

TAMESIDE METROPOLITAN BOROUGH

**ST ANNE'S
PRIMARY SCHOOL
DENTON**



**SCHOOL PROSPECTUS
2023/24**

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SCHOOL PROSPECTUS 2023/24

**Thank you for your interest in St Anne's School.
We trust that you will find the information in
this prospectus interesting and informative.**

**If you would like to visit the school please
contact the school office. We look forward to
welcoming you and showing you our school.**

**Mrs K Rimmer
HEADTEACHER**

ST ANNE'S PRIMARY SCHOOL

A Primary School for children aged 4-11 years

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CHAIR OF GOVERNORS:	BRENDA MOXON
HEADTEACHER:	MRS K RIMMER
LOCAL AUTHORITY (LA) ADDRESS:	Tameside Metropolitan Borough Council Tameside One PO Box 317 OL6 0GS
LA TELEPHONE:	0161 342 8355

The information contained in this brochure was correct on 1 October 2023. It should not be assumed that there will be no changes in part or whole of any of the information given, either during the school year 2023/2024 or in subsequent school years.

OUR SCHOOL

St Anne's is a Tameside Primary School. The building belongs to St Anne's Church and is leased from them by the Local Authority (LA). We are not a church school but we acknowledge that St Anne's Church is a valuable resource and we endeavour to foster good relationships.

The school opened in 1888 and has an interesting history. The school building is traditional in style and houses a hall, seven closed classrooms, an additional teaching and learning room and a mobile which has a library, group teaching and resource area and an office. The classrooms are well equipped and provide interesting learning environments for the children. The school has a playground, lawn, astro-turf area and a woodland area for the children to explore. To ensure our school is a safe and secure place for our children the playground is completely enclosed and the gate is kept locked during the school day. All visitors must use the main entrance via a video intercom system.

The school is one form entry and the children are placed in classes according to their age. The classes are called by the relevant National Curriculum Years. We have a Reception class which forms the Foundation stage, two infant classes (Years 1 and 2) which form Key Stage 1 (KS1) and four junior classes (Years 3, 4, 5 and 6) which form Key Stage 2 (KS2).

We recognise parents/carers as partners and encourage their involvement and support in the education of their children. Parents/Carers are encouraged to help in a variety of ways including accompanying children on educational visits, assisting in classrooms and operating the school library.

Parent evenings are held twice a year in the autumn and spring terms. A written report is sent to parents/carers on an annual basis, usually in July, with an invitation to come into school to discuss the report. Parents/Carers are welcome in school and are invited to make an appointment to see the class teacher and/or the headteacher at any time throughout the school year.

We provide a welcoming, caring and stimulating environment. We want our children to be happy and enjoy school, as well as achieve their potential. Our mission is to provide the best education possible and to work towards excellence through learning, sharing and caring.

MISSION STATEMENT

St Anne's is a caring, supportive and innovative school where everyone is respected and appreciated as an individual. Children are encouraged to be ambitious and aim for brilliance! Our ultimate goal is to create lifelong learners who go on to lead happy and successful lives.

SCHOOL VISION

Curious Minds, Caring Hearts

Aiming For Brilliance

OFSTED INSPECTION

29 March 2023

St Anne's was last inspected by Ofsted in March 2023. The following are extracts from the report.

Pupils enjoy coming to this school. They like and trust their teachers. They enjoy their studies because teachers make learning interesting and engaging. One pupil spoke for many when saying to the Inspector, 'I love my school!'

Pupils rise to leaders' high expectations of behaviour and achievement. They know how they are expected to conduct themselves and their behaviour is impeccable.

Pupils are safe and very well looked after in school. Staff make sure that pupils' well-being and welfare are their top priority.

Staff provide a rich variety of opportunities for pupils beyond the classroom.

Leaders have put in place a broad and ambitious curriculum for all pupils. They are clear about the key knowledge they expect pupils to acquire and remember in each subject and in each year.

Teachers place a consistent focus on ensuring that pupils understand content before moving on to new material. Consequently, pupils remember what they have been taught. They enjoy learning and outcomes at the end of Year 6 are consistently very strong.

The teaching of reading is another of the school's strengths. Leaders are determined that all pupils should learn to read and enjoy reading. Their work is successful. Phonics is taught well from the start of Reception Year. Teachers and teaching assistants have strong expertise.

Teachers use assessment well to shape future learning.

Pupils with special educational needs and/or disabilities achieve well. Leaders identify their needs accurately, often in Reception Year. Staff provide effective support which means that almost all pupils with SEND succeed in studying the same curriculum as their classmates.

Staff rarely use sanctions because pupils behave so well. Disruption to learning is extremely rare.

Leaders place great emphasis on promoting pupils' personal development. The personal social and health education (PSHE) programme is strong.

Staff appreciate leaders' guidance and support for their well-being. They are very committed to their school and its pupils. Morale is very high.

The arrangements for safeguarding are effective. St Anne's has a strong culture of safeguarding and pastoral care for pupils.

THE AIMS OF OUR SCHOOL

We believe that the following aims will enable us to fulfil our mission statement for St Anne's Primary School.

To provide a friendly, supportive ethos, in which all pupils and staff, irrespective of gender, race, culture, religion or ability are valued and can achieve success.

To provide a broad, balanced, relevant and differentiated curriculum consistent with National Curriculum requirements.

To provide opportunities and motivation for all children to develop their potential mentally, physically, creatively, socially and spiritually.

To promote self-esteem in an atmosphere of trust and support.

To equip children with the attitudes, skills, knowledge and understanding to learn independently.

To encourage children's spiritual, moral, social and cultural development.

To help children become responsible citizens with a caring attitude to the environment.

To promote progression through a coherent and continuous programme of learning.

To enable smooth transition from one stage of a child's education to the next.

To encourage children, staff, parents/carers, governors and the local community to work in partnership to realise the aims of the school.

SCHOOL STAFF AND GOVERNORS

Staff

The staff of the school is its greatest resource. A good school is created by the quality and commitment of its staff. Teaching and non-teaching staff work in partnership with parents/carers for the benefit of the children.

We currently have 6 full-time teachers, 2 part-time teachers, 5 full-time teaching assistants (full time school hours) and 4 part-time teaching assistants, 1 bursar, 1 secretary, 1 administrative assistant, 1 site manager, 2 cleaners, 8 midday assistants, 1 Deputy Head and a Headteacher.

Governors

School governors are concerned with the life and work of the school as a whole and are accountable for its success. They have legal duties, powers and responsibilities. Governors can only act together. They cannot act as individuals.

Their responsibilities include:

- 1 The School Curriculum
- 2 Staffing - interviewing and appointing staff
- 3 Finances - deciding how the school budget is spent and monitoring the budget
- 4 The School Prospectus

The Governing Body meets twice a term to discuss school matters. In addition to these meetings, committees of governors meet to discuss specific issues. The minutes of governors' meetings are available at the school.

Information on the role of school governors can be obtained from the headteacher.

The school has ten governors.

- * The headteacher
- * Two parent governors (elected by parents)
- * One teacher governor (elected by staff)
- * One LA governor (appointed by the LA)
- * One Associate governor
- * Four co-opted governors

Each governor currently serves for a four-year period.

The Chair of Governors is currently Brenda Moxon, who is a co-opted governor.

A list of staff and governors is included in the 'Welcome Booklet', a copy of which is given to new parents/carers.

ADMISSIONS

Children are accepted into school in the September of the school year in which they reach their fifth birthday. Places are allocated by the Local Authority (LA). Parents/Carers wishing to put their child's name down for a place should contact the school to have their child's name entered on an admissions register.

Parents/Carers of children who have registered are sent a letter detailing how to apply and an invitation to an 'open morning' at the school approximately eleven months before their child is due to start school. The LA advises parents/carers of the outcome of their application. Parents/Carers have the right to appeal to the LA if they are not granted a place at the school of their choice.

Parents/Carers who are allocated and accept a place at St Anne's are invited into school, with their child, in the summer term prior to the September admission. At this meeting a 'Welcome Booklet' is distributed containing up to date information on the school and parents/carers and children meet the Reception class teacher and teaching assistant and the children spend time in the Reception classroom.

Throughout the time of a child's attendance at the school, it is essential that contact information (address, emergency contact etc) is kept up to date.

For the first two weeks of the autumn term the new children attend on a half-day basis, alternating weekly between morning and afternoon sessions. The children do not stay full time, or for lunch, until the third week. This system is operated to make it easier for the children to settle into full-time school.

Parents/carers who wish to transfer their child from one primary school to another are asked to consult the headteacher of their child's current school for a transfer form and advice.

THE SCHOOL CURRICULUM

HOW AND WHAT THE CHILDREN LEARN

We aim to provide a broad, balanced and relevant curriculum as laid down in the 1988 Education Reform Act. The children study the National Curriculum (revised 2014). This is made up of the following subjects: Mathematics, English, Science, History, Geography, Design and Technology (DT), Computing, Music, Art, Physical Education (PE) and Religious Education (RE). Children in Key Stage 2 are taught a Modern Foreign Language (MFL). We currently teach Spanish.

Children learn best when they are active learners. This means involving children in interesting and practical activities. We encourage our children to solve problems and to explore and think for themselves.

A variety of teaching methods are used to deliver the curriculum. These include individual, group and whole class teaching.

We recognise that children are individuals with different needs and abilities. Teachers take these into account when planning tasks for the children.

Priority is given to basic numeracy and literacy. Mathematics and English are taught as separate subjects through daily English and maths lessons.

We aim to encourage children to develop a positive attitude towards Mathematics and to apply mathematical skills with confidence and understanding.

We want our children not only to be fluent readers, but also to enjoy reading and develop a love of books. We use a range of reading scheme books together with good children's literature. Parents/carers are encouraged to work in partnership with the school and each child is provided with a home/school reading log.

We want our children to become competent writers. We encourage writing development by providing a range of opportunities in different genres using a variety of stimuli.

We have a library which is housed in a mobile unit. Children are encouraged to take books home.

We provide teaching for Science, History, Geography, DT, Art, RE, PE, Music and ICT using cross curricular themes where these enhance learning.

Information, Communication Technology (ICT) and Computing are an integral part of the school curriculum. We have 32 laptops and 32 I Pads which are used by all classes. Each classroom has an interactive whiteboard or Smart TV and two computers.

We aim to foster the children's sensitivity to, and understanding and enjoyment of, art, craft and design through active involvement with as wide a range of media and materials as possible.

Approximately two hours each week is allocated for the teaching of Physical Education. Outside expertise is often used in the school to teach particular skills. These have included netball, short tennis, hockey, football and athletics. Some of these are available as after school activities. Year 3 and Year 6 children have swimming lessons at Denton Baths.

We use the Charanga Scheme of Work plus other resources for the teaching of music. We have a wide range of musical instruments and Year 4 enjoys brass tuition from Tameside Music Service weekly. Instrumental tuition is available after school as an optional extra and is funded by parents/carers, except brass ensemble which is paid for by school. A musical concert is held each year in the summer term.

Health and Sex Education are not taught as separate subjects. The children share in a continuing health and sex education programme throughout the school as part of Personal, Social, Health and Citizenship Education. We use the Spiral curriculum for Sex and Relationships Education which is recommended by the LA. Parents/Carers have the right to withdraw their children from sex and relationships education. Requests should be made to the headteacher.

We encourage the children in the development of healthy bodies. Parents/Carers are asked to support us in this, particularly with the content of packed lunches. Each classroom has a drinking fountain and the children are allowed to bring clear plastic bottles of still, unflavoured water into school to drink throughout the day. The drinking of water is encouraged. Drinks, other than still, unflavoured water are not allowed in school (except as part of packed lunches). Only fresh fruit may be brought in for mid morning snacks. Children in the Foundation Stage and Key Stage 1 classes have fruit provided free of charge through the National Fruit Scheme.

As we are a local authority school, Religious Education (RE) follows the Local Authority's Agreed Syllabus. The purpose of RE is to educate about religion, not to instruct. We seek to encourage an understanding of each other and each others' beliefs.

Collective Worship takes place on a daily basis in accordance with the requirements of the 1988 Education Act. The arrangements are currently as follows:

DAY	TIME	WHO	WHERE	WITH WHOM
MONDAYS	9.05	Whole School	Hall	Headteacher
TUESDAYS	9.05 10.35	Junior assembly Infant assembly	Hall Hall	Rotas- Class teachers
WEDNESDAYS	10.35	Infant class assemblies Junior class assemblies	Classrooms Classrooms	Class teachers
THURSDAYS	9.05	Whole School Singing	Hall	Rotas-Class teachers
FRIDAYS	9.05	Whole School Class Sharing Assemblies/ Visitors	Hall	Rota/Headteacher/ Classes/ Visitors

On most Friday mornings, the children present class assemblies on a rota basis. These are a sharing and celebration of their work. Children's achievements, in and out of school, are also celebrated at these assemblies. Parents/Carers are invited to join us and parental support is appreciated.

Parents/Carers have the right to withdraw their children from Religious Education and/or Collective Worship. Requests for withdrawal should be put in writing and sent to the headteacher.

ASSESSMENT AND TESTING

Reception children are assessed on entry in line with the Early Years Foundation Stage Strategy.

Children are assessed nationally at the end of Key Stage 1 (seven years) and at the end of Key Stage 2 (eleven years). These assessments are called SATs. Parents/Carers of children in these year groups are invited into school prior to the tests to receive information and to ask questions.

National Phonics screening is carried out in year 1 and results are notified to parents/carers.

In Key Stage 1, Year 2 children are assessed through activities during the summer term. In Key Stage 2, Year 6 children are assessed through formal tests taken in line with a national timetable.

These are usually carried out during the third week in May. Writing is teacher assessed. Parents/Carers are provided with their child's results as part of their annual report.

School's unconfirmed SATs results for 2023

Year 1 Phonics Test results 2023

Meeting expected standard 83%

SATs results for 2023

<u>Key Stage 1 (Y2) 2023</u>	Working Towards	Expected+	Greater Depth
Reading	21%	79%	28%
Writing	24%	76%	10%
Mathematics	17%	83%	31%

Key Stage 2

<u>Key Stage 2 (Y6)2023</u>	Working towards	Expected	Greater Depth
Reading	17%	83%	33%
Spelling, grammar and punctuation	13%	87%	60%
Writing (teacher assessment)	13%	87%	27%
Mathematics	10%	90%	40%

80% of children achieved Age Related Expectations in reading, writing and mathematics.

In addition to the national assessments, the children are continuously assessed and monitored by their class teachers. Individual targets are set and reviewed three times a year.

EXTRA CURRICULAR ACTIVITIES

We offer a range of extra curricular activities at lunchtimes and/or after school. These currently include Spanish, choir, keyboards, robotics, art and craft, yoga, dance and sports. The activities on offer vary from time to time according to the interests of the children, the expertise of the school staff, and the availability of specialist teachers.

HOMEWORK

Homework is at the discretion of the teachers. This can include the reading of books, learning spellings or tables, completing tasks unfinished in school, carrying out tasks set for extra practice and support and tasks specifically set to be done at home.

We value the part that parents/carers play in their children's education and ask them to encourage the children to complete homework.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The school curriculum is differentiated to cater for the needs and abilities of all children. Our policy on SEND is in line with the government's Code of Practice (September 2014). Procedures and information on SEND have been updated to reflect changes. The policy outlines the procedures for identifying, assessing and meeting the needs of children with special educational needs. The school's local offer for SEND provision is available on the website.

During the past year we have made effective use of resources and external agencies in supporting children with SEND. The school's Inclusion Co-ordinators have supported teachers in identifying, assessing and providing for pupils with special educational needs, monitoring their progress and keeping appropriate records. We are pleased to report that as a result the children have made progress. The school works in partnership with parents/carers, support services and the LA to provide the best opportunities for our children within budgetary constraints.

CHILD PROTECTION

Schools have an important part to play in the detection and prevention of child abuse. Parents/carers should be aware, therefore, that where it appears to a member of the school staff that a child may have been abused, the school is required to report the matter to the Social Services Department immediately. Consequently, in such situations, it is likely that the parents/carers will be contacted by a social worker and not by the school.

SCHOOL BEHAVIOUR SYSTEM

A high standard of discipline is maintained in school. We expect our children to behave well, and on the whole they do. We adopt a firm, but caring and positive attitude. Parents/carers are informed and their co-operation sought when appropriate. Children are encouraged to tell a teacher if there is a problem. Retaliation is not acceptable. At St Anne's we have a supportive ethos to ensure pupils are well behaved, hardworking, friendly and kind. There are seven areas of learning behaviours that we feel will 'Empower learners' to achieve.

Our Values

Be responsible
Be motivated
Be respectful
Be curious
Be reflective
Be independent
Be a team player

We find that rewarding children encourages good work and behaviour. We have a system of rewards based on certificates which are presented in our Friday morning assemblies. Children are encouraged to invite their parents/carers to these presentations.

REWARDS AND SANCTIONS

Throughout the school, children are awarded points as a reward for effort, behaviour, progress and achievement. All class teachers have access to 'Class Dojo' which is an online app to monitor rewards. The children collect points which are then added to the app to track progress. Points are awarded as follows:

- 1 or 2 for a specific piece of work
- up to 5 for completion of a project or story
- 1 or 2 for behaviour/using initiative etc

1 House System

A house system is in operation for children in Key Stage 2 (Years 3-6).

Each member of the house with the most 'points' is presented with a special sticker at the end of the year, a team trophy and a special reward.

2 Certificates

In Key Stage 2 (Years 3-6) 'points' are used on an individual basis as well as in the house system. Children are presented with certificates when they have received the required number of 'points'.

- 50 points - bronze certificate
- 100 points - silver certificate
- 150 points - gold certificate
- 200 points - super gold certificate

Headteacher certificates and a medal are presented at the end of the school year to children who have received a super gold certificate plus at least a further 50 'points'.

3 Foundation Stage (R) and Key Stage 1 (Years 1 and 2)

Certificates are presented as for KS2 when the children have received the required number of 'points'.

4 Headteacher Stickers

Headteacher award stickers are awarded to children for a particularly good piece of work/behaviour etc.

5 Rewards and Verbal praise

We use verbal praise to reward and reinforce acceptable behaviour. We also have half-termly 'Kindness Awards' and 'Respect Rewards'.

6 Stickers

Stickers are used as appropriate.

7 Reflection Time

If a child receives a 'Reflection' it means that his/her behaviour has been unacceptable. Across all classes, parents will be notified by letter if their child has received a Reflection Time.

Parents/Carers of any children who receive 3 reflections in one half term are asked to make an appointment with the deputy headteacher or headteacher to discuss their child's behaviour.

Management of corporate behaviour is at the discretion of the class teacher with support from the headteacher as appropriate.

Children are not excluded from curriculum activities such as PE or Art as a sanction. Exclusion from curriculum areas is only used when the child's safety, or the safety of his/her peers is cause for concern.

8 Positive Notes

These will be freely available to members of staff and can be sent home to communicate positive behaviour.

9 Shining Stars

Children can be selected weekly to receive the 'Shining Star' award. This is given to children who go above and beyond consistently. Children receiving this will be given Dojos and a star badge. (There may be multiple children who receive this each week.)

BULLYING

What do we mean by bullying? We have defined bullying as the deliberate attempt by an individual or a group to hurt, torment, threaten, frighten, isolate or upset another person. Children are encouraged to tell an adult in school if they are being bullied. Adults will listen to, and discuss the problem with, the children concerned and ensure appropriate action is taken. The school has policies on behaviour and anti-bullying. Copies of these are available from the school office.

SCHOOL HOURS

The school sessions are as follows:

9.00am - 12.10pm Foundation stage and Key Stage 1 - Reception, Years 1 and 2

9.00am - 12.20pm Key Stage 2 - Years 3, 4, 5 and 6

1.15pm - 3.15pm All classes

Breaks: 10.15am - 10.30am KS1

10.30am - 10.45am KS2

2.10pm - 2.25pm Key Stage 1 only

Foundation Stage and Key Stage 1 children enjoy 21.5 hours teaching time.

Key Stage 2 children enjoy 23.5 hours teaching time.

SCHOOL ATTENDANCE

Attendance figures for the school year 2022-23 are as follows:-

	Attendance rates	Unauthorised absences
September	96.19%	1.38%
October	96.32%	1.10%
November	95.80%	0.40%
December	93.57%	0.93%
January	97.06%	0.45%
February	95.41%	0.74%
March	95.29%	1.82%
April	96.84%	0.84%
May	96.93%	1.22%
June	97.25%	0.61%
July	95.03%	1.26%

Whole school attendance for year 2022-23 – 95.99%

No holidays will be authorised in term time. Applications for leave of absence in term time, due to exceptional circumstances, must be made using the form available in the school office. Parents/carers can be fined by the Local Authority for taking any unauthorised absences.

It is essential that the school is informed of the reason for a child's absence. Unexplained absences are unauthorised.

Excellent attendance is rewarded. At the end of each term children who either have full attendance or have only missed one school session are given an attendance certificate in assembly. The school day counts as two sessions. At the end of the year children who have perfect attendance or only missed 3 school sessions or less are presented with a medal.

SCHOOL UNIFORM

School uniform is encouraged at St Anne's and parents/carers are asked to support the school in this. The wearing of school uniform encourages a sense of unity and pride in belonging to St Anne's and ensures that pupils are suitably dressed for school. Parents/Carers are asked not to send children into school in jeans, football shirts or trainers.

Our school uniform colours are red (sweatshirts and cardigans) and white (polo shirts) with grey trousers and skirts. The following items of clothing are available, with the school logo, from Kids Stop, Market Street, Hyde and online from Tesco: www.tesco.com/ues - polo shirts, T shirts, sweatshirts, cardigans and fleeces, (outdoor wear only). Uniform does not have to include the school logo, but must be of the same colour and style. PE uniform is a white T shirt and red (above the knee) shorts. Red shorts are available from Kids Stop and a range of other retailers. Reading folders and PE bags are also available. Because of very limited storage space no other bags can be brought into school.

SCHOOL MEALS

The School Meals Service provides a two-course midday meal. Facilities are also available for children to bring a packed lunch. The school hall is used as a dining area. Free school meals are provided to all children in Reception, Year 1 and Year 2 and to those in KS2 who are eligible based on receipt of certain state benefits.

SCHOOL POLICIES

School policy documents are on the school website. Copies can be obtained by request from the school office.

THE GOVERNING BODY'S CHARGING POLICY

The Governors have adopted the Local Authority Charging Policy.

All education during school hours is free with the exception of individual music tuition (see below). We do not charge for any activity undertaken during school hours as part of the National Curriculum.

When organising school activities, trips or visits which enrich the curriculum and educational experience of the children, the school invites parents/carers to contribute to the cost. All contributions are voluntary.

If sufficient voluntary contributions are not made a proposed event would be cancelled unless school is able to cover the shortfall arising from parents/carers unwilling or unable to make a voluntary contribution. If the event does proceed each child would be allowed to participate fully without discrimination, irrespective of contribution circumstances.

Parents/Carers have a right to know how each individual trip is funded. The school provides this information on request.

The following is a list of additional activities sometimes organised by the school, which may require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:

- visits to museums
- sporting activities – sometimes involving transport expenses
- outdoor adventure activities
- visits to the theatre
- musical events

Parents/Carers will be given reasonable advanced notice of proposed visits/ activities and school will provide details (on request) of how each individual voluntary contribution amount has been determined. Staged payments will be offered.

Residential visits - Charges

If the school organises a residential visit in school time or mainly school time, which is to provide education directly related to the National Curriculum, we do not make any charge for the education or travel expenses. However, we do make a charge to cover the costs of board and lodging and may invite voluntary contributions to meet other costs associated with the visit. Parents/carers who receive specific state benefits are exempt from charges for board and lodgings and specific details of exemptions will be provided at the time that residential visit details are notified.

Parents/Carers will be given advanced notice of proposed residential visit opportunities together with an early indication of charges and voluntary contribution requests and staged payments will be offered.

Music tuition

All children study music as part of the normal school curriculum. We do not charge for this. Visiting music teachers offer individual music tuition at the school which is additional to the National Curriculum. We give parents/carers information about the availability of this facility and a charge is made for these lessons. Parents/Carers who receive specific state benefits are exempt from charges for music tuition, details will be provided at the time that tuition is offered.

Swimming

The school organises swimming lessons for children in Key Stage 2. These take place in school time and are part of the National Curriculum. We make no charge for this activity or for associated transport costs. We inform parents/carers when these lessons are to take place and we ask parents/carers for their written permission for their child to take part in swimming lessons.

Out of School clubs and activities

The school offers a range of out-of-school clubs and reserves the right to charge for such sessions to cover or subsidise the cost of provision where those activities are not directly aimed at providing educational benefit to pupils.

Childcare

Parents/Carers will be responsible for meeting full costs for childcare provided by school or by a partner working with school, including any transport costs for supervised transfer. Parents/Carers may be eligible for financial support towards childcare costs eg through Working Tax Credits.

Transport to Extra-Curricular Activities

Parents/Carers may be charged to cover the transport expenses associated with an extra-curricular activity. Charges for transport will be strictly based on covering actual costs (as defined in legislation) with no profit element.

Loss of/ Damage to School Property

Parents/Carers may be asked to meet the costs of repair/replacement of school property lost or damaged as a result of a pupil's misbehaviour.

COMPLAINTS PROCEDURE

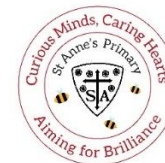
If parents/carers have cause for complaint, or there is something that is causing concern in the school, they are asked to contact the appropriate class teacher and/or headteacher. If they are not satisfied with the outcome, they are asked to contact the Chair of the School Governors, Brenda Moxon, via the school. If satisfaction is still not achieved, complaints can be made to the LA. The governors can provide contact information. This procedure applies for complaints concerning the school curriculum and any other aspect of school life. A copy of the LA's procedure for the consideration of complaints is available from the school.

HOME SCHOOL AGREEMENT

A 'home school agreement' is a statutory requirement. We have included a copy of our current one in this brochure.



St Anne's Primary School 'Curious Minds, Caring Hearts- Aiming for



Name _____

Year group _____

The aim of this agreement is to set out the ways that we can work together to maximise our children's educational opportunities. The three partners: parents, staff and the children themselves benefit from knowing support is available and what contributions each is expected to make. We hope this approach is useful and formally recognises everyone's commitment. The expectations are listed below:

Our parents promise to:	Our pupils promise to:	Our staff promise to:
Make sure their child attends school regularly and inform the school by 9.50am on each day of absence Make sure their child arrives at school, and is collected from school on time Support the wearing of school uniform Make sure the correct equipment is brought into school eg PE kit Encourage independence and self-discipline Show an interest in what their child does in school Foster good relationships with school Support the school's behaviour and anti-bullying policies Be good role models Support school events Support the school's homework policy Be aware of the school's expectations Not use social media to make negative comments about the school or its staff Provide opportunities for learning in and around the home	Work to the best of their ability and allow others to do the same Treat others with respect Follow the instructions of school staff Take care of property and the environment in and out of school Co-operate with other children and adults Keep the school rules Bring the appropriate equipment into school each day Only use the school's social media sites for their intended purposes Not use social media to make negative comments about the school, its staff or other pupils	Provide a broad, balanced, relevant and differentiated curriculum Treat all children fairly and with respect Raise the children's self-esteem and develop their potential Encourage the children to do their best at all times Provide challenging, interesting and appropriate learning opportunities Create a welcoming, friendly and safe environment Create an attractive and stimulating working environment Use rules and sanctions consistently Be good role models Foster good relationships with parents Recognise, and respond to, the needs of the children Inform parents of their children's progress Provide equal opportunities of access to learning activities Promote smooth transition from one stage of a child's education to the next Use social media appropriately
Signature of parent:	Signature of pupil:	Signature of teacher: