

Dear Prospective Parent,

Welcome to All Saints C.E. Primary School. We know that choosing a school for your child is an important decision for your family, and we hope by reading this prospectus it will give you an opportunity to see what we offer at our successful, popular and thriving school.

This prospectus gives you a flavour of the range and richness of life at our school and of the developments that are taking place, you will see that we place great importance on each child being happy at school, and developing individual abilities to their full potential, within a safe and caring environment guided by Christian values.

All Saints is a one form entry Church of England Voluntary Aided Primary School. Our children usually start school after their fourth birthday and stay with us until they reach eleven. During their seven years at All Saints, parents, staff and governors form a community working together to support and encourage children on their learning journey. At All Saints, every aspect of a child's development is considered equally vital. We are committed to providing the best possible resources and experiences to make learning meaningful and fun. Education is a partnership between home and school. Children learn best when home and school work together for their benefit. When your child starts school, it is not where your job ends and ours begins. It is where our job begins and yours continues! We place a great deal of emphasis on our partnership with parents and there will be many opportunities for you to make a significant contribution to the life of our school.

Yours sincerely,

*Stan Martin*  
Head Teacher

**All Saints C.E. Primary School.  
Wilford Road.  
West Bromwich.  
B71 1QN**

**Tel: 0121 588 4075**

**School Website: <http://www.allsaints-sch.co.uk>**

**Head Teacher: Mr.S.Martin.  
Chairman of the School Governors: Mr.A.Hobday**

All Saints Church of England Primary School is a voluntary aided co-educational primary day school for pupils aged 5-11 years. Education after 11 is provided at High or Comprehensive Schools.

The Head Teacher is responsible to the school Governors. Church of England members who live anywhere within the Borough have the right to send their children to the school on religious grounds.

Children have access to a broad, balanced and stimulating curriculum. After school activities are available throughout the year, and All Saints School is at the forefront of Information and Communication Technology provision.

It is the present policy of the Sandwell Education Authority to admit Sandwell children at or near the beginning of the school year in which they have their fifth birthday, provided a school place is available.

Parents are always welcome to visit the school, and should contact the Head Teacher in order to make an appointment to discuss admission arrangements.



## Our Aims

To develop within our pupils knowledge, experience, and imaginative understanding through the teaching of literacy and numeracy skills. This will enable an access to a wider and more comprehensive curriculum that will develop pupils potential to the full.

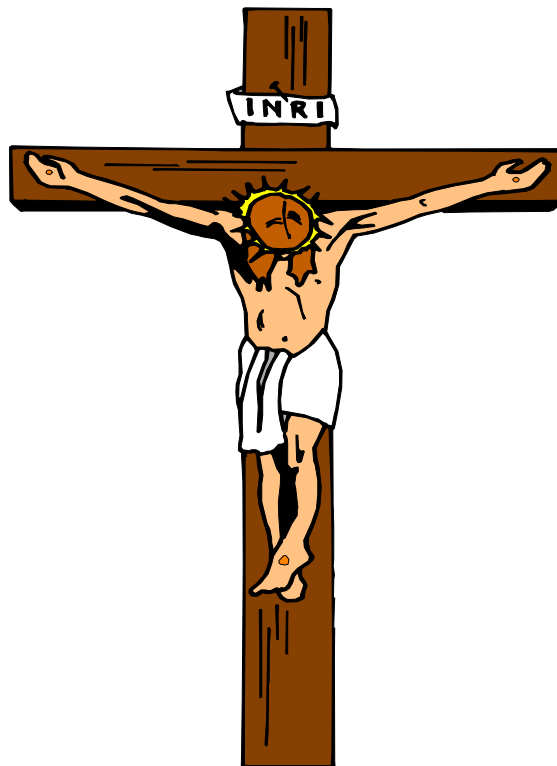
To develop within our pupils moral values and the capacity to distinguish between right and wrong.

To develop within pupils a Christian belief so that they may question and grow within their faith. An awareness and acceptance of the right of individuals to follow a faith other than their own.

To develop independent and happy pupils.

To create an environment in which pupils and staff have respect for the person as an individual.

To develop a school where pupils can learn and teachers can teach in an atmosphere free from disruptive behaviour.



**ALL SAINTS C.E. PRIMARY SCHOOL.**  
**ADMISSION OF PUPILS.**  
**2006/2007**

**INTRODUCTION**

Governors of Aided Schools are responsible for the admission of pupils to their schools and for determining the arrangements for admitting such pupils. At least once a year the Governors must consult with the Local Education Authority as to whether the Governors arrangements are satisfactory and must consult with the L.E.A. before determining or varying these arrangements.

The 1980 Act states that parents must be given the chance to express their preference for a school, and that the Governors must comply with that expressed preference **except in certain clearly defined circumstances.**

For All Saints C.E. Primary School these clearly defined circumstances are.

- a) Where compliance will prejudice the provision of efficient education or the efficient use of resources.
- b) Where compliance will entail a breach of an agreement with the LEA governing the admission arrangements to the school.

In admitting pupils into school it is necessary to balance the number of places at All Saints School with those in county and controlled schools. In such cases consultation and co-operation between LEA and voluntary providing bodies is important. The Governors of All Saints School would wherever possible seek to maintain the school as part of a balanced local provision.



## ADMISSIONS POLICY

The agreed policy will set out the criteria to which admission to All Saints School will apply. This policy will be adhered to at all times by the Governors of the school, and will be available to prospective parents along with information about the school as required by the Education Act.

The Governors of the school have set an admissions number of 33 pupils.

Children in Sandwell are admitted to school at the beginning of the academic year in which they are 5 provided a school place is available. The admission priorities for the allocation of places are set out below:

### **Priority will be given to:**

Admissions are based on the school being an equal opportunities school and prioritized in the following order.

1. Anglican children who are in the care of the Local Authority for whom All Saints is the closest school.
2. Children of parents who are active worshipping members of All Saints Church and who have obtained a letter to this effect from the minister of the church.
3. Children of parents who are active worshipping members of any Anglican Church and who have obtained a letter to this effect from the minister of that Church.
4. Children who have a brother or sister in the school at the time of starting the school.
5. Other children whose parents wish their children to attend All Saints C of E School.

## **NOTES**

1. Children with a statement of Special Educational Needs that names the school must be admitted. This will reduce the number of places available.
2. Definition of a brother or sister.
  - A brother or sister sharing the same parents.
  - Half brother or sister where two children share one common parent.
  - Step brother or sister, where two children are related by a parent's marriage.
  - Adopted children living at the same address.
3. In all cases if the number of applicants in a category exceeds the number of places available, places will be allocated on the basis of distance between home and school as measured in a straight line from the home to the main entrance of the school with priority being given to those living closest to the school

## **ADMISSIONS COMMITTEE**

A sub - committee of the Governing body will be appointed to look into individual cases of admissions.

This sub - committee will comprise members of the Admissions / Discipline / Curriculum Committee of the Governing Body.

In considering any application the governors would wish the parents to view the school and to discuss with the Headteacher the school aims and objectives in relation to the education it provides and the parental undertakings it requires.

## **APPEALS PROCEDURE**

An appeals panel will oversee the appeals procedure.

Section 24 of the Education Act 1988 gives parents the right to appeal against decisions on the schools that children should attend.

All appeals must be in writing and submitted to the chairman of the Governors within 10 working days of initial notification of refusal to admit. The chairman of the Governors will refer the appeal to the appeals panel.

The appeals procedure shall comprise an appeals panel of 3 persons. The constitution of the appeals panel shall be:-

- a) At least 1 person appointed by the Governing Body as a lay member.
- b) At least 1 person appointed who has experience of education and who is acquainted with conditions in the area.
- c) A parent of a registered pupil at a school other than the school under appeal.

The appeals panel shall have the services of a Clerk. The clerk shall be available to keep brief notes of proceedings, the attendance of members, the voting and the decisions in such form as the authority and Governors agree. In addition, the clerk is available to advise the panel on procedures. The clerk is not a member of the panel. The Governors shall appoint the clerk after consultation with the L.E.A.

### **COMPULSORY SCHOOL AGE**

The law does not require a child to start school until the start of the term following the child's fifth birthday. The date compulsory school age is reached is determined by the Secretary of state as follows:

Autumn Term.	31 <sup>st</sup> . August
Spring Term.	31 <sup>st</sup> . December
Summer Term.	31 <sup>st</sup> . March.

**An appeal can only be considered for those children of compulsory school age.**

## CURRICULUM

All children between the ages of 5 and 16 will with few exceptions, follow a National Curriculum. The curriculum will include subjects as follows, of which the first three are to be core subjects:

**Core Subjects** - English, Maths, Science

**Foundation Subjects** - History, Geography, Technology, Music, Art, P.E.

The curriculum will be organised in such a way that all pupils will have an equal access to the curriculum. The school will operate schemes of work developed from the National Curriculum and present them to the children either as class, group or individual programmes of work. Assessment will take place at the end of each key stage in order to find out how a pupil's achievement relates to the attainment targets.

The key stages for this school will be:

**Key stage 1: 7 years**

**Key stage 2: 11 years**

At each stage the results will be made available for parents to discuss with the school.

The school policy on Religious Education will be in accordance with guidelines issued by the Diocese of Lichfield. In the early years Religious Education will centre around stories from the Bible with a view to developing both pupils moral and religious development. As children progress through the school Religious Education will become more structured and the first priority will be to ensure a full and positive presentation of Christianity with opportunity for encountering the Christian life in Anglican and other contexts. Pupils should be able to appreciate the religious dimensions of life, to understand what it means to take religion seriously, and so to help them form their own beliefs and judgements, their own allegiances and commitments. In addition, a further priority will be to promote understanding between people of different cultures and faiths, and a commitment to living constructively together within a single society. Religious Education will be taught weekly in mixed ability classes. Pupils will follow a school scheme evolved from the Lichfield Diocesan Board of Education.

Worship will be held within each class on a daily basis. On Friday morning a family assembly will be held at 9.00a.m.

Parents have a right to withdraw their child from R.E or Worship. Any child withdrawn will follow the normal curriculum during the period of withdrawal under the supervision of the Head Teacher. Any parent considering withdrawing their child should discuss the matter with the Head Teacher first. As a Church school we would hope that all pupils are involved in R.E. and worship.

Parents can request to see schemes of work and profiles in relation to their child's development. Parents can be provided with copies of profiles. A small charge will be levied to cover duplication costs. Requests in each case should be made through the Head Teacher.

If any parent has a complaint with regards the curriculum offered to their child they should in the first instance discuss the matter with the Head Teacher. If the concern cannot be resolved at this stage, then they should write to the Chair of the Governors. The chair will then investigate any such complaint and forward it to the complaint review body.

## **SEX EDUCATION**

Under the terms of the Education (No.2) Act, 1986, the Governors of the school have discussed how sexual matters should be taught and have agreed that Sex Education should be part of the curriculum for the school. The School's policy on this matter is:

The Governors and staff have agreed that sex education will form part of a structured Health Education Policy, and that in the early years this may take the form of an opportunist approach. If a child asks a direct question, an honest attempt will be made to answer this.

There will be a more structured approach in the later years, within the guidelines of the school's Health Education programme.

Parents can request that their child is withdrawn from Sex Education lessons. It is recognised that some parents may have strong objections on religious or other grounds. The action of withdrawal is not recommended as this can have an influence on the presentation of other areas of the curriculum, especially within the teaching of science. Any parent wishing to have further information regarding this matter is welcome to contact the Head Teacher at the school.

## **PUPILS WITH SPECIAL NEEDS**

Every child has a need that may be special. Many children during their school life may encounter a difficulty with a learning process. There is always help available for these children. Children who need help with particular aspects of learning are presented with individual programmes of work devised in conjunction with the advisory support staff, special needs co-ordinator, class and Head Teacher.

The number of pupils on roll at this school with statements of special educational needs can be found in the appendix to this prospectus.

## **SCHOOL ORGANISATION**

The children are taught in mixed-ability classes, but at times may be grouped according to ability within the class in certain subjects. In order to help each child reach his or her full potential a great deal of individual work is planned. Homework is set on a regular basis.

Children will spend a total of 7 years at All Saints. They will spend three years within their Key Stage 1 life, and at the age of 7 years transfer to the Key Stage 2 department. They will then spend 4 years within the Key Stage 2 department before they move to High School.

## **PUPIL ATTENDANCE**

We pride ourselves on a high level of pupil attendance and this emphasis needs constant reinforcement and support from parents. We are grateful for the co-operation of parents who are asked to inform school in cases of all pupil absence. A letter or telephone call to the school is all that is required.

The rate of unauthorised absence in respect of pupils for the previous academic year is shown in the appendix to this prospectus.

## HOMWORK POLICY STATEMENT

The school sees the following as the main purposes of homework:

- Consolidating and reinforcing skills and understanding, especially in numeracy and literacy.
- Extending school learning, for example through additional reading.
- Exploiting resources for learning of all kinds in the home situation.
- Fostering the development in the pupils of the confidence and self-discipline needed for independent study.
- These apply to all children, regardless of ability.

The homework policy will be seen as part of the school's overall learning and assessment strategy.

The homework tasks will be planned and structured to support progression in learning as part of the school's schemes of work.

There will be consistent practice across the school in setting, managing and assessing homework.

Homework will be seen as a partnership between home and school, and parents and carers will be asked to enter into a written agreement in support of the homework policy.

Parents and carers will be given very clear guidelines about expectations for themselves and their pupils, and will be informed on a regular basis as to what needs to be done.

Opportunities will be given to parents and carers for regular feedback regarding the homework scheme.

The school's homework policy will be reviewed annually in consultation with parents/carers.

# **HOMework - GUIDANCE FOR PARENTS**

## **INTRODUCTION**

The attached homework policy has been formulated in accordance with DFEE guidelines published in November 1998. Although there is no statutory requirement for primary school children to do homework, school homework schemes will form part of future OFSTED inspections.

## **WHAT TASKS WILL BE SET FOR HOMEWORK?**

The exact nature of the tasks will be decided by each class teacher. Many of them will already have been happening since your child began school. Traditional tasks such as hearing your child read, supporting the learning of spellings and times tables, playing word and number games will still form a vital part of work done at home, especially in Key Stage 1. Though written tasks will be set more frequently higher up the school, many homework activities could be practical or observational, such as:-

- Investigating which things in the home use electricity.
- Interviewing a relative on a particular topic.
- Watching/helping an adult perform a task such as making a cake.
- Accompanying an adult to the shops and making observations about prices, weights etc.
- Scientific observations e.g growth of a plant, behaviour of an animal, phases of the Moon.
- Research using the library, resources at home, home computer etc.
- Listening to music.
- Investigating information found on food packets.

(To name but a few!)

## **HOW LONG WILL MY CHILD HAVE TO SPEND ON HOMEWORK?**

The amount of homework set by staff will broadly follow government guidelines and will increase with the child's progression through school. However, it is our intention to build a certain amount of flexibility into the system in order that children's participation in out-of-school activities such as sport, music, Cubs etc. will not be affected, since these form a vital part of the children's personal and social development. Therefore, while some sort of reading activity may be set daily, other tasks may be set weekly, twice weekly or even over a half term, dependent on the programme of work for each particular year group.

The **quality** of the homework is more important than the amount. As a very rough guide, **weekly** times might be:-

Reception: Approximately 1 hour.

Years 1 and 2: Up to 2 hours.

Years 3 and 4: Up to 3 hours.

Years 5 and 6: Up to 4 hours.

### **WHAT ARE MY ROLE AND RESPONSIBILITIES AS A PARENT?**

These may be summarised as follows:-

- To provide a suitably quiet environment for the child to do the homework, either alone or with an adult, where distractions are at a minimum. If this is not always possible at home, then to help the pupil attend other suitable places, such as the local library.
- To make it clear to the child/children that you as a parent value homework and support the school in its efforts to aid and extend their learning.
- To work alongside with and help children with their tasks where appropriate, with support and guidance from school.
- To check **on a daily basis** what has been set, and to **sign** in the designated place to confirm that the homework has been completed.
- To listen to your child read **on a daily basis**, questioning their understanding of the text, and making a note of each reading session in the reading record provided by the school.
- To praise and encourage children when they have finished their tasks.
- To ensure that reading records, homework diaries, books and any other materials sent home from school are looked after and kept in good condition.

### **WHAT IF I DON'T FEEL CONFIDENT THAT I AM ABLE TO HELP MY CHILD?**

Staff are sympathetic to parents' concerns and will make clear the role of the parent when tasks are set. In case of any difficulties, opportunities will be provided for parents to express their concerns and give feedback as to how the homework programme is progressing, especially in the early stages. The role of the parent is as facilitator not teacher!

## **PASTORAL CARE AND DISCIPLINE.**

The Head Teacher welcomes inquiries concerning the well being of pupils to be referred to him. Parents who wish to contact class teachers on minor matters should do so directly. The school, through all its staff, places a great emphasis on the welfare of pupils and parents.

School rules are simple and largely a matter of common sense and good manners.

### **SCHOOL BEHAVIOUR POLICY**

The school policy will include statements in relation to:

- School rules and consequences.
- Home / school partnership
- Anti - bullying policy.

### **GENERAL AIMS**

To develop self-discipline in pupils and to create the conditions for an orderly community, in which effective teaching and learning can take place. To foster a mutual respect between staff, pupils and parents through the acceptance and operation of the Home - School Agreement.

### **OBJECTIVES**

To foster a clear understanding within the school working towards developing:-

- Respect between staff, children and parents.
- Appropriate school, home values and attitudes.
- Alleviate aggressive / anti-social attitudes.
- Awareness of pupil and adult roles in discipline actions.

Creating a clear philosophy and approach within school towards Discipline and Behavioural problems.

Creating a home / school partnership.

## RULES AND CONSEQUENCES

School rules are simple and should be operated in a fair and consistent manner. Pupils should be made aware of school rules. All staff within the school should be involved in the operation of the school rules.

Staff should endeavour to reinforce school rules at every opportunity.

It is a temptation to focus on the consequences of breaking rules rather than rewarding pupils for good behaviour. Staff will need to find a balance between the two courses of actions.

Within school we operate a system of rules and consequences. These are applied consistently throughout the school day, including lunchtime, and are implemented by **all** members of staff.

The Head Teacher reserves the right to exclude from school children committing offences of a more serious nature.

The Head Teacher and deputy should monitor and support the actions of all staff regarding the operation of rules and consequences but at the same time ensure fairness on behalf of pupils involved.

### BEHAVIOUR CODE

- Care for each other
- Care for the school building
- Remember manners
- Learn and accept that we are all different
- Come to school wanting to learn
- Keep the school and grounds tidy
- Look after each others' possessions as well as your own
- Never deliberately hurt or upset another person
- Listen and do as you are asked by all adults in school, such as helpers, dinner ladies, teachers etc.
- Always be honest and tell the truth
- Never be a bully
- Do not make racist comments or remarks.
- Do not make comments about a persons mental or physical ability.

### SAFETY CODE

- Never leave the school without permission
- Behave in a quiet manner, always walk around school
- Ask permission before leaving the room
- Obey fire regulations
- Never stay in a classroom at play or lunchtime without an adult
- Do not wear jewellery in school, except for studs in pierced ears
- Use the toilets properly, and remember to wash your hands

### DRESS CODE

- As well as having a positive attitude and manner, appearance is also important. The Governing Body recognise that there are many acceptable styles of dress, including clothes worn for cultural and religious reasons. However, it is important that **all pupils abide by school rules and dress appropriately by wearing the stipulated school uniform.**
- Extreme hairstyles and the colouring of hair are not acceptable, and as such break school rules. They do not convey a positive attitude and manner and give the wrong image of the school

### PLAYGROUND CODE

- Stay in the safe part of the playground
- Show consideration for all children
- Play safely at all times
- Never throw
- Use the nature trail safely
- Stand still when the whistle blows
- Walk into school in an orderly line

### CONSEQUENCES OF BREAKING A RULE

- Verbal warning
- Debit point
- Time out from classroom
- Referral to Head Teacher / Deputy Head
- Withdrawal of privileges
- Letter home
- School / pupil disciplinary stages

## HOME SCHOOL PARTNERSHIPS.

The Head Teacher welcomes enquires concerning the well being of pupils to be referred to him. Parents who wish to contact class teachers on minor matters should do so directly. The school through all of its staff places a great emphasis on the welfare of pupils and parents.

The home / school partnership should be a three way partnership between:-

- Parent and teacher.
- Teacher and pupil.
- Parent and child.

There will be no "best way" of achieving the Home/School contract of partnership. A successful contract of partnership should provide a basis of understanding and opportunity between the school, its pupils and their parents. The contract of partnership should demonstrate a commitment to at least the following criteria:

### THE FAMILY

**I/We shall try to:**

- See that my child attends school regularly, on time and properly equipped.
- Provide a note of explanation if my child is absent.
- Support the school policy on behaviour.
- Attend parent evenings and discussions about my child's progress.
- Accept the school ethos and positive support of the teacher's role.
- Abide by the school dress code, and ensure my child wears the correct school uniform.
- Seek to complement the work of the school with helpful attitudes and a supportive home environment which allows the child to benefit from education.

## THE SCHOOL

### Will try to:

- Contact parents if there is a problem with attendance, punctuality or equipment.
- Send home an annual report to parents.
- Provide regular homework.
- Arrange parent evenings, during which progress will be discussed.
- Keep parents informed about school activities and development.
- Encourage pupils to look after their school environment.
- Provide a balanced curriculum and ensure that each child achieves its full potential.
- Value pupils as individuals.
- Let parents know about any concerns or problems that affect their child's work or behaviour.

## THE PUPIL

### Will try to:

- Take good care of the equipment, building and each other.
- Walk inside the school.
- Talk quietly.
- Be friendly, polite, helpful and courteous to each other.
- Not make racist comments or remarks.
- Not make comments about a persons mental or physical ability.
- Come to school wanting to learn.



## **BULLYING**

Bullying is deliberate hurtful behaviour to those who find it difficult to defend themselves. The school will not tolerate bullying of any kind. This includes:

- Physical e.g. hitting, kicking, stealing from.
- Verbal e.g. name calling, threats, insults, racist remarks.
- Indirect e.g. spreading rumours, excluding from social groups.

### **HOW WILL THE SCHOOL RESPOND TO A CONFIRMED CASE OF BULLYING?**

#### **The victim**

- Staff should take the incident or report of bullying very seriously.
- Staff to take action as soon as possible.
- Staff to reassure the victim, offer help, advice and support.

#### **The Bully**

- Staff to make it plain that they disapprove.
- Encourage bully to see victims point of view.
- A system of punishment to be invoked:

A formal written warning to be issued to the child. Parents notified and called to school to enlist their support and help. Any further action will be dependent on parent receptivity to the situation.

In severe cases the child will be given a fixed term exclusion whilst parental support is enlisted and a programme of support is initiated.

If parental support is not forthcoming, it may be necessary to permanently exclude because any programme of support will not prove effective if all parties are not in agreement.

## MONITORING

A system of monitoring incidents of bullying is in operation. Two methods are available.

### **School Disciplinary Log**

All incidents of bullying will be written down in the school log kept on computer. The log to be reviewed periodically by the Head Teacher.

### **Head Teachers " Red Book "**

As part of the schools pupil disciplinary stages the Head Teacher keeps a record of letters sent home in respect of all incidents of bad behaviour and bullying. The Head Teacher to review on a regular basis.

A copy of the school's Anti-Bullying Policy is available upon request.



## **MAKING A COMPLIMENT/COMPLAINT**

If you are happy with the actions of your child's school or a teacher let us know, its good to know when we have got it right.

### **RAISING CONCERNS**

General day to day concerns about school life should be raised in the first instance with the class Teacher. If you are not satisfied with the outcome, follow the procedure for complaints, and contact the Head Teacher who will consider your concern. Following a discussion with you, the Head Teacher may decide to carry out a formal investigation.

### **MAKING A FORMAL COMPLAINT**

We welcome suggestions for improving our work in the school. We understand that a common fear is that our relationship with you and your child will be affected if you express dissatisfaction. That will certainly not be the case.

### **WHAT CAN YOU COMPLAIN ABOUT?**

You can complain about the workings of the school, including Curriculum issues, the professional conduct of Staff/Governors, failure to provide a satisfactory service, failure to follow school policies and processes.

### **HOW DO I COMPLAIN?**

Firstly ask to see the Head Teacher or their Deputy by making an appointment, or by putting your concerns in writing.

The Head Teacher or their Deputy will consider the complaint and where necessary conduct an investigation. You will then receive a response to your complaint confirming what action if any is to be taken to prevent a similar problem arising again.

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 what happened.

## **WHAT TO DO IF YOU REMAIN DISSATISFIED WITH THE RESPONSE FROM THE HEAD TEACHER OR DEPUTY HEADTEACHER**

If you are still not satisfied, write to the Chair of Governors addressing your letter to "Chair of Governors" marking it confidential, and sending it via the school. Initially you will be asked to discuss your complaint with the Chair of Governors. If at this stage it cannot be resolved then arrangements will be made for you to discuss your complaint in person to a group of three governors who have no previous knowledge of your complaint. They will be independent of the situation and bring a new outlook. A meeting will be called and you will be invited to attend to confirm why you remain dissatisfied and what outcome you wish to see. You can bring a relative or friend with you to offer support. The Governors will talk to everyone involved and then make a decision, which will be conveyed to you and the school.

## **COMPLAINTS ABOUT HEAD TEACHERS OR THE GOVERNING BODY**

If your complaint is about the Head Teacher of the school, you should in the first instance direct your complaint to the Chair of Governors who will investigate. To find out who the Chair of Governors is please ask the school who will provide the information.

If your complaint is about the Governing Body, you will need to contact the Lichfield Diocesan Education Authority

## **TIME LIMITS INVOLVED IN THE COMPLAINT PROCEDURE**

General day-to-day concerns should be raised in the first instance with the class teacher, Head Teacher or their Deputy.

### **Formal complaints procedure**

**STAGE 1:** To be dealt with by the Head Teacher:

The Head Teacher will formally investigate your complaint. They will talk to everyone involved and then contact you to confirm the outcome of their enquiries within 10 working days.

**STAGE 2:** To be dealt with by the Chair of Governors

**STAGE 3:** If matters cannot be resolved with the Chair of Governors.

Three Governors not previously involved will hear your complaint. The Governors will report their findings to you and the Head Teacher within 20 working days

If you remain dissatisfied with the outcome of the school's investigation within 20 working days you can refer your concern to the LEA. An LEA officer will investigate how the school has dealt with your complaint and prepare a report for the school, which will be shared with you. **The LEA cannot investigate the original complaint** only the process that has been followed to ensure that it has been thorough and fair, or, the LEA will advise you of your rights of redress to the Diocesan Authority.

**STAGE 4:** Referral to the Diocese.

If your complaint is about a Governor or the Governing Body, the Diocese will conduct an investigation.

### **SCHOOL DOCUMENTS**

Parents have the right to view official reports, policies and documents received into school, and information held in respect of their child. In the first instance, requests should be made to the Head Teacher to view such documents and information.

If parents disagree about any information recorded with regards their child, they should contact the Headteacher who will then review the situation, with a view to amending any information. If the Headteacher feels the information recorded should not be altered, then the parent should write to the Chairman of the Governors outlining the cause of complaint regarding the information held in respect of their child. The Chairman will then refer the complaint to the relevant review body.

### **SCHOOL GOVERNORS**

Governors are available to speak to during informal drop-in sessions at the end of year parent evenings. However, any parent wishing to contact the Governing Body can do so in writing, by addressing their correspondence to the Chairman of the Governing Body, Mr. A. Hobday and handing it in to the school office.

The Governing Body of All Saints School are committed to ensuring the well being of all children and staff.

# SCHOOL UNIFORM

## BOYS

### Winter

Charcoal grey / black trousers.  
White shirt, royal blue top with school logo.  
Dark grey / black socks, and dark coloured school shoes to be worn.

### Summer

White polo shirt with school logo  
Royal blue top with school logo.  
Charcoal grey / black trousers.  
Dark grey / black socks, and dark coloured school shoes / sandals to be worn.

## GIRLS

### Winter

Charcoal grey / black skirt or trousers.  
White blouse, royal blue top with school logo.  
White socks or grey / black tights.  
Dark coloured school shoes to be worn.

### Summer

White polo shirt with school logo.  
Charcoal grey / black skirt or trousers or light blue gingham dress.  
White socks.  
Dark coloured school shoes / sandals to be worn.

School uniform, ties and sports kit are available from two suppliers, either Price & Buckland (via school) or from Jim Edwards by telephoning 01384 239270 or 07946 633957

The wearing of school uniform can be a financial saving and instills into your child a way of thinking which influences their work and behaviour in school. All children should be dressed respectably and in a manner appropriate to the expectations of the school. The wearing of denim jeans is not allowed. The wearing of pierced earrings is discouraged for reasons of safety.

## P.E. KIT

Black pumps. Trainers may be worn for outdoor activities.

White 'T' shirt with school logo.

Plain royal blue shorts or girls may wear a gym skirt with dark gym pants, or a school leotard, if preferred.

Where a choice of activities is offered, children opting for the following will require additional kit as described below:

Football:     Football shirt and shorts.  
                  Football boots (not trainers).  
                  Football socks.  
                  Shin pads.

Aerobics:     Leotard or cycling shorts and loose  
                  comfortable 'T' shirt.  
                  Trainers (essential for support).

### ALL CHILDREN

For safety reasons no jewellery or watches are to be worn for any P.E. activity. 'T' shirts are to be worn inside shorts and games skirts to minimise the chances of accidents. Long hair must be tied back during all P.E. activities. (Definition of the word 'long' to be at the discretion of the teacher). P.E. kit should be clearly named and kept in a suitable soft bag which can be hung on the child's cloakroom peg. Kit should be taken home frequently for washing. In the interests of hygiene, children are encouraged to bring a change of socks for P.E. lessons.

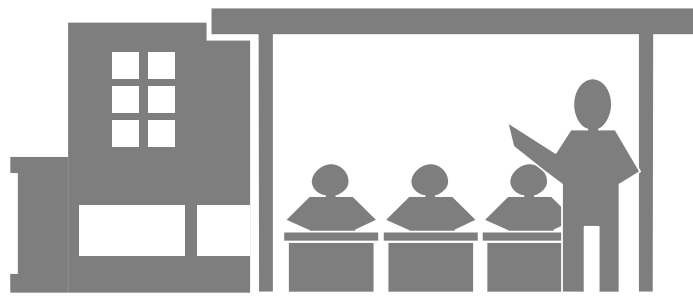
## SCHOOL TIMES

Morning Sessions	- 8.45 - 12.00 noon
Morning Break	- 10.30 - 10.40a.m
Lunchtime Break	- 12.00 - 1.20 Key Stage 1 - 12.00 - 1.00 Key Stage 2
Afternoon Sessions	- 1.20 - 3.15 Key Stage 1 - 1.00 - 3.15 Key Stage 2

The pupils throughout the school receive a total curriculum time of:

Key stage 1 - 22 hours per week.

Key stage 2 - 23.75 hours per week.



## **OTHER ACTIVITIES.**

As part of their school work, educational visits may be arranged by class teachers. Parents are expected to provide a voluntary contribution towards the cost but no child will be prevented from participating if payment involves financial hardship.

### **CHARGING POLICY**

**The school will charge for the following areas of activity:**

Board and lodgings on residential visits.

Activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfill statutory duties relating to the National Curriculum or to religious education.

Music tuition in school as part of the L.E.A instrumental tuition scheme.

The cost of fees levied by a third party in respect of an activity. (i.e. the cost of a theatre ticket/entrance ticket etc).

Breakages/lost items of books or equipment - Parents of pupils who break, damage or deface any part of the premises or equipment will be asked to pay for the cost of repair or replacement.

**In many instances the school does subsidise the cost of activities as part of its charging policy.**

Pupils whose parents are in receipt of income support or family credit or who find financial difficulty in finding the cost of a particular activity should in the first instance approach the Headteacher.

The Headteacher will look sympathetically at each case and if need be forward any request for remission of charges to the Governing Body.

## PUPIL ATTENDANCE

### UNAUTHORISED ABSENCE PERCENTAGE BASED ON SESSIONS.

A morning period counts as one session.

An afternoon period counts as one session.

Number of pupils of compulsory school age on roll for at least one session during the academic year 2005/06

Number of pupil sessions. = 64514

The percentage of half days (sessions) through **authorised** absence.

= 4.4%

The percentage of half days (sessions) through **unauthorised** absence.

= 0.6%

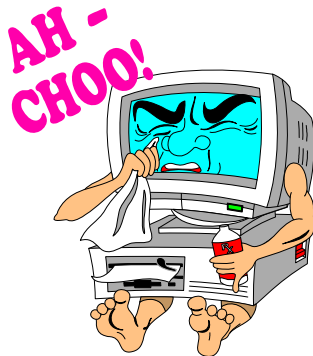
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The total number of registered school age pupils on roll for reporting purposes up to May 22nd. of the reporting year is:

= 211pupils

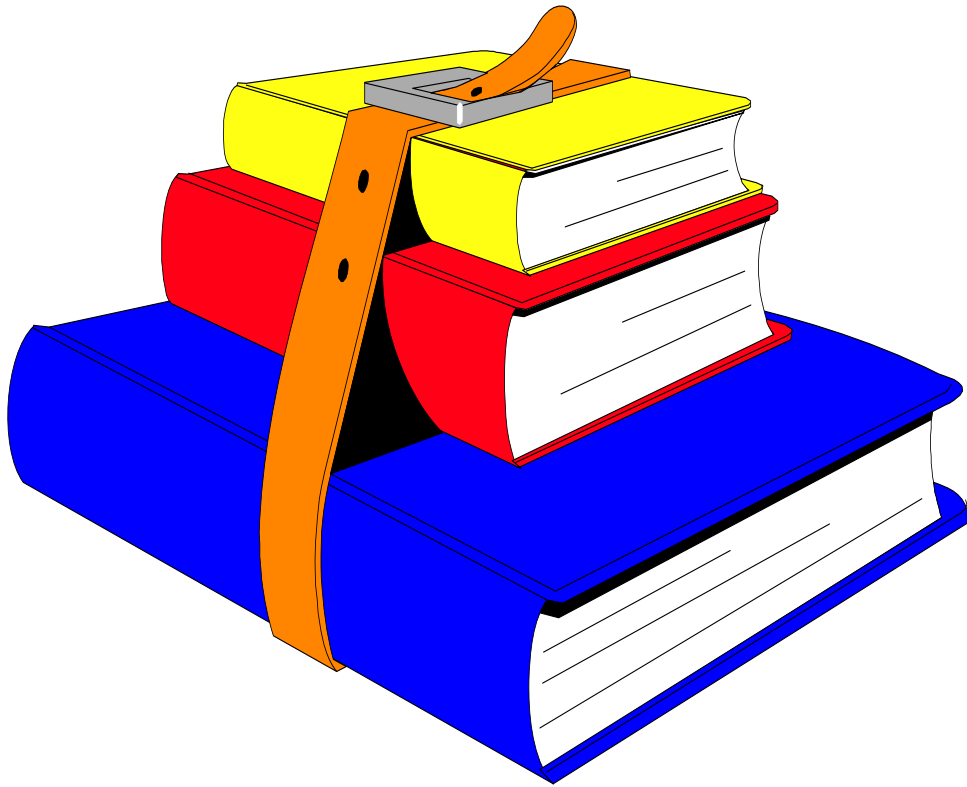
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Please note that certain items of information and data contained within this prospectus are subject to change on an annual basis.

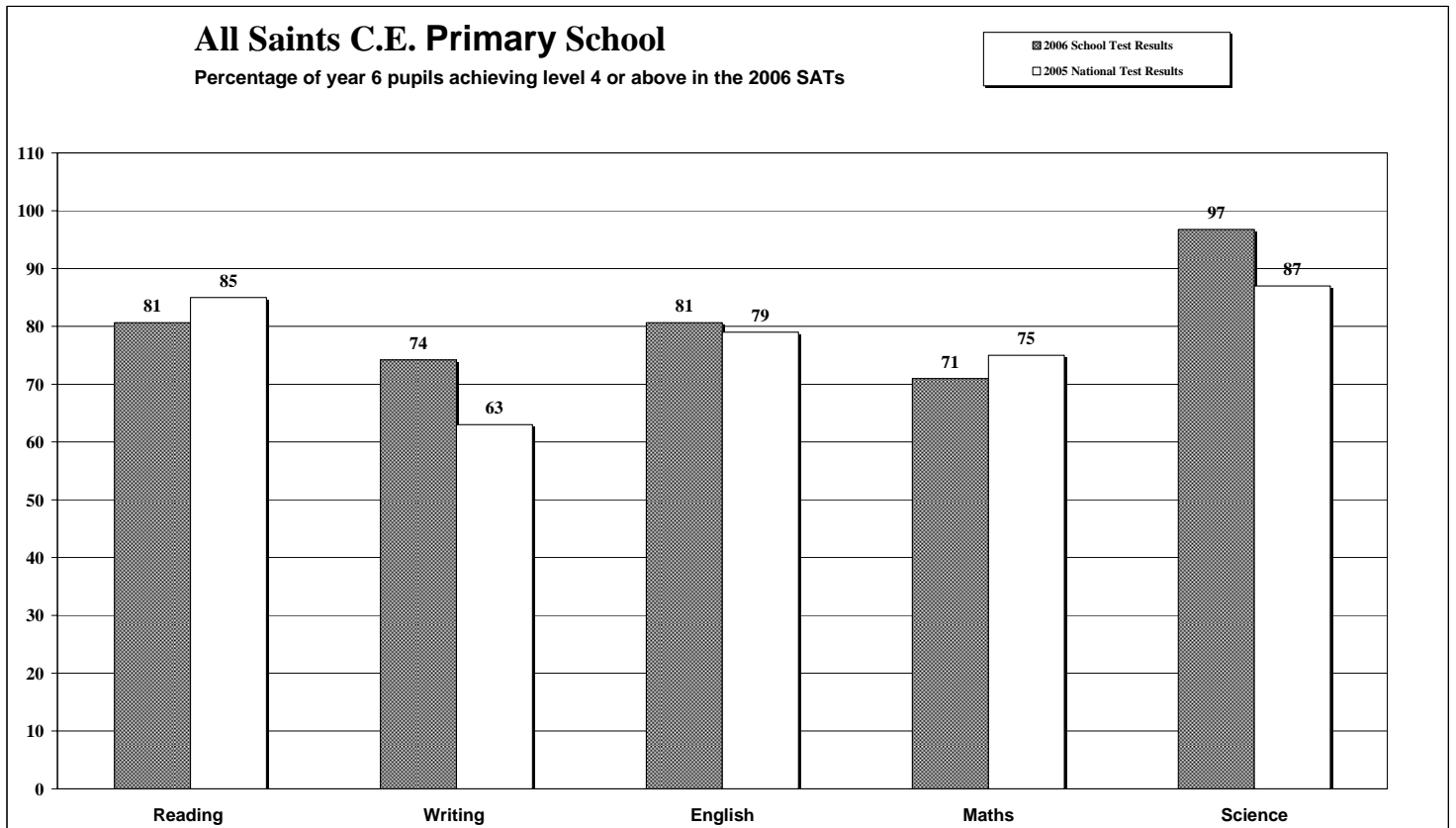


The number of pupils on roll at this school with statements of special educational needs are:

Number: 2



# Key Stage 2 National SAT Results



# Yr.6 2006 National SAT Results

2006 School results

Class : Y6

Number of pupils in class = 31

## 2006 School Test Results

% of Y6 pupils achieving levels

% Y6 pupils  
above level 4

Level	2	3	4	5
Reading	6	13	35	45
Writing	0	26	55	19
English	3	16	45	35
Maths	0	29	39	32
Science	0	3	45	52

81
74
81
71
97

## 2006 School Teacher Assessment Results

% of Y6 pupils achieving levels

% Y6 pupils  
above level 4

Level	2	3	4	5
Speak & Listen		10	87	3
Reading	3	3	45	48
Writing		23	39	39
English		10	52	39
Maths		10	55	35
Science		0	48	52

90
94
77
90
90
100

## 2005 National Test Results

% Y6 pupils  
above level 4

	Below Level 3	% of Y6 pupils achieving levels		
		3	4	5
Reading	7	7	42	43
Writing	7	29	48	15
English	6	14	52	27
Maths	6	18	44	31
Science	3	10	40	47

85
63
79
75
87

## 2005 National Teacher Assessment Results

% Y6 pupils  
above level 4

	Below Level 3	% of Y6 pupils achieving levels		
		3	4	5
English	7	18	49	26
Maths	6	18	46	30
Science	3	13	47	36

75
76
83