

# Clinton Primary School

## School Prospectus 2010 -11



**Headteacher: Mr Sam Pater**

Clinton Primary School  
Caesar Road  
Kenilworth  
CV8 1DL

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Age range: 4 -11 years  
Admissions: 30 per year group

***[www.clintonprimary.co.uk](http://www.clintonprimary.co.uk)***

# Welcome to Clinton Primary School

Clinton is a very special, close-knit, caring community where we value and have time for each other. We strive to develop as global citizens and have a passion for internationalism which we embrace through our curriculum and through our links with schools in China, Bosnia and Coventry. Music is a big part of our identity at Clinton and our 'Steel Panners' and 'Orchestra' inspire all children to join in. We believe strongly in personal development at the heart of education.



We are fantastically supported by our PTA and music charity CHIME and with their help we are able to build community further and develop close relationships between all connected with the school. Parent volunteers and external agencies also add to the rich learning experience.

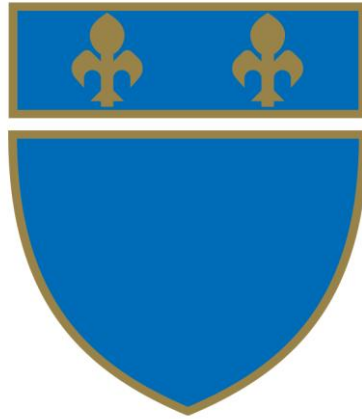
Opportunities offered to our pupils are varied and enhance the education of **all** children. We have been creative with our curriculum so that children learn from contexts relevant and exciting to them, gaining skills that can be applied across all areas of learning. We are committed to providing our children with an enriched learning environment that extends beyond the classroom.

The staff and children are proud of our academic and personal achievements. We believe that everyone has special talents and these are recognised and cherished.

This prospectus is designed to give you a 'snapshot' of our school. For additional information about the more practical elements of school there is a Parents' Handbook which is available from the office or on our website.

We are very proud of Clinton and therefore encourage all prospective parents and visitors to visit the school. Please feel free to contact me if you wish to visit the school or discuss any aspects of this prospectus.

Sam Pater  
Headteacher



## Our Vision:

*Learning together, opening eyes,  
Building community,  
Reaching for the skies!*

## Our School Aims

<b>We aim to:</b>	<b>through:</b>	<b>so that:</b>
provide a safe and secure environment	<ul style="list-style-type: none"> <li>• a clearly understood positive behaviour policy</li> <li>• a system of rewards and sanctions</li> <li>• rigorous reviews of, and adherence to, health and safety policy and procedures</li> </ul>	children feel happy and confident in school.
develop pupil voice	<ul style="list-style-type: none"> <li>• a pro-active school council, speaking and listening opportunities throughout the curriculum, performance, peer mediation, decision making in their learning</li> </ul>	children will be equipped to become active contributors to society.
inspire all children to achieve their full academic potential	<ul style="list-style-type: none"> <li>• providing a stimulating, well-resourced, purposeful environment which embraces modern technology</li> </ul>	children will be successful and flexible employers and employees in the future workplace, whilst adapting to a technologically advancing world.
further enhance relationships within our community	<ul style="list-style-type: none"> <li>• partnership with other educational providers, links with local organisations and people, close involvement with parents</li> </ul>	children can benefit from the skills and expertise within the community and the community can benefit from school- based facilities and services.
enable children to express themselves creatively	<ul style="list-style-type: none"> <li>• an exciting curriculum enriched by specialist music opportunities, activity days, arts weeks, drama</li> </ul>	children will be able to demonstrate originality and individuality in the workplace and in their personal lives in the future.
develop an appreciation of diversity	<ul style="list-style-type: none"> <li>• a fully inclusive ethos, seizing opportunities to promote other cultures, developing language awareness and learning</li> </ul>	everyone values and is valued by others they have full respect for other cultures children will have opportunities to speak languages in the workplace.
motivate and educate children to pursue a healthy lifestyle	<ul style="list-style-type: none"> <li>• providing an extensive range of out of hours clubs, promoting healthy eating, educating children towards leading healthy lifestyles</li> <li>• teaching children to value and protect their environment</li> </ul>	children will enjoy good physical, mental and emotional well-being. children will contribute to sustaining the planet.

## Our School values

At Clinton Primary School the values that underpin our aims include:

### ***Personal Responsibility:***

- self-discipline
- enthusiasm
- confidence
- individuality and originality
- initiative
- self-esteem
- integrity
- independence
- effort

### ***Social Responsibility:***

- courtesy
- fairness
- consideration
- respect
- compassion
- honesty
- co-operation

## A statement of intent

Help me to be:

Happy, confident and giving  
The best that I can be.  
Inspired by learning for life  
And content to just be me.

Growing my strengths and talents  
Ready to use for you,  
Treating others with kindness and respect  
In all I say and do.

In awe of life's diversity;  
A citizen for the world.  
Valued and valuing others,  
Building friendships near and far.

Taking life's chances and challenges;  
Making a difference to all.  
Hardworking and ever evolving -  
Always proud to be part of our school



## The Clinton Culture

Each school has its own unique, special feeling about it and Clinton Primary School is a prime example. Visitors often comment on how friendly and purposeful the atmosphere is here and how open and genuine the relationships between members of the school community are. I've tried to illustrate some aspects of life at Clinton which will give a flavour of the Clinton Culture.

### **Our community**

We have a community which support us tremendously in providing children with experiences which enhance their lives. The PTA and CHIME (our music charity) events are impeccably organised and full of fun – which means they're very well attended and enjoyed by the community, bringing us all into school together. Children play a full role in the school community, taking on jobs which make a positive difference to their peers and to the adults in the school. It helps give a sense of all working for each other and in the same direction. Parents and other members of the community volunteer and they enrich and widen the learning opportunities that are available for children. Our community gains its strength from strong relationships and care in looking after these.



### **Music**

Many children are excited about music and there has been a long tradition of music making at Clinton. CHIME funds us to employ our music specialist, Mrs Gallaway, who teaches our school orchestra every week and leads their playing in Friday assemblies. The orchestra inspires children to play instruments and to persist with their practice. Mrs Gallaway also provides recorder lessons which are free of charge for the children, who from year 3 are provided with a recorder and book. Clinton Panners are well known for their performances at events such as 'The Lions' Show' each year and their Caribbean sound brightens up many a winter's day in school.



## Global Citizens

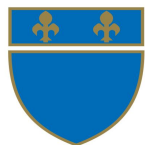
We have been given funding and support to become a 'specialist' Modern Foreign Languages school, as have 5 other schools in Kenilworth with whom we work closely. This has given us great impetus to develop our culture towards being a school which embraces internationalism. We have link schools in China and Bosnia as well as one in Coventry and we work collaboratively in order to enhance children's understanding of languages and cultures. We have also revamped our curriculum to give children a greater understanding of people and their lives in countries all around the world. Within this setting of 'global citizenship' we teach children Mandarin in the Foundation Stage and KS1 and French in KS2.



## Extra-curricular activities

We have a great deal going on at lunchtimes and after school and many children choose to participate in our wide range of clubs. More information about these clubs can be found on our website, and the list continues to evolve to offer great variety of opportunity. We are part of the 'Children's University' scheme and so children are further encouraged to take part – and this in turn leads to a greater enjoyment of school and love of learning.





## Clinton Primary School Staff 2009-10

### Teaching Staff

Year-group	Teacher
R	Miss Sarah Keeley
1	Mrs Susan Jones Mrs Angela Fairbairn (Mrs Moseley for 2 terms)
2	Mrs Hazel Jackson Mrs Karen Heaviside
3	Miss Alison Horn
4	Mrs Jenny Paxman
5	Mr Charanjit Guram
6	Mr Gary Viner
Specialist RE and Art teacher	Mrs Anne Moseley (Mrs Duffy for the Autumn term)
Specialist music teacher (recorder and orchestra)	Mrs Anita Gallaway

### Teaching Assistants/ Cover Supervisors

Mrs Andrea Carter	Mrs Pat Freeman
Mrs Nicola Robinson	Mrs Shelagh Boneham
Mrs Jane Inshaw	Mrs Allison Kelsey
Mrs Jenny Doherty	Mrs Lesley Sullivan
Mrs Jayne Jones	Mrs Rebecca Groves
Mrs Kate Pettigrew	Mrs Kim Meaden

### Office Staff

Mrs Catherine Pettman	Administrative Assistant (Finance)
Mrs Chris Benson	Administrative Assistant

### Lunchtime Supervisors

Mrs Shelagh Boneham (Senior Supervisor)	Mrs Allison Kelsey
Mrs Amanda Croston	Mrs Sue Oswin
Mrs Emma Knott	Mrs Heather Bibby
Mrs Sandy Emerson	Mrs Kim Meaden

### Cleaning Staff

Mr Roy Hayward	Caretaker
Ms Carolyne Jackson	Cleaner
Mr James Sheehan	Cleaner

## **Partnership with Children**

We work in partnership with children and in particular through our school council to develop the school and the learning experiences we provide.

We also help children to make a contribution to school life – which they tend to enjoy wholeheartedly.

## **Partnerships with parents**

This partnership is crucial to children's success particularly in developing positive attitudes towards school and in terms of their learning. We have an open door policy which means that parents can discuss concerns as they arise. With 3 parents' evenings a year and several information evenings, we try to keep you in touch. Our Friday community assemblies are open to all and engage parents in what's going on around school.

### **PTA and CHIME**

Our charities provide lots of ways for the community to get together and are welcome to more parents joining them.

## **Partnerships with the community**

People from the community often volunteer to enhance children's learning experiences and we hope that their experience with us also provides them for opportunities to grow.

# Clinton School Partnerships

## **Partnership with Governors**

The school governors are there for support and to challenge. They help to get the best out of the school. Parents will have opportunities to join the governing body if they wish to stand. A list of governors and their roles is on our website.

## **Partnerships with Kenilworth Schools**

More and more the Kenilworth Schools are working together to provide children better and better experiences and opportunities. Recent events have included a 'French Festival' for all year 6 children in the town. We get a great deal of support from Kenilworth School and Sports College towards our delivery of sports in school.

## **Cultural Partnerships with Link Schools**

We have links to a school in Shenzhen and a school in Beijing. We also have a link to a school in Tuzla in Bosnia. Closer to home, we have a link school in Coventry and the children work collaboratively on shared projects, enjoying learning about and from each other.

## OUR SCHOOL CHARITIES

### **Parent Teacher Association**

Our Parent Teacher Association is extremely active and successful in both its fundraising activities and in hosting social events. In recent years, it has provided new playground equipment, interactive whiteboards and new gym equipment in the hall. Thanks to the PTA, we have been able to install a new sound system in the hall and new canopies outside the infant classrooms. Additionally they make a contribution towards class trips keeping the prices down for parents.



### **CHIME (Clinton Helping to Improve Musical Education)**

CHIME is a Charitable Trust which was established by parents several years ago to promote and support Music at the school. As well as running social events, it seeks support from parents through an annual subscription of £15. This has enabled CHIME to buy new instruments and equipment as well as to provide children with recorders and recorder books when they join year 3.



## What is important to us about learning at Clinton?

### **Personal development**

Learning is about personal development and we aim that everyone in the school community should be given opportunities to grow.

Interwoven within our curriculum are opportunities for children to find out more about themselves and how they can develop a whole range of intelligences. As well as learning the 'basic' skills and developing their academic ability, children will learn about further improving their relationships with their friends and peers, about how to develop attitudes and dispositions to help them succeed and about how to enjoy their role in the school and global community through making a positive contribution.

### **Success for all including those with Special Educational Needs (SEN)**

We believe that every child can develop their intelligence and that intelligence is not fixed. Children can enjoy the fact that no matter what their ability – whether things come very easily or seem impossible, hard work and a positive attitude towards what learning can do for them will enable them to get cleverer!

We believe in early identification of SEN pupils so that specific programmes can be put in place as soon as possible. The school's co-ordinator updates our SEN policy annually and oversees a monitoring process to ensure appropriate

provision is given. The school works closely with outside agencies and also employs a specialist to work with children who require regular, intensive sessions.

Arrangements are made in line with the LA (Local Authority) policy and advice so that children with SEN or disabilities have their needs met. We have an inclusion policy and accessibility plan which is reviewed by the governing body on a regular basis. Policies and further information are available at the school or you could make an appointment to meet our special needs coordinator. Recently we have installed a hearing loop and ramping to enable wheel chair access to all areas of the school. We track the progress of all pupils and through the monitoring of our

accessibility plan we ensure that no children will be disadvantaged because of their disability or need.



### **'Personalised' learning**

All children are given the opportunities to learn their next steps, no matter what their current ability, and we strive to personalise learning experiences through accurate assessment and target setting. We are giving children an understanding of the learning process so that their route to success can be clear to them and often negotiated with them so children gain ownership of their development.



## Relevant learning

Learning needs to be relevant and to prepare children for the future. We regularly consider the context in which our children are living now and the world in which they will be finding work in the future. Our curriculum is designed to teach children Key Skills for life through meaningful contexts. Children and staff thoroughly enjoy this approach and children's constant reflection about which skills they are developing within lessons enables them to learn effectively. This change of focus in our curriculum has led us towards revamping the content to include further 'international dimensions' so children are more and more aware of different cultures.



## Unlocking potential in different ways

Children have different learning styles and we work to play to their strengths but also to develop children's ability to learn in a variety of ways. Children may be grouped in ways that enhance the potential for learning. Where we feel experiences can be enhanced, we use our local environment; visitors from the community; practical experiences and exciting technology to stimulate learning and embed concepts to long term memory.

## Happy, secure and healthy

Children need to feel happy, secure and healthy before great learning takes place. In order to ensure this is the case, we make sure that relationships between staff and children are strong and that the ethos of the school lends itself towards a good working atmosphere.

We use peer mediation as a means of helping children to solve disputes with each other. Children in years 5 and 6 help others who are seeking resolutions to arguments during lunchtimes and this has helped children to come into the classroom happier.



## Positive behaviour management

Part of ensuring children feel safe and secure and enabling them to learn at a good rate relies on the good management of behaviour in school. A behaviour policy and anti-bullying policy are available from the school website which outline how we manage these important issues at school. We ensure that children see that positive behaviour earns rewards and enables success and are very consistent and clear about school rules and sanctions. Partnership with parents is important to ensure that your children can make the most of their chances to learn during the school day.

## **Homework**

We believe that parental support is vital to children's learning and the homework activities we provide are designed to give opportunities for parents to help reinforce learning that is happening in school. It is proven that children who establish an early homework habit, particularly those who learn with their parents, are more successful at school. It is important, however, to remember the need to balance work and play activities and to follow hobbies and interests outside school. All children are expected to undertake homework activities, as set out in the school policy. Parents are issued with a leaflet on homework at the beginning of the year.

## **Recognising and developing strengths**

Following consultation with children, parents and staff, the school keeps up to date a register of strengths pupils have. We believe that every child has significant strengths and we identify these so that we can seek opportunities for them to develop these strengths. We endeavour to meet the needs of all children through careful planning of the curriculum and enable children to use their talents to benefit others. We work closely with the other Kenilworth Schools to provide opportunities to challenge those who excel in particular areas.

## **The Curriculum: What and how, more specifically, are children learning at Clinton?**

We aim to teach a curriculum that is stimulating and challenging. We are committed to providing a curriculum that nurtures creativity and develops enquiring minds. We recognise the importance of a broad and balanced curriculum and, to that end, we ensure children engage in a variety of activities throughout the day. We like to bring the curriculum to life with regular activity days and a yearly Arts Week.

## **Foundation Stage**

The Foundation Stage curriculum begins in a pre-school setting and continues until the end of their Reception year. We operate an integrated day where six areas of learning are addressed. These areas include: Personal, Social and Emotional development; Communication, Language and Literacy; Mathematical development; Knowledge and Understanding of the World and Physical development. Whole class phonics and Number sessions occur each day. Much of the learning in the Foundation Stage is done through carefully structured play with key learning objectives in mind. More information about the Foundation Stage is available from school.



## Key Stage 1

Children enter Key Stage 1 at the beginning of Year 1, and conclude it at the end of Year 2. The transition from reception is carefully managed and children continue to learn through play where appropriate. They will be taught from the National Curriculum and when they complete the Key Stage they will undertake SATs tests to inform teacher assessments. Whilst we value the information we can gain from such tests, we believe they should be administered in a relaxed, non-threatening environment.

## Key Stage 2

Children enter Key stage 2 in Year 3 and complete the Key Stage at the end of year 6 when they will again undertake SATs. It is the longest of all the Key Stages. At the end of each interim year, children's progress is monitored through internal, non-statutory tests and teacher assessments to enable teachers to personalise children's learning.

## The School Day

### *Foundation Stage/ Key Stage 1*

<b>Morning Session:</b>	8.55am - 12 noon
<b>Afternoon Session:</b>	1.05 - 3.10pm
<b>Morning playtime:</b>	10.30 -10.45
<b>Afternoon playtime:</b>	2.10 - 2.20pm



**Teaching time excluding assemblies, registration, play or lunch:** 21 hours 5 minutes.

### *Key Stage 2*

**Morning Session:** 8.50 am -12.05 pm



**Afternoon Session:** 1.00 - 3.15pm

**Morning Playtime:** 10.40 -10.55 am

**Teaching time excluding assemblies, registration, play or lunch:** 23 hours 35 minutes

## The core subjects – English, Maths and ICT

From Key Stage 1 onwards all children are taught English, Maths and ICT. These form the core curriculum. We place a strong emphasis on the core subjects and all three of these areas are threaded throughout the curriculum to reinforce the basic skills.

In Literacy, we put a firm emphasis on good talkers becoming good writers and ensure children are debating, doing role play, discussing and making radio programs – all of which develop their talking skills. We also recognise the importance of good listening. Children progress very quickly with their reading thanks to support from parents at home and in school.

In Math lessons, the emphasis - especially early on - is on mental mathematics and practical work.

ICT is taught using hi-tech equipment and in a way that engages children to see the possibilities technology offers. Our ICT suites offer a computer per child when year-groups are timetabled to be in there.

## Science, 'The Humanities' and the 'Foundation subjects'

Each term teachers will plan a 'context for learning' which is a thematic approach based on children learning Key Skills in an engaging and relevant way. These 'contexts' draw together skills from a range of subjects including the core but also **science**, the humanities (**history** and **geography**) and the foundation subjects (**PE, Music, Art and Design, Design Technology** and **Personal, Social, Health Education and Citizenship (PSHE and C)**) Through such an approach, our children learn to be good geographers, historians and scientists.

## Religious Education

All children are taught RE where they study all major world faiths and we teach using the Agreed Warwickshire Syllabus. Parents have the right to withdraw their child from all or part of religious education or collective worship.

## Foreign Languages

Children learn Mandarin in the Foundation Stage and in KS1 as part of their 'Global Citizenship Time'. To start KS2, children develop an ability to investigate a range of languages before going on to learn French for the rest of the Key Stage, again as part of 'Global Citizenship Time'. In Year 6, children visit France on a residential trip.



## **Sex and Relationships Education**

Whilst children study the human body as part of the Science curriculum, separate sessions are devoted to sex education during years 5 and 6. The School Health Visitor is involved in this and is available to support parents in dealing with sensitive issues. Parents are advised in advance of these sessions and are invited to view the video used. Additionally, parents have the right to withdraw their children from Sex and Relationships Education.

## **Sports provision**

The school regards sport as an integral part of a child's development. We believe it is vital that all children have an enjoyment for sport and participate enthusiastically as an individual and as a member of a team.

Each class is taught PE twice a week during which time children are taught skills in games, dance and gymnastics. All children in Key Stage 2 undertake swimming lessons. The school has excellent playing fields and playground areas. A wide range of sports clubs are offered throughout the year. We work in partnership with Kenilworth School and Sports College and have received the 'Active Mark' for excellence in sports provision for the last 2 years.

## **Residential Trips**

In Year 6, children go for 4 days (3 nights) to France. In year 5 children go to an activity centre called Red Ridge, which is in Wales. In this way children learn to be independent and grow closer to their peers, developing teamwork and other personal skills. These experiences are often the highlight of the children's school lives.



## **After School Provision**

Sunflower Kids' Club provides after school care from the end of school until 6pm each day. They are based in our Community Room and enjoy excellent facilities. They were recently rated as 'Good' by Ofsted. More information can be found on our website.

## **Reception Intake, September 2011**

We want your child to feel confident and happy in coming to Clinton. We therefore have an induction programme when s/he will be invited to a series of sessions during the summer term, prior to starting school in September. This provides our pupils with an opportunity to meet their peers, the adults who will work with them and to familiarise themselves with the environment.

In recognition of the fact that the majority of children enter school following a period of pre-school education, we believe in integrating them into full-time schooling as quickly as possible. We therefore, expect our children to begin full time by the beginning of the second week of the autumn term. If, for any reason this causes difficulty, we encourage parents to discuss this with the class teacher or the Head.

## Head's Highlights of 2009-10

### **Gaining the International Schools' award**

I returned in September to find in the post the great news that we had achieved the prestigious 'International Schools' Award' which recognised the work that we have done in developing our curriculum and our use of partner schools. Mrs Duffy put the portfolio together but it involved a great deal of work from all the staff. The children are fully engaged and excited by the International aspects of our curriculum. The Specialist Trust invited me to talk about our innovation with our 'Global Citizenship Curriculum' – they and the Local Authority being excited about what we are doing as a school.



### **'Golden Learning Time'**

Because school is so well supported by its local community, we have been able to run 'Golden Learning Time' three times this year. Children in KS2 have had the opportunity to learn from experts in Morris Dancing, Tae Kwon Do, Circus Skills, Cartoon drawing, Landscaping, Fabric Art, Glass Art, Podcasting etc. I love walking around the school when these activities are taking place as the children are so engaged and excited. They have a choice over the activity and even negotiate with the course leaders the skills they would like to learn in their three week block. Children have talked about how much they enjoy the activities and how it enables them to get to know member of the school community.



## Linking with Bosnia – and Bosnia day

Anne Moseley came back from a trip to Bosnia with a school really keen to link with us. We had a day to celebrate the link which involved many exciting aspects. We met members of local Bosnian communities and the children did a range of fascinating activities ranging from cooking Spinach and goats cheese pie to Bosnian inspire 'creation' art.



## Back at the Talisman

After a break last year from performing at the Talisman theatre, the children in years 4, 5 and 6 were able once again to perform our play 'Get me out of here!' in front of a packed audience on two nights. They sang with a live band and were fully involved in the sound and lighting aspects – enjoying every minute. The performances were excellent and everyone who wanted to in years 5 and 6 had a role on stage.



## Science Day

Jenny Paxman, science coordinator, initiated a science day which the children enjoyed immensely. The theme was 'Looking after the environment' and the children carried out all sorts of investigations to find out how we could better do so. Lots of great work was produced for display.



## The Music

The music concerts this year were exceptional. The orchestra, led by Anita Gallaway, really did play well together and the concerts we held were full of fantastic recorder playing, steel panning and children playing the instruments they have been practising so hard at home. The confidence and enthusiasm made these highlights for me.

## **Child Protection**

*‘Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care where this becomes necessary. **This will only be done where such discussion will not place the child at increased risk of significant harm.** Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.’*

## **Useful Information**

Other information that you might find useful are on the following pages in this order:

- Admissions policy and procedures;
- School term dates;
- The Edwards Charity – how they support the school and how to get in touch;
- The school’s charging policy;
- Complaints procedure information;
- School attendance information;
- Other information available from the school on request;
- Recent SATs results.

## **Admissions Policy and Procedures**

The school’s admission procedures are in accordance with the LA policy, details of which can be obtained from;

Admissions Service  
County Education Service  
Saltisford Office Park  
Ansell Way  
Warwick  
CV34 4UL

Currently, the admissions criteria for Community Primary Schools are;

1. Children living in the priority area who have a brother or sister at the school at the time of admission.
2. Other children living in the priority area.

3. Children from outside the priority area who have a brother or sister at the school at the time of admission.
4. Other children from outside the priority area.

Within each criterion, first priority is given to children in the care of, or provided with accommodation by, a local authority. Priority is also given to children with disabilities or statements of educational need.

It is now possible for you to apply on line at [www.warwickshire.gov.uk/admissions](http://www.warwickshire.gov.uk/admissions).

### **The priority area for Clinton is:**

Angless Way, Archer Road, Avon Road, Barrow Road, Barrowfield Court, Caesar Road, Farm Road, Fishponds Road, Greville Road, John O'Gaunt Road, Lunn Avenue, Oaks Road (even numbers), Percy Crescent, Percy Road, Scott Road, Siddeley Avenue, The Mews, Willoughby Avenue.

### **School Term Dates**

Parents are advised of these via the weekly Newsletter at the beginning of the school year and they are normally available on the school website. However, if you wish to have these earlier, please contact the school office.

We expect parents to take family holidays during the school holidays so there is minimum disruption to children's education. Permission may be granted for holiday leave of absence only in exceptional circumstances and in such cases parents are asked to complete an application for leave of absence, available from the school office.

### **Edwards Charity**

The Edwards Kenilworth Schools' Charity is able to provide financial assistance to parents who would otherwise find the cost of school uniform or residential visits difficult to meet.

Further details are available from:

Mr JMP Hathaway  
Solicitor/ Clerk to the Trustees  
Edwards Educational Charity  
Heath and Blenkinsop  
42 Brook Street  
Warwick  
CV34 4BL

### **Charging Policy**

Voluntary contributions - The school seeks contributions from parents to cover the cost of some activities undertaken out of school. Whilst parents are advised of the recommended contribution needed to cover the cost of the visit, parents are not obliged to pay. However, in the event of insufficient contributions, the school may have to cancel the visit.

Where parents are in receipt of eligible benefits, the school will operate a remission policy. Please contact the school office for details. Further support is also available from Edwards Charity.

Music tuition - a charge is made in respect of tuition. Parents will be notified of the cost in advance and payments are made on a termly basis.

There are clubs that are offered by outside providers on our premises and we run a subsidy scheme for parents who find the costs prohibitive.

## **Complaints Procedure**

If a parent has any concerns or complaints, we encourage them to meet with the Headteacher. However, if the difficulty cannot be resolved there is a Formal Complaints Procedure. In this event, parents are advised to contact the school office for information and advice relating to the school's procedure.

## **Attendance**

	Attendance for 08/09	Attendance target for 09/10
School	98%	98.2%

## **Other information available on request**

Please collect from the school office a copy of the Parents' Handbook where you will find information regarding school uniform, lunchtime arrangements, health etc. Please contact the school office if you require:

- The OFSTED Report
- The school profile
- School Policies
- The Single Integrated Development Plan



## COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2010, compared to national end of key stage 2 teacher assessment levels and test results for 2009.

The number of eligible children is: 30

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	0	0	37	63	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	0	0	0	23	77	0	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	0	0	0	13	87	0	0	0
	National	1	1	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered <sup>#</sup>	Pupils absent
English	School	0	0	30	70	0	0
	National	6	14	51	29	0	1
Reading	School	0	3	7	90	0	0
	National	7	7	38	47	0	1
Writing	School	0	3	63	37	0	0
	National	5	27	48	19	0	0
Mathematics	School	0	3	20	77	0	0
	National	5	15	44	35	0	1