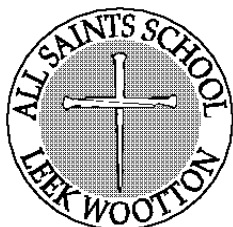


**ALL SAINTS' CHURCH OF ENGLAND
(V.A.) PRIMARY SCHOOL
LEEK WOOTTON**



**SCHOOL PROSPECTUS
2015-2016**

**ALL SAINTS' CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL
LEEK WOOTTON**

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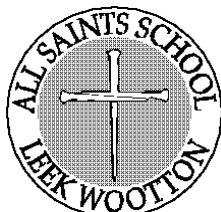
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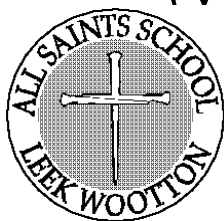
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ALL SAINTS' CHURCH OF ENGLAND (V.A.) PRIMARY SCHOOL



Warwick Road
Leek Wootton
Warwick
CV35 7QR
Telephone/Fax: (01926) 400498
Email: head3588@welearn365.com



Head Teacher

Mrs Sue Patterson NPQH, B.A., Adv. Cert. Ed.

25 June 2015

Dear Parents

It gives me great pleasure to welcome you to our school.

The happiness, well being and achievement of each child are our main concerns. We strive to create an exciting, stimulating learning environment. An environment that is safe and secure, where children's welfare is the concern and responsibility of everyone. A place where children are given opportunities to realize their talents across a broad and balanced curriculum, developing into caring and responsible young people.

We believe that the quality of relationships within school between adults and children and with parents and the wider community underpin everything that we are able to achieve as a school. We are committed to our 'Open Door Policy' and partnership with parents, the church and the wider community. We encourage parents and friends to come into school regularly and to participate actively in school life.

Above all, our school is a place of learning where children are motivated and challenged to reach their potential in every area of their development. All Saints' has an enthusiastic, caring, committed, professional teaching and non-teaching team, who in partnership with parents; endeavour to achieve the best for each and every child.

Choosing the right school is perhaps the most difficult and certainly one of the most important decisions made by parents. This prospectus provides basic information about our school. In order to experience what I believe are the special qualities of All Saints' I invite you to arrange a visit and experience for yourself our school's welcome.

Yours faithfully

Sue Patterson
Head teacher

THE GOVERNORS' ROLE

Our team of Governors comprises a group of local people with a range of experience and expertise who are representatives of the local community. Many have a thorough working knowledge of the school and make a point of spending time in the classrooms with the children and staff. We attend training courses on all aspects of the curriculum and school management to ensure we have the necessary knowledge and skills to support the Head in the effective running of the school.

The main roles of the Governing Body are threefold:

- **To achieve a strategic view.** We focus on helping the school's strategy for improvement so that pupils learn most effectively and achieve the highest standards.
- **To act as a critical friend.** We provide the head teacher and staff with support, advice and information, drawing upon members' knowledge and experience. This is critical in the sense of the governing body's responsibility for monitoring and evaluating the school's effectiveness and a friend because the governing body exists to promote the interests of the school and its pupils.
- **To ensure accountability.** The governing body is responsible for ensuring good quality education in the school. The head teacher and staff report to the governing body on the school's performance and the governing body has the right to discuss, question and refine proposals, whilst always respecting the professional roles of the head teacher and other staff and their responsibilities for the management of the school. In its turn the governing body answers for its actions, above all to the parents and the wider local community for the school's overall performance.

We feel Leek Wootton is privileged to have such a caring, well-resourced village school with a highly skilled and enthusiastic teaching staff that creates a stimulating and exciting learning environment within a Christian framework. The happy atmosphere in the school and the enthusiasm with which the children approach their work and the high quality of work achieved, makes us very proud of our school. We have the greatest confidence in recommending our school to you for your child, and hope that you will come to experience for yourself all the good things we have to offer.

Kimberley Lunn
Chair of Governors

OUR SCHOOL

All Saints' Church of England (Voluntary Aided) Primary school caters for children aged 4-11.

Headteacher: Mrs Sue Patterson

School Address: Warwick Road, Leek Wootton, Warwick CV35 7QR

**Telephone and Fax: 01926 400498 Email: head3588@welearn365.com
Website: <http://www.allsaints-leekwootton.warwickshire.org.uk>**

Our Aims Statement

Within a Christian framework at our 'Green Leek Federation Schools' we aim to challenge and support all pupils to enable them to develop their talents and achieve their potential. All individuals are valued irrespective of ability race, gender, culture or faith.

At our 'Green Leek Federation Schools' we aim to provide effective teaching and stimulating learning experiences across a broad and balanced curriculum, within a happy, caring, inclusive and safe environment.

We aim to enable each child to develop the personal and social skills necessary for them become independent, responsible, active participants in their community through partnerships with home, our parish churches, local neighbourhoods and the wider community.

Our Green Leek Federation Values

At All Saints' and Burton Green we share three values regularly and explicitly within our school and wider community. These values underpin everything we strive to achieve.

- Value yourself as a unique, special, talented person by always trying to do the best in whatever you do;
- Value each other by treating everyone with care and respect through listening to people's opinions, talking politely and treating everybody in the way we hope they will treat us;
- Value our school by caring for our school building and outdoor environment, and the resources we share.

Our Green Leek Federation Ethos

As Church of England Schools our Christian ethos is integral to all aspects of school policy, practice and relationships. We hope that the way all people are valued in school reflects the principle, "Treat one another as you would wish to be treated yourself." The basis of all decision-making in school begins with what is best for the child, as an individual, within a group and as a member of the whole school.

We appreciate the importance of nurturing the ‘whole child’ intellectually, physically, personally, morally, spiritually and socially. We are committed to providing an exciting, relevant curriculum that develops a love of learning through a broad curriculum and a wide range of extra-curricular experiences. All children are encouraged to value themselves and others, to grow in confidence and develop the skills of learning to recognise and use their own talents and the talents of others.

The quality of our relationships underpins everything that we are able to achieve for each child and as a school. Adults and children work together to create and maintain a welcoming, happy, caring, positive learning environment. Each member of the community, irrespective of their role, strives to love, respect and understand the thoughts, feelings and beliefs of others.

We work together with parents and recognise that learning is more effective when this partnership supports and extends children’s learning. We value our close relationships with All Saints’, St Johns’ Westwood and St Nicholas Parish Churches and appreciate the way these contribute to the special spiritual and community aspects of school life.

All Saints’ and Burton Green Primary Schools are community schools where each child is encouraged to understand their place in the village and the wider community, the privileges they enjoy as a result of this and the responsibilities they share.

The School Site

All Saints’ Primary School is situated on the edge of the village of Leek Wootton, a small village between Warwick and Kenilworth.

There has been a school in Leek Wootton for over one hundred years and was originally housed in a Victorian building in the village. Our primary school was built in 1996 as a result of re-organisation in Warwickshire and the village and church working in partnership to provide our excellent facilities.

The school is organized in five classes. In addition to these classrooms accommodation includes a hall, ICT Suite, Library, administrative rooms, and the ‘All Saints’ Extra Hub’ including facilities for food technology, and excellent outdoor facilities.

The Green Leek Federation 2014

From 1st September 2015 All Saints’ and Burton Green Primary Schools became the ‘Green Leek Federation’, working in partnership together.

Effective learning for each child and efficient management including the wise use of resources, underpin the aims of our partnership. Working together enables us to widen opportunities for both children and adults in terms of curriculum experiences within the school day, experiences outside the school day, supporting children who need to learn more slowly and extending our most able learners. Sharing staff expertise and professional development opportunities enables us to continue to develop a highly skilled staff across both sites.

Mrs Sue Patterson as the Head of the Federation, works with the federation governing body to determine the strategic direction of the schools, to ensure that by working together we continue to build on the existing good practice that is part of the life of both schools. She divides her time equally across both sites in order to support both schools most effectively and ensuring that she appreciates the individuality, talents and needs of each child, in each of the two schools.

ADMISSIONS

Admission Arrangements

Parents considering applications to All Saints' Primary School are encouraged to make an appointment with the Head Teacher so that school procedures and policies can be explained, questions answered and the classrooms visited whilst the children are working. We are happy to receive names of children wanting a place at the school from as early an age as you wish. However, parents will also be asked to complete a Local Authority application form in the Autumn Term prior to the year of their child's entry into school. The local education authority operates a centralized preference form system.

Pupils start school in September after their fourth birthday and places are offered in the spring term using criteria outlined in the school's admissions policy.

Admissions Policy

1. Introduction

All Saints' is a Church of England Voluntary Aided Primary School serving the civil parish (CP) of Leek Wootton and Guy's Cliffe (including Hill Wootton). The governors have responsibility for admissions and the admissions policy. In determining their policy the governors have sought to serve families of the local community by providing education of the highest quality within the context of Christian belief and practice. Our Christian ethos is integral to all aspects of school policy, practice and relationships. The way all people are valued in school reflects the principle, "Treat one another as you would wish to be treated yourself."

Throughout the policy parents are defined as the person(s) who hold(s) parental responsibility as defined in 'The Children Acts 1989 and 2004'.

2. Priority Area

The school serves the priority area of the civil parish of Leek Wootton and Guy's Cliffe (including Hill Wootton).

3. Starting School

As a Primary School (4+ to 10+) All Saints' admits children in the September following their fourth birthday, the children staying until they transfer to Secondary School in the September following their eleventh birthday.

Parents who are considering All Saints' as the school for their child are encouraged to make an appointment to visit the school and meet the Head Teacher. All applications are administered through the Local Authority Central Admissions Service and considered together during the Spring Term in line with dates published by Warwickshire Local Authority's School Admissions Service. Places are offered in early April for September 2016. All Saints' is an inclusive school and admission is without reference to ability.

4. Timetable for Admissions and transfer groups (Reception and Year 3)

Applications should be made using the application form attached to the Primary Admissions Booklet produced by the Local Authority, or by the LA online facility, naming All Saints' Primary School, Leek Wootton, as one of their preferences. The governors have adopted the closing dates set out in this booklet including those for late applications. Governors are responsible for the allocation of places.

Warwickshire Local Authority will write, on behalf of All Saints' Governors, regarding the outcome of any preference made in accordance with the timetable produced in the Primary Admissions Booklet. The Admissions Service holds an automatic waiting list until the start of the Autumn Term for applicants refused a place at All Saints' and not offered a higher priority.

5. Late Applications

Late applications i.e. those received after the deadline for the normal admissions round will not be considered until after all of those which were received on time have been processed by the Admissions Service.

6. Waiting List (September entry to Reception and Year 3)

If the school is oversubscribed for children due to start in Reception or Year 3 in the year 2016-2017, a waiting list will be maintained for each year group until the start of the autumn term 2016. At the start of the autumn term or during the course of the year, parents may request that the names of children for whom a place is unavailable be put on the waiting list by confirming this in writing to the Local Authority. This waiting list will operate in line with local authority procedures for the remainder of the school year. The position on the list will be determined by applying the published over-subscription criteria and not by date of receipt. This will mean a position on the list will change if a later application is received from someone with higher priority according to the over-subscription criteria. The existence of a waiting list does not remove the right of appeal against any refusal of a place from any unsuccessful applicant. Names will only be removed from the list if a written request is received, or if the offer of a place that becomes available is taken up or declined in line with published local authority procedures.

7. In-Year Admissions

Parents should apply via Warwickshire Local Authority School Admissions Service, which coordinates admissions through the course of the year. Application details will be forwarded to the governing body for consideration. If the number of children already admitted to the appropriate year group is lower than the published admission number, a place will be offered. If there are more applications than places available in the year group concerned, the governing body will apply the over-subscription criteria to all the applications and offer up to the admission number in criteria order. No admission will be made to an infant class, where the regulatory class size limit of 30 children would be breached by doing so.

The governors have adopted the Local Authority policy with regard to admitting children above the planned admission number. The school will admit children where all of the following criteria are met:

- the school is willing to admit additional pupils
- the child is living in or is going to be living in the school's priority area (evidence of move to be provided)
- no other applicants have been refused a place in the year group (irrespective of where they live)

Places will not be offered more than 6 weeks ahead of the date for admission.

8. Waiting Lists (other than initial entry in September)

At the start of the autumn term or during the course of the year, parents may request that the names of children for whom a place is unavailable be put on the waiting list by confirming this in writing to the Local Authority. This waiting list will operate in line with published local authority procedures. The position on the list will be determined by applying the published over-subscription criteria and not by date of

receipt. This will mean a position on the list will change if a later application is received from someone with higher priority according to the over-subscription criteria. The existence of a waiting list does not remove the right of appeal against any refusal of a place from any unsuccessful applicant. Names will only be removed from the list if a written request is received, or if the offer of a place that becomes available is taken up or declined or in line with published local authority procedures. Parents will need to reapply at the beginning of each new school year if they still wish their child to be on the next waiting list.

9. Over-subscription Criteria

Using the admission criteria below, the governors will admit all applications up to the published admission number (PAN) of **20 in any year group**. All Saints' is a highly regarded school, which in recent years has admitted the maximum number to the Reception Class. When the school has more applications than places, places are offered according to the same criteria in the following order of priority:

1. Children in Care

Children within Local Authority care, or provided with accommodation, by a Local Authority (under the terms of the Children Act 1989 Section 22), and children who were looked after children, but ceased to be so because they were adopted (under the terms of the Adoption and The Children Act 2002), or because they were subject to a residence order or special guardianship order (under the terms of the Children Act 1989).

2. Siblings

Children who have an elder brother or sister (including half brother or half sister, adopted brother or sister, step brother or step sister) living at the same address as the child applying for a place at the school at the time of admission (i.e. September).

3. Children living within the School's Priority Area

Children living in the civil parish of Leek Wootton and Guy's Cliffe (including Hill Wootton).

4. Children living outside the School's Priority Area

Children from outside the civil parish of Leek Wootton and Guy's Cliffe (including Hill Wootton).

Within each criterion priority is given to:

- (i) Children of parents who are regular worshipping members of All Saints' Church Leek Wootton. (Substantiation will be required by the governors from the Priest-in-charge, and regular attendance is deemed to be at least once a month for six out of eight consecutive months immediately prior to application in January, at the same place of worship. **(A form is available from the School to be submitted at the time of application.)**)
- (ii) Children of parents who are regular worshipping members of a recognized Christian church (i.e. churches which are members of Churches Together in Britain and Northern Ireland). (Substantiation will be required by the governors from the Worship Leader and regular attendance is deemed to be at least once a month for six out of eight consecutive months immediately prior to application in January at the same place of worship.. **(A form is available from the School to be submitted at the time of application.)**)
- (iii) Children of parents who are regular worshipping members of a mainstream faith other than those included in (i) and (ii). (i.e. a member of a mainstream faith in the Inter-faith Network). (Substantiation will be required by the governors from the Faith Leader, and regular attendance is deemed to be at

least once a month for six out of eight consecutive months immediately prior to application in January, at the same place of worship.

(A form is available from the School to be submitted at the time of application.)

- (iv) Children who do not qualify under one of the criterion above who live nearest the school by the shortest straight line measurement from the Postal Address File (PAF) set by Ordnance Survey of the applicant's home address location to the centre point (centroid) of the school. In the event of applicants sharing a single PAF, priority will be given from the ground floor upwards. In the event of this measurement being equal for two or more applicants the offer of the place(s) will be determined by random allocation (lottery). The draw will be carried out by two governors and an independent party. The order of draw will be recorded and countersigned at the time. NB any further offers made at a later time from the waiting list will be freshly drawn in the same manner.

It is the parents' responsibility to ensure that the Priest-in-charge/Worship/Faith Leader is aware that a reference will be sought and that he/she has appropriate evidence to support this.

Evidence is required to support the application of each of these criteria and details of such evidence are published in the Primary Admissions Booklet published by the Local Authority.

For the purposes of admission the qualifying address is that where the child spends (i.e. sleeps) the majority of the school week. Where care is shared equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place. Addresses involved in child minding arrangements (professional or with relatives) are excluded.

A sibling connection will not be accepted if the original place was obtained by using fraudulent or false information.

10. Multiple Births

Twins and children from multiple births will be treated as 'excepted children' under the terms of Infant Class Size regulations, when one of the siblings is the 20th child admitted in any cohort.

11. Special Educational Needs and Disability

Children with statements of special educational needs that name All Saints' Primary School in the statement must be admitted first (either in September or during the course of the year). In this event the number of places that remain to other applicants will be reduced.

12. In-Year Fair Access

The governing body recognizes its duty to work with the Local Authority during the course of the year to provide fair access for 'hard to place' children, even where the school has already reached its published admission number- except where the infant class size limit of 30 pupils would be breached by doing so. These pupils may include children who have previously been permanently excluded from a school, children of Traveller families, refugees and asylum seekers, and children on the Child Protection Register. The governors have adopted the Local Authority In-Year Fair Access Protocol designed to ensure that such pupils are shared equally between schools in an area.

13. Appeals

If a child is refused admission to the school either for September entry or during the course of the year, the parents have formal rights of appeal to the Independent Admission Appeals Panel against the decision of the Governing Body. The Independent Admission Appeals Panel is arranged by Coventry Diocesan Board of Education. Details of the appeals procedure are sent out with all refusal letters and may also be obtained from the school. The Governors cannot consider repeat appeals in the same year unless there has been a significant change in circumstances.

14. Contacts

For further information please contact:

Admissions: Mrs. Sue Patterson, Head Teacher 01926 400498

Appeals: Mrs. Kimberley Lunn, the Chair of Governors, All Saints' Primary School

Primary Admissions Booklet and Application Form: Warwickshire Local Authority School Admissions Service 01926 410410
www.warwickshire.gov.uk/admissions

Permanently Excluded from School

The governors have adopted the Local Authority In-Year Fair Access Protocol for all categories of children referred to in this document. Pupils who are permanently excluded from school are referred to Area Behaviour Management Panels in order that consideration can be given as to the appropriateness of a return to mainstream school. On the recommendation of the Behaviour Management Panel, schools may offer places to previously excluded pupils even though the school is full in the year group.

Induction Procedures

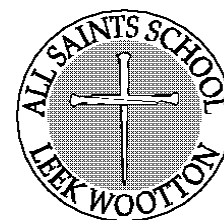
Induction activities and visits are arranged for the children during the summer term. These provide opportunities for them to get to know the school, the teachers and future class friends. Parents are invited to a number of events including an information evening meeting when they have the opportunity to meet staff and receive a comprehensive induction pack. A comprehensive induction pack of information is provided. We want all parents and their children to feel comfortable and confident about starting school.

Buddies

In order to support children and ease their transition into school each child is given a 'Buddy'. This older Year 5 pupil welcomes their 'Little Buddy' into our school community by helping them in practical ways at lunchtime, introducing them to older friends and generally 'looking out' for them as they face new situations each day.

Our 'Buddy' system is appreciated by all our pupils and recognized as strength of our school.

TEACHING AND LEARNING



Organisation

The school caters for children aged 4-11 in three Key Stages

Foundation Stage	Reception	4-5 year olds
Key Stage 1	Year 1	5-6 year olds
	Year 2	6-7 year olds
Key Stage 2	Year 3	7-8 year olds
	Year 4	8-9 year olds
	Year 5	9-10 year olds
	Year 6	10-11 year olds

The children are organized in five mixed age group classes: Reception/ Year 1 (Oak) Year 1/ Year 2 (Ash), Year 3/ Year 4 (Dudley), Year 4/Year 5 (Waller) and Year 6 (Wise). Each class has a class teacher who is responsible for the pastoral care of the children and oversees the curriculum for the children in that class. Children in Key Stage 2 are taught by Year group for science.

Each class caters for a wide range of ability. Within a class activities may be carried out by the whole class together, by smaller groups or on an individual basis. Children are taught as a class, as a year group, in groups or as individuals because we believe that they require different learning situations and opportunities at varying times. Encouraging each child to progress at his or her most appropriate rate makes it possible for all pupils to achieve their full potential.

The Curriculum

We offer a wide ranging and comprehensive curriculum that is both structured and stimulating. All Saints' places great emphasis on teaching the skills of literacy and numeracy, believing that these provide the foundation upon which further study in other subject areas is based.

In the Early Years Foundation Stage setting the curriculum is based around the around the Statutory Framework for the Early Years Foundation Stage. The excitement of learning as children start school is captured in the characteristics of the curriculum which underpin planning: Playing and exploring, Active Learning and Creating and thinking critically.

The Early Years Curriculum consists of 7 areas for development.

- 3 Prime areas: Personal, Social and Emotional Development, Physical Development, Communication and Language,
4 Specific areas: Literacy, Mathematics, Understanding the world, Expressive arts and design.

From September 2014 a new curriculum is in place. The National Curriculum at Key Stages 1 and 2 consists of:

- 5 Core subjects: English, Mathematics, Science, Religious Education and Computing and Programming.
6 Foundation subjects: Design Technology, History, Geography, Music, Art & Design, Physical Education and Modern Languages.

Throughout Key Stage 2 all pupils have a weekly French lesson.

Teaching particularly in the Early Years Foundation Stage and Key Stage 1, is organized under topic headings, which have been selected to ensure continuity, progression and full coverage of National Curriculum Programmes of Study. As the children progress through the Primary School some areas of knowledge are taught as discrete subjects. Curriculum plans for each class are distributed at the beginning of each school year.

Mathematics

All children experience a daily numeracy lesson. Pupils are taught mental strategies and provided with opportunities for their application. All children will conduct mathematical investigations, which will help them to appreciate the enjoyment and excitement of maths. Mathematical concepts and processes will be introduced involving calculation, measurement, shape and space and data handling. The learning of key skills such as number bonds and multiplication tables are linked to achievement certificates. ‘Taming’ and ‘Triumphing’ over your tables ensures that mathematics has a high profile in our school.

English

All pupils experience a daily literacy lesson. They share texts in class and small groups and are taught writing skills through shared and guided writing. Spoken language and listening skills are developed in a variety of situations and for different purposes including drama.

Our policy is to carefully monitor individual acquisition of reading skills. We regularly hear children read individually using a structured approach to the teaching of reading. Children are provided with reading books to take home to share with parents.

In Key Stage 2 reading is structured to enable pupils to continue to consolidate and extend both their mechanical reading and comprehension skills. “Ready, Steady, Go” is popular both with pupils and parents. A reading challenge motivates children to read a range of authors and genre chosen by teachers. This system is linked to certificates awarded in weekly achievement assemblies.

Emphasis is placed on both the development of spelling skills and handwriting. Letters and Sounds is used effectively throughout the Foundation Stage and Key Stage 1 and children are encouraged to learn high frequency words weekly. Formal handwriting lessons are introduced during Year 1. Once the basic letter formation is correct, children are introduced to joined-up handwriting.

Science

Children are encouraged to make observations, ask questions, devise and conduct experiments, communicate their findings both verbally and through written reports. Learning experiences cover life processes and living things, materials and their properties and physical processes.

Geography and History

History and Geography form aspects of broad experiential learning topics studied in Key Stage 1 whilst in Key Stage 2 they frequently form the focus and starting point for learning. The Tudors Banquet, What a Load of Rubbish, A Fairer World, Victorians, Rainforest, Time Detectives, Grand Designs, Volcanoes, Bookworms, Should We Send the Children?, Tomb Raiders and Coast are studied in Key Stage 2.

Computing and Programming

We are proud of our excellent ICT facilities. All children use facilities in a centralized ICT suite and mobile technology in their own classrooms including ipads. The school is well equipped to meet the demands of the new computing curriculum. Interactive whiteboards are used to present learning opportunities across the curriculum. Children receive weekly, focused ICT skills teaching and are encouraged to apply ICT in all subject areas. All Saints' is linked to the Warwickshire Learning Platform, Espresso, Mathletics and Spellodrome, which members of our school community can also access at home.

Design Technology

DT is taught within cross-curricular contexts throughout the school. Children are taught to draw plans, design and make models using a variety of materials.

Art and Design

All artwork is developed through observation and imagination. Children are encouraged to acquire control of tools and equipment to enable them to experiment creatively with a wide variety of media. The work of famous artists is studied and art from other cultures as well as our own is given a high priority.

Music

Class music lessons include singing, percussion and creative music making. Importance is also attached to appreciation and listening to works of musical significance. All Year 2 children are given the opportunity to learn to play the recorder. From Year 3 they may learn an orchestral instrument from the visiting peripatetic music staff from the County Music Service. A charge applies for these additional music lessons.

Physical Education

All Saints' has developed a great sporting tradition. The Primary PE curriculum includes athletics, dance, games, gymnastics, swimming and outdoors and adventurous activities. Children benefit from specialist sports coaching of games skills. Curriculum P.E lessons are extended via after school clubs throughout the year. All Saints' has links with local sports clubs who also provide out of school hours coaching. All pupils' in Years 3, 4 and 5 participate in the swimming sessions for 11/2 terms each academic year. Children in upper Key Stage 2 are actively encouraged to represent the school in teams competing against local schools and leagues. Selection is fully inclusive.

Modern Foreign Languages

At All Saints' we are committed to extending pupils' understanding of themselves as members of a global community through the introduction of modern foreign languages. Children in Key Stage 2 are taught French as a discrete subject and via a range of cross-curricular contexts. A French Club is currently offered as part of our programme of after school activities. A bi-annual visit to France takes place for children in Years 5 and 6.

Relationships and Sex Education

Relationships and Sex Education is taught as one aspect of Health Education and National Curriculum Science, and within the context of family life and caring relationships. Our aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. It is mainly introduced through the use of video material and related work at the end of Key Stage 2. The school nurse may also support this area of the curriculum. Parents are invited to school to view lesson content and resources prior to use in the classroom. Parents wishing to exercise their right to withdraw their child from Sex Education should contact school.

Religious Education

All Saints' is a Church of England Voluntary Aided School and as such Religious Education is an important part of the curriculum. The Religious Education teaching follows the Warwickshire Agreed Syllabus and is predominantly Christian in nature. Our aim is that children should have an understanding of their own spiritual development and be tolerant of the beliefs of others. They are also provided with opportunities to learn about other major world faiths.

Collective Worship

There is a daily collective act of worship or assembly. Parents and friends are invited to join our weekly Open Assemblies, frequently led by a Church Representative. Pupils also take a very active role in presenting and leading class assemblies. The school visits our parish church of All Saints' half termly for an assembly.

The school holds a range of traditional festivals, celebrations and services throughout the year to which all are invited. These include:

- Harvest Festivals
- Christmas Plays
- Children's Society Box Opening
- Mothers' Day thanksgiving
- Easter Service
- End of School Year celebrations

Whilst parents have the right to withdraw their child from Religious Education or assembly we would hope that all children would feel able to join in these activities.

Racial Equality

The School strives to enable all children to reach their potential within an environment that values and respects religious and cultural diversity. The impact of the School's aims statement on the ethos and curriculum is detailed in the School's Racial Equality Policy. The school has been awarded the Race Equality Award for work undertaken during 2003 and 2004 and is committed to continuing to build on this work. In order to extend pupil's understanding of the different religious, cultural and social heritages of others, the school works with Kingsway Primary School to share visits in Reception.

BEYOND THE NATIONAL CURRICULUM

We offer a curriculum broader than the confines of the national Curriculum. As an Aided School particular emphasis is placed on the children's spiritual and moral development. A programme for Personal, Social and Health Education and Citizenship begins in Reception and addresses crucial issues throughout both Key Stages such as appropriate behaviour, roles and responsibilities, sex education, health education and road safety.

Opportunities are also given to the children to enhance their experiences of music, theatre, poetry, art and sport. We endeavour to balance the number of visits across year groups and curriculum areas to provide a range of rich experiences.

All Saints' Entitlement

Our commitment to a broad and balanced curriculum that enables all children to develop their talents is embedded in the 'All Saints Entitlement'. We see this statement as a promise of the opportunities we will provide for each child in addition to the National Curriculum during their time at All Saints'. Visit an Art gallery, participate in a performance, visit a theatre for a performance, learn to play a tuned musical instrument, participate in a sporting event, be introduced to an additional modern language, visit the local Parish Church, visit a place of worship of a world faith, participate in an annual visit linked to classroom study, take part in a residential experience, support younger children as a 'Buddy', hold a responsibility.

Building Learning Power

Our children are growing up into a world where we do not even know the jobs they will do in the future. So children need to know how to learn and develop approaches to learning that will help them solve problems.

Building Learning Power gives children, teachers and parents a common language of learning. It develops in our children an awareness of their own thinking and helps them take a growing responsibility for their own learning.

Thinking Hats

Knowing how to structure your thinking is an effective and efficient learning strategy that is shared with the children through the use of Edward De Bono's 'Thinking Hats'. The children become white, black, yellow, red, blue or green hat thinkers in order to develop creativity alongside organization and empathy.

University of the First Age

In order to enable our children to develop as effective learners and reach their own individual learning potential we are members of the University of the First Age. Termly 'Super Learning Days' are held so that children are encouraged to develop an awareness of their own learning strengths through an appreciation of different learning styles. These days enable children of different ages to work together on exciting cross-curricular experiential topics. Recent themes have included a 'virtual trip' to Switzerland, 'The Great Plant Hunt' and 'The Lord's Prayer'.

Visits and Residentials

We believe that effective learning is enhanced by taking the learning out of the classroom through visits to places of interest and of educational value. We aim to provide children in each year group with a number of day visits that enhance the

understanding and enjoyment of a topic. We use our local community regularly as a learning resource for children throughout the school and also travel further afield. Residential visits are an important part of our Personal, Social, Health and Emotional Curriculum. They begin with 'Sleepovers' in school for children in Years 3 and 4, and are followed in Years 5 and 6 with a bi-annual programme of visits. Environmental Science, Geography and the application of ICT skills, alongside action adventure, are the foci of our visit to a Kingswood Centre in Norfolk. The foci shift to History, Modern Foreign Languages when we travel to explore 'Invaders and Invaded' along the Normandy beaches and the Bayeux tapestry.

Charging

We find that parents appreciate the personal and educational value of these events and co-operate fully with the necessary requests for voluntary contributions to finance these occasions. However, children will not be excluded if parents are unable to make a voluntary contribution towards school-time experiences. Parents should discuss financial difficulties with the Head Teacher; we may be able to help so that no child is disadvantaged.

'All Saints' Extra'

At All Saints' we value out of school activities that we believe enrich learning and offer a wider range of experiences which children may not otherwise access.

'All Saints' Extra' is an All Saints' governor managed club providing an extensive range of extra curricular activities. Activities run Monday to Friday after school until 5.15pm and 4.30pm on Fridays. All our activities are popular and have limited numbers to ensure appropriate staff/ pupil ratios. Timetables and activities are changed and updated termly and registration forms are sent out via pupils. Activities should be paid for in advance. All Saints' Extra accepts payment through Employer Child Care vouchers.

All Saints' Extra use a variety of outside providers and school teaching staff as well as their own staff to run the clubs. Typical activities include football, art, cookery Imagineering, cheerleading, science, French and netball.

All Saints' Extra also operate an 'Early Risers' before school club which is available from either 8am or 8.25am (different charges apply) onwards. This is a popular club and needs to be booked and paid for in advance.

A wide range of holiday activities are also organized by 'All Saints' Extra', these are advertised separately.

National Healthy School Status

The school was awarded National Healthy School Status in 2010 which recognized the sustained commitment of the school to encouraging children to develop Healthy Lifestyles. Healthy Eating is taught and revisited through the curriculum and is encouraged through a healthy snacks policy at break times.

Pupils Involvement

All pupils are encouraged to take an active part in the day to day organization of the school by assuming progressive roles and responsibilities. Pupils have contributed to the development of a school that strives to meet their needs through an active school council which is elected termly

ASSESSMENT

Each child's progress is carefully monitored in the classroom by the teachers through a system of continuous assessment for learning, which aims to identify pupils' developing knowledge, concepts, skills and attitudes. Assessments are used by the teacher to plan the next step in learning for each child across the curriculum. Careful records are kept of each child's progress and are passed to the next teacher.

During the first few weeks in school Reception class teachers work with children and parents to identify a baseline of understanding and achievement upon which the school will build.

At the end of Key Stage 1 children are assessed with national tests underpinning teacher judgments to provide a Teacher Assessment Level.

At the end of Key Stage 2 the children undertake a series of national tests. These results are reported to parents, used by the next teacher to plan the next learning stages, and at the end of Key Stage 2 sent to the Secondary school to form a baseline for the Key Stage 3 work.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At All Saints' we aim to develop the full potential of each child. Identification of special needs at as early a stage as possible is crucial. During the first few weeks at school, teachers and parents work together to identify baseline skills, attitudes, knowledge and concepts that the children already have.

Learning experiences are devised by the teacher to meet the individual needs of the children. Some children, those with learning difficulties or the exceptionally able receive additional support to meet their special needs. This additional support is available to children throughout the school.

The SEND framework is designed and implemented to enable all children to make appropriate progress. All Saints' children on the special needs register are fortunate to benefit from high levels of support and resourcing. Well qualified and committed staff works to ensure that all children have the opportunity to achieve their full potential.

How does the school identify individual needs?

Teachers make assessments of all children on a daily basis through observations, listening, marking work and arranging tests. Formal assessments are made during the child's first year in school and at the end of both Key Stages in years 2 and 6. All Saints has a planned system of termly assessments and annual tests which enable teachers to monitor progress. The school's Special Needs Co-coordinator (SENCO) works with class teachers to monitor progress, identify needs and plan ways of supporting children with individual needs.

What support is provided?

The school works within a statutory framework known as the Special Education Needs and Disabilities Code of Practice. The class teacher is responsible for the individual needs of all children in his/her class. This may involve providing differentiated tasks or by providing support through increased adult attention. Some children may be supported through intervention programs in literacy and/or numeracy. Parents are fully informed when children receive classroom based support.

The Special Educational Needs and Disabilities Information Report for parents give details of the provision we make and is available on the school's website.

The special needs work is coordinated the SENCO who liaises with teachers, parents and support staff to provide the most effective provision for individual children.

At all times the school works in close partnership with parents, sharing Intervention Plans and regularly reviewing progress. We are very happy to meet with parents during school hours or in the evening to discuss the children's needs. Parents who wish to support schoolwork at home, will, of course, be provided with all the appropriate and necessary resources and information.

The school's Special Educational Needs and Disabilities Policy complies with the Department of Education Special Educational Needs and Disabilities Code of Practice (2014).

REPORTING PUPIL ACHIEVEMENT

At All Saints' we think it is particularly important that parents are informed and involved in all aspects of their child's development. We are happy for parents to call into school informally to discuss progress with the teacher. We arrange a series of more formal parents' evenings termly and a written report is sent to parents at the end of the school year. We believe that parents wish to be actively involved in their child's education, and so we are totally committed to providing you with all the information you need to enable you to support your child in partnership with the school. If parents have any concerns they are always welcome to discuss them with the class teacher, the Head Teacher and the school governors. There is a formal complaints procedure, details of which are available at the school.

Celebrating Pupil Achievement

At All Saints' we believe that every child is a special person, has many talents and should recognize and be proud of them. We are proud of all aspects of our children's achievements and wish to celebrate it with them and their parents. Foundation and Key Stage 1 pupils are awarded 'Rainbow Stickers' for all aspects of achievements, academic, behaviour and caring actions towards others. By the end of Year 2 we hope they will all have reached the End of the Rainbow and achieved their 'Pot of Gold'. In Key Stage 2 House Points are awarded. Friday Achievement assembly is a focal point of our week shared by all members of the school community.

PASTORAL CARE

At All Saints' we all share a concern for the children in our care, and pay every attention to their well being. We promote a family atmosphere where each child is known by name, where brothers and sisters are given opportunities to meet and look after each other and where parents are regularly welcomed into school.

We realize that young children need security and that they gain confidence from knowing that adults around them care and are interested in them as individuals. This belief is shared by all who work at All Saints', and children will receive attention from teachers, teaching assistants, midday supervisors, the administrative assistant, in fact anyone they choose to turn to. We let parents know if your child is unhappy at school, and by working together, generally manage to find solutions to most problems.

The school has policies on behaviour management, bullying and child protection, which are readily available for parents' reference, and can also be viewed on the school website.

Behaviour Management

We expect and obtain from our pupils the highest levels of self-discipline and responsibility for their own work and behaviour. The children are guided to become caring and tolerant, and are encouraged to share in the creation of a happy and secure school environment.

At the beginning of each school year the teachers work with their children to establish class rules. The children themselves determine rewards and sanctions and review effectiveness. Whole school rules are based on courtesy, care and safety. We

believe that children respond best to praise and encouragement rather than constant reprimands. We therefore operate a positive rewards system of certificates. Each week there is a special assembly when children's efforts and achievements in work and behaviour are celebrated and recorded. A House system exists for Key Stage 2 pupils, which encourages a sense of community membership.

Of course, we do occasionally have to deal with unacceptable behaviour, and at these times privileges, such as playtimes, use of particular resources or activities are withdrawn for a limited period of time. Parents are consulted whenever children's behaviour gives real cause for concern, and by acting together in a home/ school partnership issues are generally swiftly resolved.

Bullying

Bullying of any sort is not tolerated and children are urged to disclose information in confidence to an appropriate adult. Children need to be assured that they must tell, that they will be protected and that information is acted upon. Matters are dealt with sensitively, but we hope effectively.

ATTENDANCE

Good attendance is essential as it has a direct influence on pupil attainment and their access to a broad and balanced curriculum. It is also important that children develop positive attitudes to punctuality and attendance in the primary school so that these attitudes serve them well through their secondary schooling and on into the workplace. The school actively discourages late arrival since this is disruptive both for the individual pupil and the class.

We aim to encourage good attendance and punctuality by:

- Providing a stimulating and caring learning environment for the pupils
- Developing relationships with parents which enable them to value primary education
- Encouraging staff to set good role models in terms of punctuality and attendance at the beginning and throughout the day
- Focusing upon punctuality and commitment in appropriate aspects of PSHE
- Monitoring pupil punctuality and attendance and responding when necessary
- Informing parents of persistent lateness

Attendance Percentage Summary for 2013/2014

For the year 2013/2014 our attendance record for compulsory age children was:

Attendance	97.5%
Unauthorised Absences	0.1%
Total authorized absences	2.4%

PARENTS IN PARTNERSHIP

At All Saints' we are committed to a partnership approach with parents in the education of their children. We believe that school based education is a continuation of the process begun by parents at the birth of their children. We aim to acknowledge what each individual child has already achieved and to build on this. Once the children start school parents, teachers and children continue the learning process together.

Home - School - Child Agreement

The home school partnership is formalized in a home-school child agreement which parents are requested to sign when children start school. This agreement outlines our responsibilities as a school to parents and children and the responsibilities that parents have in supporting the school. When children enter years 5 and 6 they are asked to sign the agreement themselves.

Parents and Learning

Parental involvement in school and in their child's learning underpins everything we aim to achieve at All Saints'. It is reflected in the ethos of the school because we believe parental involvement positively affects the children's total development.

So that parents can support their child's learning more effectively at home we hold frequent curriculum evenings when we explain how a particular aspect of the curriculum is taught. We are happy to share with parents information on what we teach, and how we teach it. We value your interest and support in the children's learning.

Support resources are provided by the school to help parents become involved in their child's learning. From their first day in school children bring home reading books and materials to share with parents. Information sheets are provided on such topics as 'Hearing your child read'. Children may also need parents' support in researching information for topics, collecting items for class display or preparing a talk about their hobby.

A Home- School reading link book is provided which is used by teachers and parents to communicate progress in reading. In Key Stage 2 pupils have a home/school communication book which is used to record homework, timetables and a range of activities in which pupils are involved.

Home Learning

As we value parental support and we know pupils' achievements are enhanced by parents' involvement, the children are given a range of activities to do at home. This begins with reading activities in Reception and develops to include a wider range of curriculum subjects as the children progress through the Primary School. At all times children will be given clear instructions, appropriate resources and realistic time targets which acknowledge the importance of out of school hobbies and interests. We intend homework to be an enjoyable extension of school activities, which provides children and parents with opportunities to learn together.

Parents in School

Parents are warmly welcomed into school at any time, and we have many parents who actively involve themselves in the life of the school helping regularly with such activities as reading, art, and swimming. Grandparents and friends also have talents which benefit the children. All volunteers are warmly welcomed. A current DBS

form, previously known as CRB submitted through All Saints' is required for all volunteers.

Newsletter

A weekly newsletter that provides information and celebrates the week's achievements, is emailed to all families on Friday.

Parents, Teachers and Friends Association

All parents are automatically members of our very active association. An elected steering group of volunteers meets regularly organizes an annual programme of fund raising and social events and they appreciate any help volunteers can offer at the events. Quiz evenings, Skittles, Bingo, Family Discos; Beetle Drives are a few events that are advertised in the school's weekly newsletter. The fund raising focus of the year is the Christmas Fair and end of term barbeque, whilst a regular income is received from the '100+ Club'.

Each year the PTFA raises considerable funds to benefit all the children in the school. Major developments include the extensions to Early Years and the 'All Saints' Extra Hub', purchase of new computers throughout the school, interactive whiteboards in reach classroom and large scale play equipment.

Parental Concerns

At All Saints' we believe that children's learning is enhanced by a partnership approach between pupils, parents and teachers. We endeavour to ensure that all decisions and actions are taken for the benefit of the children.

From time to time you may feel concerned about particular aspects of school life relating to your child. The class teacher is always available to discuss concerns and the Head Teacher is committed to an 'Open Door' policy where she is happy to discuss concerns with parents.

However there may be times when you, as a parent or guardian you feel you wish to discuss your concerns further and you should approach the Chair of Governors.

The governing body has agreed to follow the complaints procedure drawn up by Warwickshire Local Authority. A copy of this is available in school.

COMMUNITY LINKS

All Saints' is in all senses a 'community' school and values the place that it has at the heart of the village of Leek Wootton. We are totally committed to fostering links with the village and the wider community in order to prepare our pupils for their future roles and responsibilities as caring citizens.

Members of the community are regularly welcomed to events that take place in school including the opportunity to join us each week for assembly. They provide an invaluable source of talents, which are used to support and widen the curriculum. Children make visits into the local community and further afield and use these experiences as a resource in their learning.

Leigh Educational Foundation Trust

As a school we appreciate the funding and support we receive from the Leigh Educational Foundation Trust. Equipment provided by the Trust enhances our children's education and enables us to provide additional learning experiences. Projects supported include the provision of large outdoor play equipment, expensive ICT equipment, development of the 'Open Air Outdoor Classroom' and our recent development of the 'All Saints' Extra Hub.'

Schools working together

All Saints' is part of the active Kenilworth Learning Community and works closely with all the schools in Kenilworth including infant, junior, primary and secondary schools. Kenilworth Head Teachers meet regularly to discuss common issues such as admissions to school and the transfer process at the end of Key Stage 2. Subject Leaders support each other and co-ordinate curriculum development issues relevant to all schools.

All Saints' participates in sporting and cultural events organized by Kenilworth District Primary Sports Association meetings.

Learning opportunities are also offered through this cluster of schools to extend curriculum strengths as appropriate and to enable children to benefit from wider shared opportunities.

CHURCH LINKS

As a Church of England Voluntary Aided School, All Saints has close links with All Saints' Parish Church, Leek Wootton. Children and parents visit the church each half term for an assembly and the vicar leads open assemblies in school which parents are warmly invited to. Visiting speakers enhance and enrich our collective worship. Other visits are made throughout the time that the children are at school to support Religious Education, History and Geography work.

Foundation Governors, nominated by the Parochial Church Council, form the majority of the Governing Body, and bring to the school management a range of valued skills, talents and knowledge.

Valentine and Akany Avoko

We have a long standing partnership with Akany Avoko, Akany Avoko is a self financing centre that feeds, clothes, houses, educates and entertains. It struggles to bring hope to 120+ destitute children in Madagascar, one of the poorest countries in Africa. It is a place that provides love and care to those in desperate need. Akany Avoko is home to Valentine.

Until 2004 Valentine and her brothers and sisters were living on the streets of Antanarivo, Madagascar's capital, supporting themselves. It was then that the police placed Valentine at Akany Avoko.

Valentine is now 16 years old and has been able to return home to a more secure family base. The school continues to support her but has now transferred its focus to Missaina, a 7 year old boy recently placed at Akany Avoko. As a school we have been supporting her through monthly sponsorship since 2004. We ask families to send in 20p on the first Monday of each month, known in school as Valentine's Day.

During the year we hold fund raising events to support the wider work of Akany Avoko and our harvest collection always buys a Christmas meal and present for each child.

GENERAL INFORMATION

The School Day

Session Times

Key Stage 1 8.55 – 12.00 – 1.15 – 3.15

Key Stage 2 8.55 – 12.00 – 1.00 – 3.15

Excluding the time spent for registration, breaks and acts of collective worship, there are 21 hours 15 minutes available per week for learning at KS1, and 23 hours 30 minutes available per week at KS2.

Approximately 80% of this time will be taken up with the National Curriculum; the other 20% will be spent on extending and broadening the curriculum, projects of special interest, personal, health and social education and curriculum enrichment

Arrival/ Departure

Children should arrive at school from 8.45 onwards. Children enter school as they arrive, organize their belongings and then undertake activities and routines organized by the class teacher. Staff are on the school premises and responsible for the children for 10 minutes before and after school times. Prior to this time there is no adult supervision on the playground and children remain the responsibility of their parents.

During the first few weeks parents bring Reception children into the classroom and generally help the children with the organization of their belongings and prepare them for the beginning of the school day. We encourage independence from as early an age as possible.

Increasingly children are brought to and from school by car. A car park is provided at the side of the school site to enable safe parking. Additional parking is available at 'The Warwickshire.' Cars should not be parked on the main road nor should they obstruct school gates. Please note that the car park adjacent to the school building is for staff use only.

At 3.15 Reception and Key Stage 1 children are escorted to the door to meet their parents or an adult responsible for collecting the child. It is important that the class teacher knows who is collecting the child; please inform us of any changes in your arrangements. Children whose parents are delayed will wait in the school entrance hall. Key Stage 2 children are dismissed by their class teacher and are expected to be responsible for themselves and their property, and organize their own departure from the school site. Parents of Key Stage 2 children are welcome to meet them on the school site.

Breaktimes

There is a twenty-minute break during the morning session. Children play on the playground. Areas are designated for children who prefer quieter activities and Year 6 have their own area at the side of the school. Children are supervised by their teachers or teaching assistants working on a rota.

The children are invited to bring a 'healthy snack' of their parents' choice to eat at break time. This should be stored separately from the packed lunch. Free fruit is provided by the Government for KS 1 and fruit is also available for KS2 to purchase from the healthy snack bar. There is also an opportunity to purchase milk.

School Meals and Mid-day Arrangements

Parents may choose for their children to leave the school site at lunchtime to have a meal at home. For safety reasons we would expect younger children to be collected by a responsible adult, and older children to have a letter from a parent. School must be informed of this arrangement in advance.

However generally all pupils remain on site during the lunch break, and are carefully supervised by a team of mid-day supervisors working under the direction of the Head Teacher.

A school meal service is offered each day. A flexible system is available where parents may select the days their children have a school meal. A menu is published each term to enable choices to be made. Free School Meals are available for all children in Reception and Key Stage 1 from September 2014. Details of current charges for Key Stage 2 children are available from the Administrative Assistant. Payment for meals should be made on Monday morning for all meals to be taken during the week. Cheques for weekly dinner charges should be made payable to Warwickshire County Council (WCC) and placed in a marked envelope. In the event of absence money will be credited to the following week.

Free school meals may be available in certain circumstances for children in Key Stage 2 and the Head Teacher can provide details in strictest confidence. All administration of free school meals is completely confidential.

Parents may prefer to provide a packed lunch, which should be in a small named plastic/ unbreakable container.

When children start school a Year 5 'Buddy' supports them through lunchtime helping with their meal and play.

A wide range of equipment is provided for the children to enjoy themselves during the lunchtime period. A mid-day supervisory assistant plans and organizes activities for the children to share each day.

Uniform

In school we positively encourage pupils to wear uniform so that they are appropriately and safely dressed for a wide range of activities, so that they can share in the common aims and values of the school, and that they have a sense of belonging to the school community.

Daywear

Grey standard school trousers, shorts, skirts or pinafores (any style)

White polo shirt with a school crest.

Maroon sweatshirt or sweatshirt cardigan with school crest.

Shower proof, maroon fleece with school crest. (Optional)

Grey or white socks or tights.

Black shoes

During the warmer months girls may wear blue striped or checked summer dresses in any style.

Craft Kit

Some activities in school can be messy. Parents are asked to provide children with some kind of apron or 'coverall'. An old shirt or blouse worn back to front is very effective.

Games and PE Kit

For Indoor PE

Black Shorts and gold T-shirt with school crest. Indoor PE is taken in bare feet unless there is evidence of Verruca infection

For Outdoor Games

In addition to indoor kit all children will need PE shoes with elasticated fronts.

Key Stage 2

Long black football type socks

Football boots or trainers

On colder days a tracksuit or sweatshirt and jogging bottoms may be worn

Swimming

Key Stage 2 pupils will require appropriate swimwear for lessons taken at Kenilworth Swimming Pool.

For health reasons children must not wear the same clothes / footwear for PE and normal daily wear. We would appreciate it if parents ensure that pupils have the appropriate kit for PE, games and Swimming lessons. If it is forgotten, parents will be telephoned and requested to bring it to school. If parents cannot be contacted, children will be provided with kit from school, which they will be asked to take home to wash and return as soon as possible

Notes on School Uniform

Uniform items with a school crest can only be purchased from school. Order forms are always available.

The school also runs a second hand uniform shop. The shop is usually open on open evenings, school fund raising events and parents' evenings.

The advent of designer clothing for children, and especially designer sportswear and trainers, makes enforcement of the school dress-code even more important but also more difficult. In order to keep fashion competitiveness out of school we stress 'plain and simple' in the dress code and strongly discourage fashion brands and logos on any kind of sportswear. Football strips are not allowed.

Whilst we allow trainers as an alternative to boots in Key Stage 2 outdoor games, they are unsuitable for indoor PE and for reasons of expense and fashion outlined above, school does not allow trainers to be worn as ordinary daywear.

Naming Clothes

It is essential that all items of clothing are clearly marked with the child's name to enable expensive and valued items to be returned to their owner.

Kit Bags

An old-fashioned pump bag is the cheapest and best for PE kit and Craft apron. This should remain in school on the child's peg in the cloakroom. Pupils are asked to take home PE kit at half term intervals so items can be washed, checked and renamed if necessary.

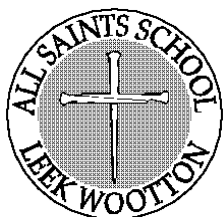
Games kit should be brought to school on the appropriate day. We would appreciate children using the smallest bags possible since cloakroom space at All Saints' is limited. Plastic shopping bags should not be used for safety reasons.

Jewellery and Personal Property

For safety reasons we discourage children wearing jewellery of any kind during the school day. Earrings are especially dangerous and children with pierced ears may only wear plain studs. This is particularly dangerous during PE. On days when children have PE, games or swimming we would appreciate all jewelry being removed before coming to school.

The wearing of make-up and nail varnish is strongly discouraged.

It can cause great distress and upset if possessions get lost or broken. We advise that money, jewellery, large toys and precious items are not brought to school. We cannot accept responsibility for the loss of valuables. There are times when children need to bring money to school for trips, swimming etc. Please ensure that this is sealed in an envelope, clearly marked with your child's name and the amount enclosed.



ABSENCE

If your child is absent from school for any reason, please contact us as soon as possible. On your child's return to school, a short written note of explanation must be sent to the class teacher. If a medical or dental visit has to be made during school time, again a letter should be sent to the class teacher. Legislation means that un-notified absences are classified as truancy

Children will not be allowed to leave the school premises during school hours unless accompanied by a parent. If your child is to be collected from school by any other adult, written authorization from the parent will be required. When collecting children for appointments at any time during the day please report to the school office so that your child may be signed out and the teacher informed. Children may not be collected directly from the playground.

From time to time family circumstances such as illness, separation or close bereavement change. These may impact directly on the well being of your child. Please let us know so that we are able to support your child and understand why they might be upset, withdrawn, or lacking in concentration.

Holidays

Amendments to the Education (Pupil Registration) (England) Regulations 2006 came into force on 1st September 2013. Significant changes were made which will be implemented by the school. Head teachers may not grant leave of absence during term time unless they consider there are exceptional circumstances relating to the application. Parents do not have any entitlement to take their children on holiday during term time.

For holiday absence during term time, permission should be sought from the governing body prior to booking a holiday. An application form is available from the school office for permission under exceptional circumstances. Parents are advised to discuss any plans with the Head Teacher. They should be aware that in taking a child out of school, work is invariably missed. This can be upsetting for the child, and lead to an overall reduction in achievement.

Illness

When children are feeling unwell they need to be at home. We do not administer any form of medicine in school other than in exceptional circumstances, or for asthmatic cases. Any medicine must be clearly marked with the child's name and precise instructions on its administration. At no time should any medicine be taken into a classroom or left in a cloakroom. For safety reasons, all medicines are kept in a locked container and not in classrooms. All medication should be handed to the Head Teacher or Administrative assistant.

Emergencies

Should a child become ill, or sustain an injury during school hours, every effort will be made to contact parents. An up-to-date address and telephone number, and second point of contact are essential and are updated every September by the school. If this is not possible, and should it be necessary, the child will be accompanied to the hospital by a member of staff. In the case of minor illness or injury, a member of the teaching staff who is a qualified First Aider will care for your child. Parents will be notified if First Aid has been administered.

HEALTH AND SAFETY

Health and safety is always at the forefront of everything undertaken at school. The governing body and staff are committed to providing a secure, safe environment for your child. Regular health and safety checks are made of the building and equipment and children are taught basic safety rules and how to develop safe working practices.

Security

The governing body has installed security systems throughout the school. Access to the school during the school day is restricted to the front office entrance. All visitors to the school, including helpers, are required to sign the visitor's book and to wear an identity badge.

Fire

Fire drill procedure is posted in each room and is reviewed regularly. Teaching staff will explain the procedure to the children. A fire practice will take place at least once per term.

Insurance

The Local Education Authority does not provide personal accident insurance for pupils in its schools. It is the responsibility of the parents/guardians to arrange cover for personal accident, if they wish. The Authority is insured against its Legal Liability to pupils if they are injured accidentally due to the negligence of the Authority or any of its employees. The Authority expects all employees, pupils and students to accept full responsibility for their personal possessions, including money, and to take out insurance themselves to cover any risks.

Safeguarding

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 statutory guidance, 'Working Together to Safeguard Children (2013) and 'Keeping Children Safe in Education (2014) provides a framework within which the school operates to safeguard and promote the welfare of children. 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. 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. The schools designated teacher for child protection is the Head Teacher and the designated governor is a Foundation Governor, Mrs. Barbara Mead.

Data Protection Act

Data will only be collected, used and disclosed in accordance with the school's registered purposes for the education and welfare of your child.

Emergency Closures

In cases of emergency, usually due to bad weather, the school may have to be closed.

If it is necessary for a school to close. We will alert local radio stations, BBC CWR and Mercia Sound, and the LA of school closures and email parents. So, in times of severe weather you can obtain additional information by:

- Listening to your local radio station - they will have details on schools closure and when they are likely to reopen or
- Visiting the website <http://www.warwickshire.gov.uk/schoolclosures>

This will be continually updated with information as it is received from schools

We already have email contact details and mobile phone numbers for many parents and are able to email and text directly newsletters, information about closures and other events. If we don't have yours please contact Mrs Hancocks on admin3588@welearn365.com.

Deciding whether to close is always very difficult. When we remain open I would urge you to make your own risk assessment of travelling conditions dependent on your own context, which is different for each family.

The information in this prospectus is correct at the time of printing (2015) but may be subject to change and amendment at any time.

STAFF AND GOVERNORS

Head of the Federation and
Head Teacher of All Saints'
Deputy Head Teacher
Teachers

Mrs Sue Patterson

Mrs Gail Duxbury
Mrs Janet Batts
Mrs Helen Rose
Mrs Maureen Greyson
Mr Andy Horsley
Mr Nicholas Rodriguez
Mrs Michelle Reddish

Teaching Assistants

Mrs Suzanne Baylis-Stranks
Mrs Glenda Gardner
Mrs Felicity McLaughlin
Mrs Katie Kingston
Mrs Nicola Perryman
Mrs Claire Fisher
Mrs Amy Garlick
Mrs Nicki Booth
Mrs. Claire Burrows
Mrs. Kelly Lucking
Miss Sarah Langley
Miss Judy Williams

Sports Coach

Mr Phil Haycock

School Administrator

Mrs Julie Hancocks

Clerical Assistants

Mrs Debbie Keen
Mrs. Tracey Mafe

School Caretaker

Mr. Phil Haycock

Dining Room Assistant

Mrs. Ninderjit Thandi
Mrs Narinder Purewal

Supervisory Assistants

Mrs. Nicola Perryman
Mrs. Claire Fisher
Mrs. Amy Garlick
Mrs. Tracey Mafe
Mrs. Nicki Booth
Miss Sarah Langley
Miss Judy Williams

All Saints' Extra

Mrs. Amy Garlick
Mrs. Nicki Booth
Mrs. Claire Burrows
Ms Julie Saunders
Miss Sarah Langley

The Green Leek Federation GOVERNING BODY

Chair of Governors & Foundation Governor Parent Governors	Mrs Kimberley Lunn Dr John Hanna Mr David Wood
Foundation Governors	Mrs. Natalie Clarke Mrs Charlotte Digby Mrs Sue Marshall Mrs Barbara Mead Dr Lesley Pearson
Ex Officio Foundation Governor	Rev Jim Perryman
LA Representative	Mrs Lesley Tacon
Staff Governor	Mrs Gail Duxbury
Head Teacher	Mrs Sue Patterson
Clerk to the Governors	Mrs Janet Hickenbottom c/o School 01926 400498

The Address of the Area Education Office is: -

The People Group
Warwickshire County Council
Saltisford Office Park
Ansell Way
WARWICK
CV34 4UL

Diocesan Director of Education:-

Mrs. Linda Wainscott
Diocesan Board of Education
The Benn Education Centre
Claremont Road
RUGBY CV21 3LU
Tel: 024 76 521250

Contacts

For further information please contact:

Admissions: Mrs. Sue Patterson, Head Teacher 01926 400498

Appeals: The Chair of Governors, All Saints' Primary School

Primary Admissions Booklet and Application Form: Warwickshire Local
Authority School Admissions Service 01926 410410
www.warwickshire.gov.uk/admissions