Year 5/6 class and two Year 6 classes.

Parental Involvement

We value the close co-operation between parents and school, and keep parents informed of school events with regular Parents' Newsletters. We also put a copy in the school notice board and our school website, which can be found at www.broughton-primary.co.uk. We have recently begun using Schoolcomms which is a system that forwards our newsletters via email to parents. Our Twitter account @BroughtonCP is now also up and running so we can keep everyone up to date with all our events and activities.

On admission to the school, parents and pupils are invited to sign a Home School Agreement. This is a Government requirement for all schools, with the purpose of promoting the partnership between home and school. It was drawn up after consultation with the school staff, governors, pupils and parents and it last for the time that your child attends Broughton Primary School.

We have a Home - School Link parents' group called Friends of Broughton School (FOBS), to further promote positive liaison between home and the school. Meetings are open to all parents and other relatives and friends of the school.

We have a School Fund, which exists mainly to provide extra equipment and activities for children. Money is raised for the fund by staff, parents and children through prize draws, discos, book fairs, sponsored activities and other events. Similarly we also support a range of charities.

Parents come in to school to help in a variety of ways. If you are interested in this please contact the Head teacher or your child's teacher for more details. Please note you must have a DBS check before you can help in school.

School Meals

School meals are cooked at school by our own kitchen staff. The weekly menus are displayed on the parent's notice board outside school. Dinners currently cost £2.20 per day. All children should bring money into school on Mondays for the whole week or it can be paid for a half term in advance, all monies in a named envelope please. Cheques should be made out to 'Flintshire County Council'. Some children are entitled to free school meals. If you think you qualify please see one of the administration staff for a form. All applications will be treated in confidence and dealt with discreetly. Children may prefer to go home for lunch or bring sandwiches. The school is part of the Healthy Schools initiative and as such pupils from Nursery to Year 2 receive free milk to drink. Alternatively they may have water if they prefer. At snack time the pupils are allowed to bring in fruit to eat. We sell water bottles for £1.50 from the school office.

Snacks

Foundation Phase children

School provides a fruit/vegetable snack cost £1.00 per week. Please ensure that all money is sent in an envelope clearly marked with the child's name.

Key Stage 2

Healthy snacks are available for purchase each break. A selection of fresh fruit is on sale at a minimal cost. All children are asked to bring a healthy snack which is deemed to be healthy like fresh fruit, yoghurt. Crisps and sweets are not allowed.

ALL children are encouraged to bring a bottle of unflavoured still water to drink during the school day, and will be allowed access to it during the school day.

Breakfast Club

The Welsh Assembly Government made a commitment to provide all children of primary school age registered in maintained primary schools in Wales with the opportunity to have a free, healthy breakfast at school each day.

The scheme is intended to improve the health and concentration of children to assist in the raising of standards of learning and attainment and will seek to involve parents/guardians. It is not intended to replace breakfast already provided by parents/guardians but to allow all those children, who for whatever reason have not had breakfast at home, to have one in school. From February 2014 Broughton Primary has made this provision available.

Nursery children will be supervised by their own member of staff in a small group.

WHERE?	-	In the School Hall.
WHEN?	-	Each normal school day anytime from 8.15a.m. to 8.45a.m.
ARRIVAL	-	Pupils will enter the Club via the Hall entrance door,
		Where they will be received by one of the supervisors on duty.
MENU	-	Cereal and semi-skimmed milk/Yoghurt/fruit
		Fruit Juice
		Toast (jam optional)

Any planned changes to your child's attendance to Breakfast Club (i.e. change of parents work patterns, holidays etc), please inform the Supervisor the week before, as this may affect staffing requirements. All pupils will be escorted to their class at 8.45 a.m. by a Supervisor. If you would like your child(ren) to attend the breakfast you must complete a form and return it to the school. **Please note a free breakfast is not a right. Schools can refuse entry to any children on the grounds of unacceptable behaviour.**

Teaching and Learning

A non-statutory skills framework for 3 to 19-year-olds in Wales has been developed to help schools to plan the development of transferable generic skills for learners and this has underpinned our curriculum revision. The same skills can be a requirement for learning in more than one subject and it is these skills - developing thinking, communication, ICT and number - that form the sections of the skills framework.

Teachers at Broughton Primary School recognise that learners learn in diverse ways. A range of appropriate teaching strategies are used to suit the subject area being taught and improve the quality of learning experiences offered to the pupils.

Great emphasis is placed on matching work to children of differing abilities, including setting and flexible grouping by ability within the classroom. Broughton Primary recognises these children with additional needs including exceptionally able pupils. These children are catered for by setting an individual education plan, liaison with advisory staff and liaising with our High Schools on transfer. All children are given strategies to enable them to fulfil their learning potential and through the teaching of these strategies teachers intend to adhere to the Dyslexia Friendly policy. All learners are encouraged to feel good about themselves. Teachers support children in creating a positive self-image and help them understand that mistakes are an indispensable part of learning.

Characteristics of Teaching and Learning in Broughton Primary include: the promotion of pupil autonomy, interactive and stimulation displays, the celebration of every child's work throughout the year, clear school and class rules and the fostering of positive attitudes and high expectations. Teachers are aware of the effect that the physical and emotional environment has on children's learning, and that the whole body, not just the brain participates in learning. Movement and posture breaks are incorporated into daily classroom routines. Teachers are aware that children should be encouraged to drink water and eat a healthy balanced diet and we would look to you as parents to support us in this - providing healthy snacks and packed lunches.

We aim to create opportunities to explore outdoor environments. Children should enjoy energetic activity both indoors and out and the feeling of well being that it brings. Outdoor play provides a multi-sensory environment which responds to individual learning styles. It complements and enhances all aspects of children's development and learning through its physical, open-ended nature. Planning reflects a flow of ideas and resources from an indoor environment to outdoors.

Our curriculum promotes a focus on developing learning rather than merely transferring facts and collaborative learning enables learners to learn from each other in pairs and small groups. We strive to develop thinking, especially questioning, planning, problem-solving, creative and critical thinking skills and we determine success criteria so that learners are aware of what they can do, what they need to do to improve and how to do it. This encourages reflection on what has been learned and how the learning has occurred and improved classroom practice will enable learners to:

- think for themselves
- improve the quality of their speaking and listening
- develop bilingual skills
- gain a deeper understanding of topics
- be more critical about evidence
- make reasoned judgements and decisions
- understand and hasten their own progress
- achieve better quality outcomes
- take greater responsibility for their own learning
- develop increased self-confidence
- engage in self-assessment and peer assessment
- be better prepared for the challenges of school and of the wider world.

The School Curriculum

The Foundation Phase curriculum is followed for pupils in Nursery, Reception, Year 1 and Year 2. It centres on several areas of learning, which are:

- Personal and Social Development and Well- Being
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Foundation Phase children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practice and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The Foundation Phase curriculum is planned as a progressive framework that spans four years (3 to 7 years) to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able. Children should move on to the next stages of their learning when they are developmentally ready and at their own pace. The Foundation Phase environment promotes discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning. Indoor and outdoor environments that are fun, exciting, stimulating and safe, promote children's development and natural curiosity to explore.

Key Stage 2 pupils, Years 3,4,5 and 6 follow the KS2 National Curriculum.

<i>Core Subjects</i>	<i>Foundation Subjects</i>
English Math's Science Welsh (Second Language) ICT	Religious Education History Geography Physical Education Music Art Technology Personal and Social Education

The Key Stage 2 national curriculum identifies the skills for each subject and the range of contexts, opportunities and activities through which these skills should be developed and applied. The national curriculum subjects were revised and restructured in 2008. The new curriculum aims to plan and provide appropriate, relevant and motivating experiences for all learners.

The curriculum aims to:

- focus on the learner
- ensure that appropriate skills development is woven throughout the curriculum
- focus on continuity and progression 3-19
- offer reduced subject content with an increased focus on skills

- be flexible
- be relevant to the 21st century
- support Government policy including bilingualism, Curriculum Cymreig, equal opportunities, food and fitness, education for sustainable development and global citizenship, and the world of work and entrepreneurship.

RE and Collective Worship

A collective act of worship is held each day. We aim to help pupils attain spiritual awareness and to become familiar with the religious beliefs and practices reflected in today's society. Religious Education is taught using the Flintshire guidelines and agreed syllabus. Parents may withdraw their children from these activities by writing to the Head teacher.

Welsh

We promote bilingualism in the school and this can be evidenced through the use of incidental Welsh, the many Welsh signs about our school, the increasing numbers of Welsh books and videos/CD's available to the children and our Eisteddfod held each year. School seeks to enrich our pupils' appreciation of the Welsh culture through celebrating and explaining the history and geography of Wales. Children in our school have weekly Welsh lessons. The staff and children are encouraged to use the Welsh language as naturally as possible while in school. This may include greetings, simple instructions and questions to afford the children the opportunity to extend their oral command of the Welsh language. The use of incidental Welsh is used throughout the school.

Personal, Social and Health Education (PSHE)

This permeates the whole school with cross curricular links in areas such as Geography and Science and through links in Global Citizenship and raising pupil's self esteem and responsibility through activities such as Circle Time and via the School Council, the Eco Council and the Healthy School Council.

Sporting Aims

We aim to provide a wide range of sporting opportunities for the pupils. We have a large grassed area and three tarmac yards that are fully utilised as well as two school halls. The Foundation Phase also encourages the use of the outdoor as a classroom and we fully utilise this area to support Physical Development. As a school we participate in many LA organised sporting events, ranging from football tournaments to athletics events. From Year 4, pupils also attend various residential courses throughout the school year. These include Pentrelynymmer, Glan Llyn and Cardiff.

Extra Curricular activities

These are seen as important to the development of the whole child. A variety of clubs are offered and these include Football clubs, Ipad Club, Rounder's Club, Gardening club, Basketball Club, Netball Club, Athletics, Club Latino (a Spanish club), a Cookery Club, Art Club, Homework Club and Choir.

School Uniform

School uniform is strongly recommended. We believe it looks smart, wears well and gives the child a sense of belonging and shows their pride in the school and in themselves. Parents are offered an opportunity to purchase uniform with our logo on from our suppliers Forrester Sports. Please see the office staff for details of how to order. You are also free to purchase purple jumpers, sweatshirts or cardigans without a logo from any other source.



We discourage the wearing of jewellery on health and safety grounds. If ears are pierced please could they wear a small stud not a hoop as these can get caught. On PE days earrings must be left out. We ask that PE bags with a drawstring should be used to keep kit in. Book bags and library bags are also sold.

Boys

Grey or black trousers
White polo shirt
Purple sweatshirt
(See below for details on PE. T shirts)

Girls

Grey/black skirt/tunic or grey or black trousers
White polo shirt
Purple sweatshirt or cardigan
(See below for details on PE. T shirts)

White socks or grey tights
Purple and white gingham dress (Summer)

Please note pupils who bring in items from home do so at their own risk. Parents are advised to check their own insurance policy under the clause 'items temporarily removed from home'. The LA will only consider claims if negligence can be proven. Please assist staff by **LABELLING ALL** items of clothing worn or brought into school. Staff will attempt to reunite any found items of clothing to their owners; however any unclaimed and unlabelled items of clothing will be recycled at the beginning of each half term.

PE & Games

All children throughout the school, except for Nursery, require a T-shirt and shorts for PE. At Key Stage 2, pupils are encouraged to wear a T shirt in the colour of their house, (Jade), (blue), (White), (Yellow). Please note football shirts are **not** an acceptable form of dress in school PE sessions.

Outdoor games require a change into suitable footwear and clothing. Children who forget their kit will not be able to participate in the class lesson. If children are unfit to participate in a P.E lesson a written note explaining the reason is required. Children who represent the school at sport will be provided with the appropriate kit, in the school colours. For health and safety reasons, **NO** jewellery should be worn for PE/Games.

Pastoral Care and Discipline

We want all children to be safe and happy, to develop high self- esteem and to have a positive regard for other people and their environment. We have a Positive Behaviour Policy in which all members of staff share a responsibility for pastoral care and we ask for parental support for the school and class rules. Our aim is to help pupils work towards self- discipline, that is, to help children consider how their actions have affected the lives, happiness, comfort or feelings of other people around them.

School Code of Behaviour

Working in partnership with parents, we wish Broughton Primary School to be an orderly, caring community, where each pupil is free to learn and thrive in a secure atmosphere. A clearly set out code of behaviour helps us to achieve this environment and we ask parents to sign up to this as part of the Home-School partnership contract.

- Pupils' and Parents' Rights and Responsibilities
- Pupils will attend school regularly and on time.
- Pupils will show respect to all adults at school and will be encouraged in this by their parents.
- Pupils will conduct themselves at all times in school in a proper manner for their age, displaying good behaviour and consideration for all other members of our school community.
- When a pupil displays poor behaviour, they will be subject to sanctions at school, which parents will support, having discussed this with the appropriate member of staff.
- If a child's behaviour repeatedly falls below the standards which the school expects, this will be referred to the Head teacher who will action notifying parents with a view to discussing situation and remedy and acknowledging a satisfactory outcome (Following which appropriate action will be taken to support the child in improving their behaviour).
- Broughton Primary School will not tolerate bullying of any nature. Any such action will be dealt with in accordance with the Flintshire County Council's policy on bullying which the Board of Governors has adopted.
- Should exclusion from our school be necessary, parents will have their rights fully explained to them including their right to appeal.

If a child's behaviour gives serious cause for concern, our policy is to contact parents to see if together we can find a reason for the behaviour. We would then set out a plan of how best to deal with it at home and in school. We also access support and advice from Behaviour Support when necessary.

The Celebration of Success

Our policy at Broughton Primary School is to reward success and to recognise pupil achievement. We do this by awarding Merit Awards and use class Dojo points in Key Stage 2.

Children are presented with certificates at class services. Merit awards are given during lesson time to pupils who have excelled. Children can work for their bronze, silver and gold awards.

Child Protection

Parents should be aware that the school would take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow County Child Protection Procedures and inform Social Services of their concern. The Head, Mrs. Melissa Kendrick and Mrs Jan Bibby are the Child Protection officers and Mrs. Helen Chesters is the Child Protection Governor and Additional Educational Needs Governor.

We also ask parents to sign a consent form to allow video, and photographs of their child to be used by the school. These may be used for press releases, school concert DVD's and on our school website account. The form will explain all available options and it lasts for the time that your child attends our school.

Equal Opportunities

Broughton Primary School is committed to the general principles of equality for all irrespective of race, gender, religion, disability, class, sexual orientation or age. This is detailed in our equal opportunities policy that is available in school.

Community links

We work closely with local primary schools and the local high school, St. David's. We take students on work placements and students from a range of teacher training organisations. We have strong links with Deeside College to support Family Learning and with local industries, Tesco, Airbus, local allotments, local church and library links are a strength of the school. The local Community Police Officer visits regularly and leads workshops linked to pupil safety, internet safety and bullying.

We work closely with a range of external agencies such as the school nurse, the Educational Psychology service, Speech and Language services and Behavioural Support.

Reporting on Progress

On entry to school, each pupil is assessed. This assessment will be updated at regular intervals throughout their time with us. You will be involved in this process, being afforded the opportunity to talk to the class teacher to help build up an accurate picture of your child. This formal contact will be complimented by frequent informal opportunities to share information about your child with their class teacher.

On entry to Foundation Phase children are assessed using an assessment as recommended by the LA. Children are then assessed on a regular basis. Parents are given a written report at the end of each year. Children are regularly assessed in their mathematics and language. Teacher assessment is an ongoing daily process and pupils are also involved in self and peer assessment throughout the year. Formal reading and spelling is assessed on an annual basis. In language, assessment takes place on a regular basis with reading progress being assessed on an annual basis.

Twice yearly there is a formal consultation meeting with your child's class teacher. At these sessions you will be brought up to date on your child's progress and achievement, as well as the sharing of the targets being set for them in the coming terms. However, we do, of course, welcome you into school at any other time to discuss any concerns you have about your child. Equally, if we feel we need to raise any matter with you, we will contact you immediately.

A detailed report is issued for each child at the end of the school year. This report comments on progress, effort and attitude in all aspects of school life.

Assessment

For ongoing assessment for learning we focus on the learner's achievement and on details of ways in which they can move forward. This involves our pupils gaining understanding of specific learning goals and the associated success criteria so that, supported by the teacher, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, and move towards targets and recognise if and when the targets have been reached. Individual targets are linked to improving the quality of the learner's work, as highlighted through marking and oral feedback.

We also encourage self-assessment and peer assessment that involves:

- sharing and understanding learning intentions
- understanding the success criteria for specific tasks
- recognising good quality work.

In this way our pupils learn to take responsibility for their own and others' learning and to avoid over-dependence on their teacher.

Children are assessed regularly using our school tracking system and other external tests. These are reported to parents on a regular basis. Pupils are formally assessed at the end of Year 2 and Year 6 and these levels are included in the end of year reports to these parents.

All children have annual reports and there are parents' evenings in the autumn and spring terms to give you an opportunity to discuss your child's progress with his/her teacher. You can also discuss your child's report in the summer term if you so wish.

If you have any queries about the curriculum or your child's records you should first take the matter up with your child's teacher or head teacher, and if you are still unhappy you may then appeal to the governors.

School Target Information Key Stage 2 (Provided by GWE)

Subject	2016/2017		2017/2018		2018/2019	
	L4+	L5+	L4+	L5+	L4+	L5+
English	100	62	100	71	100	77
Mathematics	100	43	100	69	100	81
Science	100	64	100	69	100	81
Core Subject Indicator	100		100		97.3	
Core Subject Indicator (Boys)	100		100		95.1	
Core Subject Indicator (Girls)	100		100		100	

SCHOOL & NATIONAL TARGETS**Foundation Phase Outcomes 2018**

The following table shows the percentage of pupils attaining each outcome.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	0	2	46	52	100
	National	-	-	-	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50.0	38.1	88.1
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	0.2	0.1	0.1	0.2	0.9	7.7	52.8	38.1	90.9
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	0	2	44	54	198
	National	-	-	-	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.7	90.3
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	0	0	8	92	100
	National	-	-	-	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.3	94.7

Foundation Phase Indicator = 98

63 pupils in total 1 pupil = 1.58 %

Key Stage Two Outcomes 2018

Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2017) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	1	0	0	0	0	1	21	53	23	97
	National	0.1	0.4	-	0.4	1.4	6.2	46.4	43.0	1.7	91.1
Mathematics	School	1	0	0	0	0	1	16	56	25	97
	National	0.1	0.4	-	0.4	1.2	6.0	44.6	45.3	1.8	91.6
Science	School	1	0	0	0	0	1	16	81	0	97
	National	0.1	0.4	-	0.3	1.1	5.5	45.8	46.2	0.2	92.2

Core Subject Indicator	School	97
	National	89.5

Core Subject Indicator = 97% (Level 4 in all 3 subjects)

1 pupil = 1.36% 73 pupils in total

Home Learning - Learning Logs

In response to the introduction of a more creative, personalised curriculum, we have introduced Learning logs as a replacement for homework. These have proved to be a huge success amongst Pupils and Parents and have had a major impact on our drive to develop a more independent learner. Learning log tasks, covering a range of different subjects and topics throughout the year and that support the objectives set in class are issued once a week. Pupils take the lead role in sharing their knowledge and understanding of the task in their own personalised way. We value our partnership with you in encouraging children to complete their learning task to the best of their ability and return it to school on time. If you are concerned with your child's level of understanding of a task, please let their class teacher aware of this. In school we provide a learning environment in which children are not afraid to make mistakes and we ask that this approach is fostered at home also. It is important that the teacher sees any mistakes your child may make in their learning log so that appropriate support can be given. As part of our partnership programme parents are requested to ensure that pupils complete the tasks set at home and to return the activity/reading book by the specified day. An opportunity for pupils to access resources in school to support their tasks is available as a lunchtime club.

Set out below is the homework timetable for Foundation Phase and Key Stage 2 pupils

Timetable - Foundation Phase

Nursery

Practical tasks to support class learning

Foundation Phase (Reception, Year 1 and Year 2)

Reading Books / Key Word Practice

Key Stage 2 (Years 3, 4, 5 and 6)

Learning Log Tasks

Reading Books

Additional Needs

If we are concerned about the progress of your child, then our first step will be to discuss this with you. Pupils have difficulties at school for all kinds of reasons and with the support of parents we can often find what maybe causing the problem.

Pupils with Additional Learning Needs are supported first and foremost by their class teacher who will provide differentiated work within the classroom to ensure that the child has maximum access to the curriculum. This will be done in a variety of ways that may include modified tasks, use of specific resources or multi-sensory methods. The ALNco has the responsibility for monitoring and managing the provision for pupils with Additional Learning Needs and regularly liaises with all class teachers, Learning Support Assistants and outside agencies. We also run a Catch Up reading and spelling programme and a RM Maths intervention programme. We work very closely with a range of agencies and support networks including Behaviour and Learning advisors, Educational Psychologist, Autism Outreach Team, Medical agencies, and family support teams. Our close relationship between home and outside agencies ensures we meet individual needs for all.

The School's ALN policy:-

- Gives a definition of Additional Learning Needs
- Sets out the aims and objectives
- Defines the role of the ALN co-ordinator.
- Identifies resources and funding.

Absence

If a child is absent through illness, it is helpful if a message is telephoned to the school office. The school is obliged by law to publish unexplained absences as truancy; therefore a written note of explanation is required on the child's return to school. Teachers should be informed BEFOREHAND of any appointments at the hospital or dentist etc and children should be collected from the front entrance and signed out by an adult.

The Governing Body may authorise ten days per year for family holidays, which unavoidably fall in term time. Holiday forms can be collected from the office and returned to the class teacher. If a child is taken ill at school or is hurt, we need to contact parents/guardians quickly. It is essential that all parents complete an emergency contact form, giving telephone numbers where they can be contacted. From October 2014, Flintshire County Council are introducing Fixed Penalty Notices for unauthorised absences.

Please keep the school informed of any changes to these contact numbers, particularly mobile phone numbers.

Absence and late marks are recorded in the register and on the child's end of year report.

Targets to reduce the number of unauthorised absences

1. Encourage parents to contact school on a daily basis should the pupil be unable to attend school.
2. To continue to personally contact parents should pupils not arrive in school when no telephone message has been received regarding pupil absence.
3. Encourage parents on a regular basis to inform school of any changes to the home address or emergency contact details.
4. Targets for the new school year will involve the reducing the number of pupils who are consistently late onto the premises.
5. All pupils who fall below attendance of 85% in a given period will automatically be referred to the Education Inclusion Officer.

Sex Education

This is taught at Foundation Phase as part of natural science work and involves topics such as plant and animal life cycles. Older pupils are made aware of changes in their bodies and this is dealt with in health and hygiene aspects in personal and social development work. Such matters are dealt with sensitively.

Sex education is available to pupils in Years 5 and 6 by the Year 5 and 6 teachers. This is presented in the form of a programme called "Sense" and question and answer session follows. Parents are invited to view the resources prior to the lesson and have the right to request their child be withdrawn from the activity.

Smoking Policy

No smoking is allowed on school premises.

Library

We encourage pupils to become members of Broughton Library, which is situated next door to the school. Your child will have an opportunity to join the Library during the Reception Class.

Data Protection

Schools, LA (Flintshire) and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things, that the data held about pupils, must only

be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

15.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, assessment results, attendance information, and characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Authority (LA) or to another school to which the pupil is transferring.

The Local Authority uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

Separately from the Data Protection Act, DfES regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

Charging and Remissions Policy

The policy as agreed by the Governing Body is as follows:

- The school will endeavour to support curriculum related visits by raising funds either in part or in total to cover the cost of transportation.
- To ask for voluntary contributions to cover the cost of each outing.
- Contributions are voluntary.
- All parents who wish their children to be involved will be included.
- If 80% of the cost of the outing is not received, the outing will not go ahead.

First Aid and Medicines

If your child has an accident at school and receives First Aid attention, then you will be informed. Your child will bring home a form detailing their injury, treatment provided and symptoms to look out for which signal medical advice should be sought. School keep a record of all accidents which occur on the school premises.

The responsibility for the administration of medicine to pupils at school lies with the parents. In exceptional cases when it is necessary for children to receive medically prescribed medicine during school hours, the Head Teacher will look after and administer the prescribed medicine. The medicine must be brought to school by the parent, clearly labelled with the dosage and the child's name, and collected again personally by the parent at the end of the day. Parents are asked to write a letter giving permission to the Head.

Road Safety

Broughton Hall Road gets very busy at the start and end of the school day - if you bring your child to school in a car please show consideration for others and park at a safe distance from school, ensuring you adhere to the parking restrictions outside the school or blocking the driveways of our local residents. We ask that you also do not park in the clinic car park or school car park as spaces are limited.

A bicycle stand is provided for children to leave their cycles although they are left at the owner's risk. All children using this facility must wear a safety helmet and failure to do so will incur a phone call to parents to provide a helmet or collect the cycle. Pupils in Years 5 and 6 are offered the opportunity to participate in the Cycling Proficiency Award Scheme when available.

The school car park has barriers that are locked at 8.40am - 9.00am and at 2.50pm - 3.30pm to ensure the safety of the pupils.

Concerns Procedure

At Broughton Primary School hope that you and your child will always be happy here, but occasionally you may feel anxious about something and wish to raise your concern with us at school. In this situation, your first point

of contact should be the class teacher. Every teacher in Broughton Primary will do his or her utmost to assist you and your child. On occasions parents may feel that they need to discuss matters with a senior manager.

16.

If you feel that you wish to formalise your concerns then it is with the Head teacher or the Deputy Head that the concern must be raised. This can be done either by letter or by making an appointment to speak to the Head teacher at a mutually convenient time. In the event of a meeting-taking place, notes will be made and the content of the concern clarified before further action is taken.

If the situation cannot be resolved to either party's satisfaction, the next formal step is to meet with the Chair of Governors. The Head teacher and the Chair of Governors will then discuss the complaint with the parent or guardian and a decision will be made as to the best way forward for all parties concerned. Should an impasse occur then appropriate professional advice would be sought.

If a complaint about a member of staff is made, that member of staff has the right to seek advice and support from their professional body i.e. their teaching union.

No teacher will be placed in a situation where discussion with a parent or guardian is viewed to be confrontational. A policy of Zero-Tolerance will be operated and any such meeting will be terminated.

We hope that this guidance will be helpful to you. At Broughton Primary our aim is that any concern that you may have can be dealt with promptly and sympathetically.

Inspection 2013

During the academic year 2013 Broughton Primary School was subject to a rigorous inspection under Section 28 of the School Inspections Act 2005.

The Estyn inspection report confirmed that Broughton Primary " provides a broad and well-balanced range of learning experiences that meet the needs of all pupils and the school has strong and effective partnerships with parents and the local community.

The full report can be viewed on www.estyn.gov.uk/inspection-reports

Public Access to Documents

By law head teachers are required to provide parents with access to certain documents. They are as follows:

The school prospectus (free)

The most recent annual report of governors (free)

Statutory orders and circulars about National Curriculum

Details about LEA and arrangements for complaint about the school curriculum

Pupil records (15 working days notice must be given)

Appointments must be made to view these documents. The school will charge if a parent wishes to have a copy of a document other than those, which are free. Documents under copyright cannot be copied for parents.

17.