



# SCHOOL PROSPECTUS

**2023-24**





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# Welcome to our school

We would like to extend a warm welcome from the staff and governors to you and your child. We hope you find the information in the prospectus useful and informative and look forward to having a long and happy association with the school.

We are a two form entry community school serving the Birch Hill and Hanworth districts of Bracknell Forest. We can accommodate 420 children, plus 26 spaces in our nursery. The school is organised into three Key Stages - Early Year Foundation Stage (EYFS), Key Stage 1 and Key Stage 2.

The school was built in 1975 and offers spacious, single storey accommodation and large and spacious grounds. In addition to the main school, we offer Special Resourced Provision (SRP) for children with Autism (ASD) and Moderate Learning Difficulties (MLD).



Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspiration.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes, towards learning and all members of our school community. All children are encouraged to take responsibility, think for themselves and respect others.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**

## The School Aims

Our school will promote:

- the highest standard of achievement by all pupils, regardless of ability, ethnic origin or gender;
- pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens of the future;
- a working partnership with our families, providing regular opportunities for the reporting of pupils' progress and attainment.

In order to achieve these aims, we will provide a curriculum which;

- is broad, balanced and which develops pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities;
- offers challenge, leading to the highest standards of personal achievement, taking account of ability, aptitude and special needs;
- promotes the importance of healthy living, emphasising the value of personal relationships based on mutual respect and develops an understanding of the rights of others;
- prepares the pupils for the responsibilities and opportunities that arise throughout life in a multicultural and technological society;
- provides children under the age of five with a range of educational experiences, including planned talk and play, develops their early knowledge, understanding, skills and attitudes to provide a sound basis for later education and enables them to make an effective transition from home to school;
- develops constructive attitudes and a capacity for enjoyment through spiritual and aesthetic appreciation, and fosters respect for the environment.



## HOW THE SCHOOL IS ORGANISED

The class structure of the school may change from year to year. The Headteacher and the governors will decide on an appropriate organisation to meet the needs of the children and the demands of the National Curriculum within budget constraints. Currently, the school is organised into four teams: each with a Phase Leader

- Early Years Foundation Stage (EYFS)
- Year 1 & Year 2
- Year 3, Year 4 (Lower Juniors)
- Year 5 & Year 6. (Upper Juniors)

For the majority of the time, children will be taught as a whole class group. However, for certain subject, such as phonics and maths, teachers may teach the children in ability groups for a period of time.

Ability groups are determined by the results of teacher assessments and test results. Groupings are regularly evaluated. children are able to change groups during the year as their performance improves.

## CLASS SWAP

Every year we swap classes around. When mixing classes, we take into account several factors including; children's friendships, academic ability, girl/boy numbers and broader social groupings. Staff will do their best to meet everyone's needs, but the rationale for mixing the classes every year is to 're-balance' the groupings, broaden the classes friendship and purposely to give children these transition experiences to build up their resilience which will help them as they get older. Teachers are very happy to discuss this with parents, but we will not change classes once they are set and shared with children. There is no appeals process.

## Admissions

All school admissions must be made to the Bracknell Forest School Admissions Team, Time Square, Market Street, Bracknell, Berkshire RG12 1JD. They will send you an application form at an appropriate time for the age of your child. The Bracknell Forest "Information for Parents and Carers" leaflet and the "Guide to Early Years

The latest information can be found online at—

<https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-admissions>



## Admissions Criteria:

Children with a Statement of Special Educational Needs or an Education Health & Care Plan that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children and all previously Looked After Children.
- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission

*Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example 'for and against' having rules, with enthusiasm. Pupils learn reading, writing and mathematics successfully.*

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## NURSERY

Our nursery aim is to provide a happy, secure and stimulating environment for children and to enable them to develop the skills they need for starting school.

The nursery is based in a purpose-built, self-contained unit, including a spacious playground and large garden, with facilities for many different activities; including; sand and water activities, modelling, art and craft, computer skills, science, music, mathematical activities, games, puzzles and construction toys. We have a wide selection of books, CDs and materials for reading, drawing and writing. Outside, we have climbing equipment and wheeled toys. The children have access to the outside area on a daily basis and are involved in the development of the nursery garden.



## SESSION TIMES

We have a morning and an afternoon session each day, with 26 places in each, which are run between the following times:

Morning session: 9:00am to 12:00am

Afternoon session: 12:00pm to 3:00pm

## Flexible Hours & 15/30 Hours offer

All children are entitled to free 15 hours in the Nursery. Traditionally this has been either morning or afternoon sessions only. We now offer parents the flexibility to choose these 15 hours; morning or afternoon, or a mixture of all day to suit their needs.

In addition, some parents may be entitled to up to a total of 30 hours (5 full days) free provision. Please contact the office for more information regarding timing, costs and free 30 hour funding.

## STAFFING

The nursery has a fully qualified teacher and two full-time Teaching Assistants and a part-time Teaching Assistant.

## CLOTHING

Like the primary school, children should wear

school uniform - the colour of jumpers and cardigans is royal blue. Shoes need to be safe and comfortable. Fastenings which your child can manage themselves will encourage independence. The school provides waterproof aprons and other protective clothing for water play and painting.

## PARENTAL INVOLVEMENT & PARENTS' EVENING

We have regular parent-teacher consultation evenings where the progress of individual children can be discussed. Parents are welcome to contact the nursery staff at any other time if they need to see them about their child.

## NURSERY ADMISSIONS

Parents of prospective nursery children are welcome to complete an application form, which is available from the main school office, or from the school website. Visits are welcomed (by appointment with the Headteacher). Please contact the school secretary for further information. The minimum age of admission is their term after their 3rd birthday.

Applications will be grouped into termly admission by age. If the size of the group is greater than the number of places available, then places will be allocated in the following order.

Criteria for admissions - if there are more applications than there are places available then all applications will be put into rank order. The order that they are put into is determined by the admissions criteria as set out below. The criteria have been kept as simple as possible so as to comply with the requirement to be clear, fair and objective.

Children with a Statement of Special Educational Needs that names the school must be admitted to that school.

A. children who are in the care of the local authority or

*Children in early years settle in quickly when they first start. They enjoy taking part in a variety of activities, for example Nursery children enjoy sharing books in the cosy book nook and Reception children learn to count to 20 in the outdoor playground. Children are taught to be independent and ..they are well prepared for key stage 1.*

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provided with accommodation in that authority in accordance with The Children Act 1989;

**B.** Children who will have an older brother or sister in the nursery at the time of the applicant's admission. These siblings include children living as

siblings in the same family unit and at the same address as the child and for whom the applicant has parental responsibility.

**C.** oldest children first (date of birth order);

If there are insufficient places for all the children in one of the above categories, priority will be given to children who fulfil more than one of the admissions criteria, using a combination of higher criteria.

**D.** After this, if there are still insufficient places, a final decision will be made on the radial distance between the home and the school. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

No priority can be given to those pupils likely to transfer to Birch Hill Primary School.

Admission to Birch Hill Nursery does not guarantee admission to the main school.

Where a child has been attending a Nursery unit in another area and their circumstances change such that they cannot reasonably continue to do so, every effort will be made to admit them to Birch Hill Nursery at the earliest opportunity.

Nursery places will be held open for three weeks for un-notified absences and for half a term for notified absences. Children returning after this period will then take their place on the waiting list.

Registration information is available at the School Office during school hours.



## STARTING SCHOOL

Towards the end of the term prior to your child coming into school, he or she will have the opportunity to spend a session in school to meet the class and class teacher, to learn where the coats and lunch boxes are kept, where the toilets are and the general routine of the school.

## NEW RECEPTION PARENTS' EVENING

Shortly before your child is due to begin school you will be invited to a new parents' evening. This evening is arranged for you to meet with both staff and governors of the school.

The curriculum will be explained to you, as well as how you will be able to help. Arrangements such as school meals and uniform will be discussed, along with any questions you may have.

## PARENTS' EVENING, REPORTING AND CONTACTING TEACHERS

We hold a parents' evening once a term, when your child's work and progress will be discussed. We encourage children to attend these meetings and be involved in the discussion. Parents will be provided with a written report in the Autumn and Spring Parent Evening. This report will then form the part of End of Year School Report.

In addition, members of the governing body are available to discuss any aspect of the school that concerns you. If however you have any questions at any other time, please contact your child's teacher to arrange an appointment after school. Similarly, if we are concerned about your child's work and feel that you may be able to help, we will contact you to arrange a meeting.

*The school is at the centre of the community. Pupils borrow books from the library next door and exhibit work in the local arts centre. Pupils build confidence when performing Shakespeare in a nearby theatre and learn science at the local park. They take part in regular sports events with local schools.*

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The National Curriculum is being taught in accordance with the 2014 National Curriculum . Once children have started a programme of study and attainment targets for a National Curriculum subject, they will continue with them until the age of sixteen. The National Curriculum spans four Key Stages. As a primary school, Birch Hill is concerned with Key Stage 1 and Key Stage 2.

Pupils start school in the **Reception** class they remain in the Early Years Foundation Stage (EYFS), and their work is a bridge between the Nursery and Year 1. They take a full part in the life of the school. Their curriculum comprises of:

Prime Areas	Specific Areas
communication and language - GLD	Literacy - GLD
physical development - GLD	Mathematics - GLD
personal, social and emotional development - GLD	Understanding the world
	Expressive arts and design

Years	Ages	Key Stage (KS)
1, 2	6-7	1
3, 4, 5, 6	7-11	2

<b>Core Subjects</b>
<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• English</li> <li>• Science</li> </ul>
<b>Foundation Subjects</b>
<ul style="list-style-type: none"> <li>• History</li> <li>• Computing</li> <li>• Geography</li> <li>• Design Technology</li> <li>• Music</li> <li>• Art</li> <li>• Languages</li> <li>• Physical Education (PE)</li> <li>• Religious Education (RE)</li> <li>• Personal, Social , Health Education (PSHE)</li> </ul>

*Reading is a high priority for the school. Pupils learn phonics (letters and the sounds they represent) in a logical order, beginning in the Nursery.*

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## ENGLISH

### *Speaking and Listening*

Our aim is to develop each child's understanding of the spoken word and the ability to express themselves effectively. Children will experience a range of situations, audiences and activities that are designed to develop their competence, precision and confidence in speaking and listening.

### *Reading*

Our aim is to develop each child's ability to read, understand and respond to all types of writing. Skills that enable children to locate information from a variety of sources will also be taught.

### *Writing*

Our aim is to develop the ability to construct and convey meaning in written language, matching style to various audiences. As they become familiar with the conventions of writing, pupils will be introduced to punctuation, spelling, English grammar and the correct use of the dictionary. Children will be taught the conventional ways of forming letter shapes, lower case and capitals, through a purposeful guided practice in order to foster a comfortable and legible handwriting style.

It is important however to be aware that English

occurs in all areas of the curriculum.

## MATHEMATICS

The aim of the school is to deliver the National Curriculum for mathematics in an exciting and purposeful way. We will help every child to reach his or her full potential in maths, learning through a varied programme of teaching and activities. This will include a basic foundation in number skills, the knowledge of how to make and interpret graphs, the ability to use and read many types of measuring equipment and a good understanding of shape, space and angles.

The teaching staff are committed to making Mathematics work throughout the school interesting and enjoyable and relevant to every child's needs in this fast moving technological society. The type of work set and teaching methods used will be varied and will include problem solving, investigational work, practical activities, oral work and written work.



## SCIENCE

Science for the children in the primary school means exploring, discovering and investigating the world around them. These "finding out" activities help the pupils to gather the experience which they need to understand the world in which we live. The children will be given the opportunity to develop and use communication skills and techniques involved in obtaining, presenting and responding to information. The younger children will express their findings and ideas orally, and through drawings, charts, models, actions and writing. Older children will be expected to convey their ideas to an audience of pupils, teachers, parents or other adults. In giving an account, they will be encouraged to present information in an ordered manner, through the use of diagrams, tables, charts, symbols and models. Pupils will be introduced to books, charts and other sources from which they can gain information. They will also be able to use computers to store, retrieve and present their work.

As the children's knowledge increases they should gain an awareness of the importance of science in every day life, including its relevance to personal health and safety and the use of micro electronic devices to control appliances in the home. This awareness will be encouraged and developed through investigations, secondary sources of information and visits.



## GEOGRAPHY

Children will be given opportunities to investigate their immediate surroundings and the wider world. Geography is taught in discrete lessons or as part of a cross-curricular topic. Studies are planned to enable the development of geographical skills, knowledge and understanding about places and themes.

The programme of study for Key Stage 1 is linked

*Leaders have planned new topics to link science, geography, history, art, and design technology (DT) together. They have begun to put these new plans in place. The plans ensure that content, skills and vocabulary are taught progressively in these subjects across the school. Leaders are aware that staff will need more support and training to ensure the plans are fully in place by the end of the school year*

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to the children's' own interests and experiences and includes the study of their immediate environment in the area around the school and Birch Hill. Simple comparisons are made with a contrasting locality in the United Kingdom or Europe.

In Key Stage 2 a further, more detailed study of the local area is undertaken, together with the study of a contrasting locality in the United Kingdom. In addition, a contrasting locality in the Caribbean is studied. The human, physical and environmental geography of each locality is included in these studies.

In both Key Stages, children will undertake field work and use maps, plans and globes as well as secondary sources of evidence such as pictures, photographs, videos and books. They will be encouraged to observe, ask questions, collect and record evidence and draw conclusions from their evidence.

## ART

Art, craft and design plays an important part in the development of children's perception and understanding of the world around them.

The main aim of the school is to enable children to develop their sensitivity to the enjoyment of art, craft and design, both in their work and that of other artists.

The programmes of work are based on two closely related areas of activities. The first, investigating and making, develops the use of various techniques, materials and tools. The second, knowledge and understanding, develops the skills of appreciation of art, craft and design in the world around us.

Through careful planning, the two areas are linked by themes that the children follow in Key Stage 1 and Key Stage 2, gaining a wide variety of

knowledge, skills and understanding.

## **PHYSICAL EDUCATION**

The school's physical education programme is designed to enhance each child's physical and emotional health through a carefully planned combination of individual and team activities. It aims to provide the children's increasing self-confidence through an ability to manage themselves in a variety of situations.

In Key Stage 1 and Key Stage 2 children will have regular sessions of educational gymnastics, games and dance. During these stages, children's developing motor skills, control and co-ordination will be extended and refined.

Swimming will be taught in Year 5 when the children will learn the principles of water safety,



develop water confidence and effective and efficient front and back strokes.

## **RELIGIOUS EDUCATION**

Religious Education in Birch Hill is based upon the Berkshire Agreed Syllabus. The teaching reflects the fact that religious traditions in Great Britain are in the main Christian. By the time they leave the school, we expect the children to have a broad understanding of the main Christian festivals and beliefs and also be aware of other religions. The teaching is non-denominational but parents have the right to withdraw their children both from RE and the daily act of collective worship. The moral and spiritual well being of the children are important aspects of their development and we endeavour to create an atmosphere throughout the school where children and adults alike care for and respect one another.

## **COLLECTIVE WORSHIP**

In accordance with the law, we have regular assemblies led by the Headteacher, deputy head, phase leaders, class teachers or appropriate visitors, where moral issues will be addressed through stories, drama, poetry or readings.

Children will be encouraged to take part in assemblies to celebrate their own and others' successes.

## **HISTORY**

The children need to acquire knowledge and understanding of history and be able to describe and explain change and cause, analysing different features of historical situations. At Birch Hill this is covered either in a cross-curriculum manner using topic-based themes or as individual history lessons.

Pupils at Key Stage 1 are given opportunities to develop an awareness of the past and the ways in which it was different from the present. They are encouraged to investigate changes in their own lives and those of their family or adults around them. They hear about the lives of different kinds of famous men and women. They are also taught about past events of different types and encouraged to develop a sense of chronology.

Pupils in Key Stage 2 are taught six study units which include:

- 1 Romans, Anglo-Saxons and Vikings in Britain;
- 2 Life in Tudor times;
- 3 Victorian Britain;
- 4 Ancient Greece;
- 5 Ancient Egypt;
- 6 Local history.

## **TECHNOLOGY**

Technology is about designing, making, testing and evaluating - encouraging children to go beyond their first ideas and seek alternatives so they may influence and control the environment in which they live. A high priority is given to the development of problem solving and thinking skills. Children from five onwards will be given the opportunity to follow through design technology tasks. They will be faced with assignments in which they will design and make products. Focused lessons will be given to develop and to practise particular skills and knowledge. Activities will take place when children will investigate, disassemble and evaluate simple products. Throughout Key Stage 1 and Key Stage 2 children will work with a wide range of materials and components, selecting appropriate tools and techniques which they will learn to use correctly and safely. Design technology work

will cross all curriculum areas from planning, precise measuring and researching skills to formal descriptive writing.

## **COMPUTING**

This strand of Technology is concerned with storing, processing and presenting information by electronic means. At Birch Hill, children are encouraged to use IT to extend learning across the whole curriculum. By doing this, they will gain confidence and the capability to use IT in later life. When children possess IT capabilities, they will also have knowledge of tools such as word processors, databases, spreadsheets and a variety of software. To develop our work we use many resources such as computers, televisions, videos, radios, tape recorders, programmable toys (such as the "Roamer"), calculators and musical instruments.

## **MUSIC**

The main aim of music at Birch Hill is to foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, appraising, composing and performing. Pupils participate in a range of activities which include singing, playing instruments and exploring, experimenting and organising sounds. They learn how to share compositions by the use of signs, symbols, tape recorders and computers. As well as learning to evaluate their own compositions, children are encouraged to listen to music from different periods and cultures. Children wishing to learn a particular string, brass or woodwind instrument are taught by peripatetic teachers.

## **RELATIONSHIPS & SEX EDUCATION (RSE)**

Relationships & Sex Education is part of our personal, social and health education to children in a developmental way, which is appropriate to their age, and stage of maturity. During Years 1 to 6 the class work includes an overall view of health and hygiene, outlining the various body systems, the senses, personal hygiene, smoking and drug abuse. Health professionals may visit the school to talk to the children and relevant visual aids may be used. As part of this work the children may be asked to bring to school a photograph of themselves as babies, together with details of weight, length, hair and eye colour. Comparisons will be drawn with classmates on growth and development, from which some interesting graph work can develop (e.g. birth weight).

Throughout the work, emphasis is made on caring relationships, with an assumption that family bonds are bonds of love. The children will be encouraged to develop their personal and interpersonal skills, their awareness and respect for themselves and others,

Prior to the introduction of this topic in the classroom, parents are invited to a preview of the programmes and are given an opportunity to discuss with the teachers their feelings on the subject and any concerns they may have. and also responsible attitudes and caring relationships.

The video programmes cover the main points of conception, foetal growth, child development,





puberty and adulthood. Following each programme, relevant classroom discussion takes place ensuring that the children have understood the programme and that any questions they have are answered.

The schemes of work to be covered in school and at home are also available for inspection.



## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We believe strongly in supporting children with learning difficulties. When constructing the annual budget, funds are allocated for this purpose. Bracknell Forest have a range of services and specialists agencies who can be called upon to help children's needs.

We have a local Educational Psychologist, an Education Welfare Officer, School Nurse Service who are in regular touch with the school to help. There are also other sources of help available. Some children may need a Education, Health Care Plan (EHCP) in order to receive extra help. This requires an assessment from a range of professionals including Educational Psychologist, Health professionals. Parental consent is sought before an EHCP is carried out and parents are kept informed at all stages.

When constructing the annual budget, funds have been allocated to provide children with special needs the opportunity for working in small groups, or on a one-to-one basis as part of the daily timetable.

## BEHAVIOUR POLICY

We follow 4 Golden Rules at school:

1. Be safe
2. Be Ready to Learn
3. Be Respectful
4. Be Honest

The school aims to:

- encourage increasing independence and self

discipline so that each child learns to accept responsibility for his/her own behaviour;



- foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued;
- have a consistent approach to behaviour throughout the school;
- make boundaries of acceptable behaviour clear and ensure safety;
- raise awareness about appropriate behaviour and promote it through positive reinforcement.

The school believes that the responsibility for good behaviour is shared between the staff, children and parents.

We use techniques of positive encouragement and a merit system to reward those who behave and work well.

There are clear discipline procedures used for children who behave badly and are consistently disruptive. Full details of all procedures are contained within the school's behaviour policy which is available from the office.

## ANTI-BULLYING POLICY

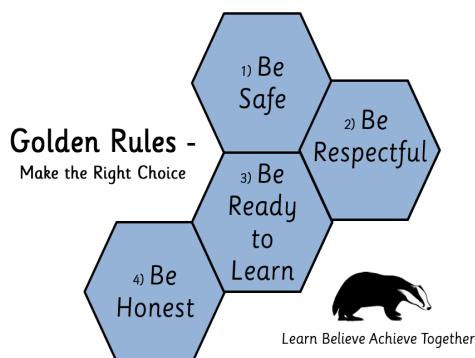
Bullying is unacceptable to this school and will not be tolerated. We aim to promote anti-bullying values, co-operative behaviour and problem solving in collaboration with others. Children who feel that they are being bullied by anyone should tell their class teacher or the Headteacher immediately. A report of this nature will be investigated carefully and, if substantiated, taken seriously and acted upon.

Bullying is one of those secrets which needs to be told.

## HOME SCHOOL PARTNERSHIP

Birch Hill is committed to working in close partnership with parents. We believe that the children will derive the greatest benefit from their school years if the home and school work closely together. We have a partnership agreement which we ask all parents to read and discuss with their children and to sign and return to the

school as a sign of their commitment to support the school.



*Most pupils behave well. Staff expect pupils to follow the 'golden' rules to 'be safe, respectful, honest, and ready to learn', both in and out of school. Pupils move around the school sensibly. They are attentive in lessons. Pupils listen carefully and follow instructions.*

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October 2019*

## SCHOOL POLICY ON DRESS

The school policy is that all pupils come to school dressed in the school uniform.

### UNIFORM

The school uniform consists of a royal blue jumper or cardigan, white polo shirt or blouse, grey trousers or skirt and blue and white dress in the summer term.

PE kit is also required, consisting of a T-shirt in white or royal blue, royal blue shorts and plimsolls or soft soled trainers. For safety, indoor PE is always undertaken in bare feet.

PE is an important part of the curriculum and children must wear the correct kit for PE. Please ensure that you know when your child's class have so that they wear their PE kit on those days. Winter PE kit for outdoors is a black tracksuit. All items of uniform should be clearly marked with the child's name.

Uniform can be ordered from Mr Wagstaff, our uniform supplier. Order details are on the website.

## HOME LEARNING

### Reception

Book with sounds and sight vocabulary words to practise. Reading book will be sent home, when your child is ready.

#### Year 1

- Book with sounds and sight vocabulary words to practise
- Phonics lists for reading sounds
- Reading book: at least twice weekly
- Spelling book: weekly lists given and tested every Friday
- Maths sheet: every Friday reflecting the class maths learning for the week (we encourage this to be done alongside an adult)

#### Year 2

Children will be expected to learn a weekly list of spellings. They are given a spelling book and we encourage them to write the words 3 times each to promote the spelling and to work on handwriting. They should be able to use these words in a sentence.

Children will also be expected to complete a maths sheet that is given out every Friday. They are able to complete and return the homework any time over the next week.

Children will be reading an appropriately levelled book from the reading scheme. The parents are expected to listen to their children read. They will be receiving one to one reading with a teacher or teaching assistant once per week as well as a guided reading session (a group reading with discussion) to improve a variety of reading skills. Guided reading books will also be sent home for further practice.

#### Years 3 and 4.

- Reading activities, every night.
- Weekly spelling lists.
- Times tables, including division facts, every night.
- Half Term grid-includes maths & science: cross-curricular
- Half Term project

#### Years 5 and 6.

- Reading activities, every night.
- Weekly spelling lists.
- Times tables, including division facts, every night.
- Half Term grid-includes maths &

- science: cross-curricular  
Half Term project

Further details can be found on the school website in the Home Learning section.



*Leaders and governors are ambitious for pupils to succeed. The school has just been through a lengthy staffing restructure. Staff are now available to support pupils in lessons more frequently, and to supervise a wider range of activities at lunchtimes. Most staff are positive about these changes and feel well supported by leaders. Staff are protected successfully from excessive workload.*

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## **CHILD PROTECTION & SAFEGUARDING POLICY**

Birch Hill Primary School is committed to keeping all children safe. Safeguarding and promoting the welfare of children is everyone's responsibility. Birch Hill Primary School always considers the best interests of the child and all staff have a duty of care to report any concerns to the relevant agencies. Any safeguarding should be reported to the Safeguarding Team;

- Designated Safeguarding Lead (DSL) Michael Dillon (Headteacher)  
Deputy designated staff including;
- Karen Cameron (Deputy Headteacher)
- Della Payne (Family Advisory Support (FSA)
- Rebecca Churchill (SENDCo)

*The arrangements for safeguarding are effective.*

*Pupils are safe at this school. Staff have regular training. They understand what to do if there are concerns about a pupil's well-being. Staff keep safety records up to date and deal with any worries quickly. Leaders make routine checks on new staff and any volunteers who want to help in school.*

*Ofsted  
October 2019*



## SCHOOL LUNCHES

Children may have a cooked meal, or have a packed lunch. Cooked meals are provided by our own in-house catering team and can be ordered online and paid for online.

A choice of three, well-balanced meals is offered each day. These are of a very high standard and represent excellent value. The menus are on a three-week rota which may be obtained from the secretary's office or on the website.

## PACKED LUNCHES

Packed lunches should be brought in a container which is stored in class areas until children are called for lunch. Please do **not include chocolate, cans of fizzy drink or glass bottles**. You may vary your child's eating pattern during the week if you wish as meals are paid online.

If you are in receipt of benefits such as income based job seeker's allowance or child tax credit your family qualifies for assistance with school meals.

## Breaktime Snack

Children may bring in a snack of fresh fruit or raw vegetables to eat during morning break. In order to continue to support healthy eating, no other form of snack will be allowed. Bins will be provided and all litter must be placed in them.

## We have a no NUTs policy across the school .

Please ensure your child's does not bring any nuts or food containing traces of nuts into school.



## EXTRA ACTIVITIES AND EXCURSIONS

### *Trips, Journeys and Activities*

During the school year various visits and activities will be arranged as part of your child's education. We also have productions from visiting theatre groups and talks and presentations from appropriate experts. In addition, day trips and visits will be organised in relation to school work. We will give you advance notification of such events and will request a voluntary contribution to cover our costs.

Year 6 children have traditionally had the opportunity to go on an extended school journey. This has been in the form of a visit to an activities centre in the UK, where the children work with fully qualified staff at such exciting activities as abseiling, water sports, and canoeing.

Peripatetic music teachers for brass, violin and woodwind visit the school. A charge is made for these activities.

The school undertakes many extra activities, both at lunchtime and after school, when pupils can enjoy sport, dance, choir, artwork, technology and musical opportunities.

There is also cycling proficiency for upper junior children.

Relevant information and a consent form for signing will be sent to parents whose children are interested in taking part in out-of-school activities.



### **Friends of Birch Hill Primary School**

The school has an active PTA which arranges fund raising events to help the school financially. All parents are welcome.

Our main fund raising activity is the Summer Fair, but we also hold a Christmas Bazaar, family discos, children's discos and regular car boot sales. Other events occur throughout the year and we are always ready to try new ideas.

Come and join us - just ask the Headteacher or the school secretary for the date of the next PTA meeting.



*Leaders know the school well and have plans to make it even better. They are keen to work closely with parents and carers. They send messages electronically and have regular 'meet the teacher' events. Parents appreciate the learning activities that they can take part in with pupils. Some parents, however, are unhappy with the quality of communication from leaders, and want to know more about how well their children are doing.*

*Ofsted  
October 2019*

## **GOVERNORS**

### **Chairperson:**

Mr Stephen Weeks

### **Vice Chairperson:**

Mr Joey Gurney

### **The elected Parent-Governors are:**

Mr Lee Clark

Mr Ben Joseph-Franks

### **The LA Governors are:**

Mr Nigel Penstone

### **The Headteacher is:**

Mr Michael Dillon

### **Staff Representatives:**

Mrs Nicola Down

### **Associated Governors are:**

Mrs Ruth Newling -Ward

Mrs Jane Newman

### **The Clerk to the Governors is:**

Mrs Jane Hodgson

If you wish to contact a Governor, please do so via their email address:

[governors@](mailto:governors@birchhillprimaryschool.co.uk)

[birchhillprimaryschool.co.uk](mailto:governors@birchhillprimaryschool.co.uk)

## **What We Do**

Governors do not manage a school on a day-to-day basis but carry out an essential role in overseeing the strategic development of the school. Governors may lend support in a variety of ways but all their responsibilities lead back to the core task of steering the school in its development and improvement. There are three central pillars supporting this endeavour.

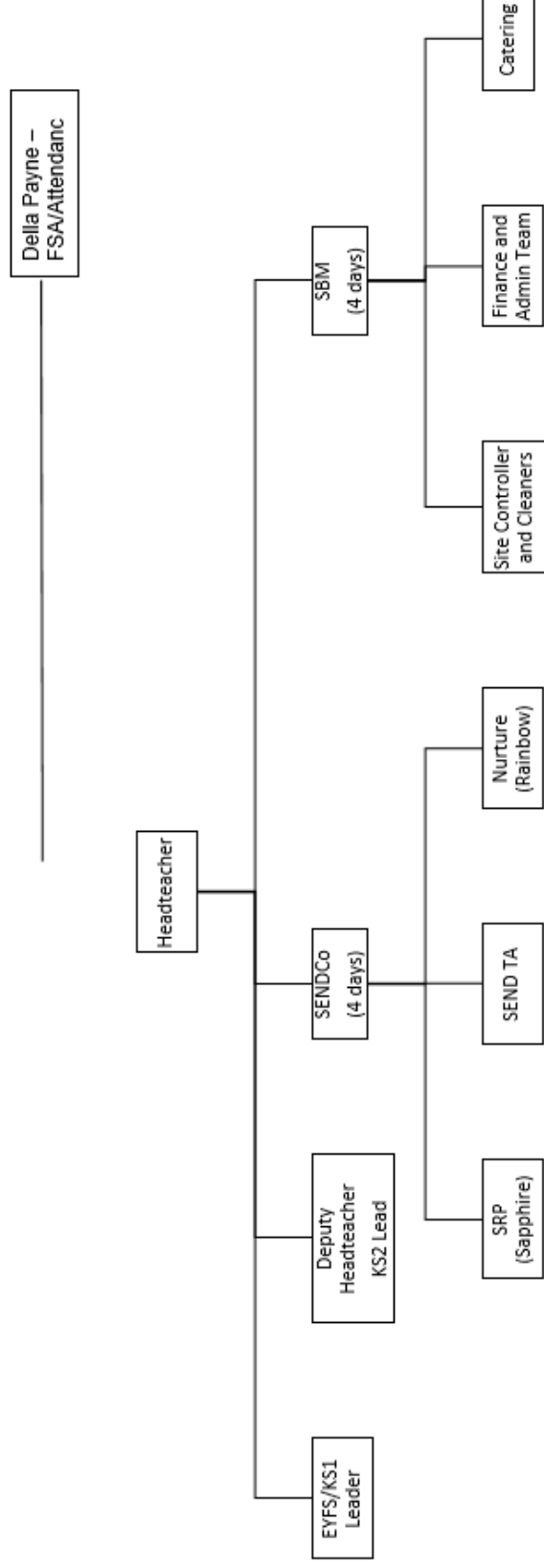
- ◆ Strategic management. We help set aims and objectives. In addition we allocate and control Birch Hill's budget for staff, equipment and buildings.
- ◆ We are critical friends. We help Headteacher in taking decisions. We ensure that these decisions are achieving the required results.
- ◆ We make executive decisions such as appointing senior staff and ensuring accountability.

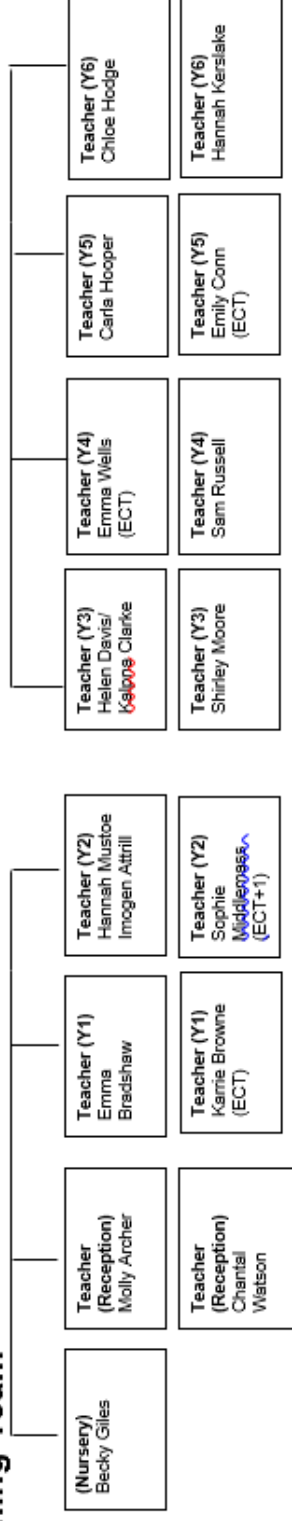
Being a critical friend underpins school governorship. We can be defined as a trusted person who ask challenging questions, provides information to be examined from another perspective, and offers critiques of a person's work. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working towards. They can also be an advocate for the success of that work.

Governing bodies are established by law as corporate bodies, responsibility for actions and decisions lies with the whole governing body and not with individual members.



### Senior Leadership Team (SLT)





## PPA Cover

PPA Cover Teacher: Julie Keane (EYFS – 1.5 days)  
HLTAs: ~~Shawali~~ Shiva, Kennedy Bays, Kat Conless, Jen Chick

**Nurture:** Gemma Moore & Michelle Brown  
**Behaviour Lead:** Gemma Moore  
**SEN TA:** Sue Bonner (PM)

## TAS & LSAs

