



Trowell Church of England Primary School



Address

Trowell C of E (Controlled) Primary School,
Derbyshire Avenue, Trowell, Nottingham NG9 3QD

Telephone

(0115) 932 0962

Fax

(0115) 932 0962

Head Teacher

Mrs. S. Chalkley

Chair of Governors

Councillor G. Lockwood

Number of Pupils on roll this academic year: 164

Judged by Ofsted 'An Outstanding School' in July 2009

s c h o o l p r o s p e c t u s 2 0 1 2 - 2 0 1 3



Type of School

Trowell Church of England Primary School is a voluntary controlled, primary, co-educational, day school for pupils age 5-11.

We value the role you play in your child's education and hope to forge strong partnership with all our parents. We welcome your comments, ideas and support throughout your child's time with us. We hope this prospectus gives an insight into the school. You are very welcome to visit us, please telephone to make a convenient appointment.



Dear Parents

Most adults when asked to recall their school days will be able to bring to mind memorable events from their primary school years. Bearing this in mind, at Trowell School we aim to provide our pupils with an excellent education and one which will fuel future memories of happiness and enjoyment.



Main Hall

We are striving for even higher standards of attainment, supporting and challenging our pupils to perform to the best of their ability. This is being achieved by encouraging them to take responsibility for their learning, being fully involved in the learning and assessment process and making the most of our partnership between parents, pupils and school.

We feel strongly that our pupils' learning is enhanced when they are inspired and motivated by valuable experiences that an enriched curriculum can offer. We aim to offer many varied opportunities; those which support curriculum studies such as theatre visits, visits to museums and ancient and historical venues. These bring learning to life. We also encourage and provide many sporting and musical opportunities, which give pupils the opportunity to

challenge themselves to perform well and feel proud of their achievements. All these activities build self esteem and help create a vibrant school community.

We also know that if children are to make the most of the opportunities and challenges the learning environment has to offer, it has to be one which supports and encourages and where they feel confident to take chances. As staff we work hard to build positive relationships with pupils and parents and we are aware that the relationships pupils form with their teachers and other adults working with them will greatly affect their experience of school.

We hope that the sense of community and the values and attitudes which are promoted here at Trowell School will help them to make a success of the next phase of their education when they leave us to go on to secondary school. We aim to instill a sense of striving to do ones best, respect for others and the environment around them and the confidence to aim high. We would like to think pupils of Trowell School will have many, many happy memories to take from their years with us, which will help to form their characters and prepare them for the future.

Yours sincerely

Sue Chalkley

S. Chalkley
Head teacher



Ethos and Values

As a Church of England Primary School we are committed to providing the best possible education for all our pupils within the framework of a caring and Christian community that supports each of its members. Our vision statement explains what is important to us, and the basis of all our work with your child.

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is closely linked to our ethos as a church school. It is expressed in the terms of sharing and caring. It is from this premise that Christian love will pervade all aspects of life at school. It will influence our relationships with pupils. It will affect how we value work and achievements of pupils and staff. It will be seen in the way the school environment is created and cared for; the way in which the needs of the pupils, parents and community are met, and in the way teaching and non teaching staff work together effectively as a team.

Vision Statement

- Each child will receive sufficient challenge to enable them to experience success and enjoyment in all areas of the curriculum and will be valued for their efforts and achievements.
- The curriculum will show continuity and progression through structure and effective liaison between classes and year groups with ongoing monitoring, evaluation and development.
- Our pupils will find a pleasure and purpose in the teaching process as well as to help them acquire knowledge and skills relevant to secondary education and eventually to adult life and employment in a fast changing world.
- Pupils will set high expectations of themselves; these high expectations will be fostered within the school context and encouraged in the local community.
- We will help each other to work together to create a distinctive educational community founded upon the values of the Christian faith.
- Pupils will be helped towards an awareness of, and respect for, the religious and moral values of their own community and of other cultures and races.
- By teaching and example we hope to instill in every child a strong sense of personal responsibility for all their actions and for the well being of others. We want them to be honest, truthful and proud of their mental and physical strengths.
- Each child will develop a lively, enquiring mind so that he/she will have the ability to challenge, question, discriminate and make informed choices whilst at school and in their later life.



- We hope that our pupils will be confident in relationships and in learning, have a sense of self-worth, be tolerant and to understand the world they live in and appreciate the interdependence of individuals, groups and nations.
- Children learn by example those qualities of kindness, tolerance and consideration that will benefit others in the school and the wider community and as a school we aim to reflect these qualities.
- An enjoyment of and pride in their work is promoted and rewarded.
- Each child will develop a positive self-esteem, confidence and a true feeling of self- worth.
- Children are guided towards awareness and the enjoyable practice of the creative arts and to help them develop appreciative skills.
- We encourage an atmosphere of happy co-operation between the school, parents, governors and the wider community.
- All staff will be given appropriate training, resources and recognition for the work they do. Their views and ideas will be sought and valued and they should feel ownership of the development of the school and the vital role they play in it. Their particular skills and strengths will be fully utilised and their professional development will be an issue of high priority.



Children enjoying learning in our outside classroom.

Our Staff

Senior Management Team:

Mrs. S. Chalkley

Head teacher, I.C.T. Co-ordinator,
Assessment and Monitoring



Mrs. A. Asbury	Deputy Head Teacher Y6 Teacher, Key Stage Two Manager and Science Co-ordinator, English Co-ordinator
Miss L Armstrong	Y1 Teacher, Key Stage One Manager and Special Educational Needs Co-ordinator, P.S.H.E. Co-ordinator and Humanities Co-ordinator, Mathematics Co-ordinator
Professional Team:	
Miss Brown	Y2 Teacher
Mrs. M. Beal	Y4 Teacher, R.E. Co-ordinator, Modern Foreign Language Co-ordinator
Miss J. Grocock	Foundation Teacher, Sports Co-ordinator
Mrs. A. Lynch	Y3 Teacher, Art Co-ordinator, Design Technology Co-ordinator
Mrs. J. Micallef	Y3 Teacher, Music Co-ordinator, Off-site Visits Co-ordinator
Miss. S. Clow	Y4/5 Teacher
Mrs. D. Bates	Teaching Assistant for Special Needs Key Stage Two, IT Specialist
Mrs. M. Reale	Teaching Assistant for Special Needs Key Stage One and Pre School Support
Miss Barber	Teaching Assistant
Mrs. S. Marsh	Teaching Assistant
Administration:	
Mrs. L. Broughton	Office Manager
Mrs. S. Cooper	Office Manager
Mr. L Colton	Caretaker
Miss. Tuckwood	Cleaner
School Kitchen:	
Mrs. C. Collins	Cook
Ms. S. Ashcroft	Assistant Cook
Mid-Day Supervisors:	
Mrs. M. Wagstaff	Senior Mid-day Supervisor
Mrs. N. Gough	Assistant
Mrs. B. Carter	Assistant
Mrs. M. Wright	Assistant
Mrs. A. Boden	Assistant



Governing Body:

The full governing body meets each term, committees meet at least once a term. The representatives presently on our Governing body are:

Head Teacher: Mrs. S. J. Chalkley

Foundation:

Rev. A. Lord

Mr. R. McWilliam

Mrs. M. Humphries

L.A.:

Coun. G. Lockwood Chair of Governors

Mr. P. Bellfield

Community:

Mrs. M. Cornhill

Mrs. K. Rudin

Parents:

Mr. G. Starbuck

Mrs. C. Bowman

Mrs. Cotterill

Mrs. K. Bicknell

Mr. Stone

Mrs. K. Morgan

Teaching Staff:

Mrs. Beal

Non Teaching Staff:

Mrs. S. Cooper



Dressed up as a favourite book character, part of Book Week Activities



Admission Arrangements

In the event of over-subscription, the following criteria will be applied, in priority order, to determine which applications will be granted:

1. Children in public care.
2. Children who live in the catchment area and who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school.
3. Other children who live in the catchment area.
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school.
5. Thereafter consideration will be given to applicants who live outside the catchment area where parents are involved with St Helen's Church, Trowell. Supporting information from the appropriate minister will be required at the time of application.
6. Thereafter consideration will be given to children whose families are affiliated to other named Anglican churches (supporting information from the appropriate minister will be required) who live outside the catchment area.
7. Thereafter consideration will be given to other applicants who live outside the catchment area but within the Parish.
8. Other children who live outside the catchment area.

In the event of over-subscription within any criterion, preference will normally be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance of the child's home to the principle entrance to the main administrative building of the school.

Special Circumstances

The following groups of children will be given special consideration in their application for a particular school:

- Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

The Local Education Officer will consider each case on its merits and determine the allocation of any such places by comparing the written evidence presented along with the capacity for the school to cater for the identified needs. In order to make an assessment of the case, reference will be made to local head teachers and other relevant professionals. Cases agreed under 'special circumstances' will take precedence over all of the numbered criteria.

Children of nomadic Travellers will be allocated a place at their catchment area school.



First admissions into school will be as follows:

For admission to the 2011-2012 school year Trowell school will provide for admission of all children in the September following their fourth birthday.

Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that year. Parents may also request that their child attends part time until the child reaches compulsory school age.

These admission arrangements constitute admission into school prior to compulsory school age and our policy is subject to parents' statutory right to defer their child's admission to compulsory school age.

Children with Special Needs

The following is not part of the admission criteria above but does relate to the provision for children with exceptional special needs, who may be due to be admitted to school. Governors have a legal duty to satisfy themselves that a child with special needs has appropriate provision. Governors will therefore agree the date for admission of any child with exceptional special needs, when they have satisfied themselves that the LEA has made sufficient staffing and resources provision for that child to be fully integrated into mainstream education.

The school has undertaken alterations to the building to enable adequate wheelchair access. There has also been appropriate handrails fitted alongside steps to assist those with mobility problems. Staff have undertaken training in the use of signs and symbols to enhance inclusion.

There would not be an intention to refuse the admission of any child with special needs, but there would be consultation between the Governors, Headteacher, parents and the LEA to ensure that appropriate provision was being made to meet that child's special needs and safety.

Admissions to year groups other than the intake year

Applications for admission to other year groups will normally be considered in relation to the published admission limit which applied when the year group was first admitted to the school, although infant class size restrictions will also need to be considered. If places are available within the year group, applications will be considered in accordance with the above admission criteria. If places are available, the child will normally be admitted to the school.

Further guidance on the way in which applications are dealt with including

- Preferences for more than one school
- Late applications
- The way waiting lists are maintained and used can be found in Nottinghamshire County Council's "Admissions to Schools" booklet 2011/2012.

Religious Affiliation

The school is a Church of England Voluntary Controlled Primary School, please see appendix for further information. See appendix for details concerning Church of England Schools.



Special Needs

It is our policy to cater for pupils with learning difficulties within the school. We follow the guidelines of the Code of Practice published by the DFES and adopted by the Governing Body. Our aim is to assess children at an early stage if they are experiencing problems. Usually children with moderate learning difficulties receive extra help within the normal course of lessons. Those with more specific difficulties may receive help through the LA support fund. This support is awarded annually to the school via the Local Authority and enables us to provide specialist help. We have a Special Needs Co-ordinator on the staff and a Governor with responsibility for Special Needs.

Child Protection

Every school in Nottinghamshire is required to follow a set procedure in cases of suspected child abuse. Head Teachers are required to refer their concerns to the Social Services Department for further investigation so that children at risk can be identified quickly. This process is intended to protect children. When a school refers a concern about a pupil, it is seeking further investigation so as to establish whether a child is at risk.

Visiting Arrangements and Communication

Parents are very welcome to visit the school, preferably by prior arrangement either by telephone or letter. If you need to talk about an issue urgently then a member of staff will be available at the earliest possibility. Newsletters are sent out to parents at intervals throughout the term and specific information is given about particular events. A copy of the most recent newsletter is displayed in the foyer and master copies are kept in the office. The school website has useful up to date information



*Krypton Factor Sports
Challenge
Summer 2010*



Trowell School 2008/2009

Friends of Trowell

The Friends of Trowell group helps to raise funds for the school to enhance the educational provision for our pupils. The range of activities organised is varied and throughout the year. New parents are very welcome to join.

School Uniform

Our school uniform encourages pupils to feel part of the school and its ethos. It is vital that clothing is carefully marked with names so that lost items can be returned to their rightful owners.

Our uniform is:

Blue Sweatshirt

Blue or Yellow polo shirt

Grey Trousers, Skirts or Pinafores

Grey Shorts/Blue Dresses in summer

Black shoes

Items of uniform, bearing the school logo may be purchased from Morleys Uniform Specialists, telephone 0115 925 8046. Also F.F.S. Schoolwear 0115 917 250

Any valuables brought into school are the pupil's own responsibility. Jewellery can cause accidents and should be removed for P.E. Please keep it safely at home. Mobile phones are not allowed in school.

The School Day

Session Times:

Morning 8.55 a.m. – 12.00 noon

Afternoon 1.00 p.m. – 3.30 p.m.

The school week consists of 27.5 hours of which 23.5 hours are spent on teaching time; this excludes acts of worship, registration and break times.



Absence

If your child is absent from school please let us know immediately. We are then sure your child is safe. If we don't hear from you, you may receive a call from us to enquire about the reason for absence. An authorised absence can be granted when a message explaining an absence is given. The reasons may be given in person, via a written note or by telephone. An unauthorised absence is recorded when no adequate explanation is given. Attendance can only be authorised when the school agrees it as a genuine absence.

Family holidays in term time are discouraged, and over ten days holiday will be recorded as an unauthorised absence.

Attendance Data 2009/2010 – Trowell C of E

Total Absence	Unauthorised Absence
4.48%	0.01%

Withdrawals

Occasionally a family emergency arises when it becomes necessary to withdraw a child from school. Under these circumstances a parent/guardian may collect their child from school. No child is ever sent home alone and a responsible adult must collect children with medical/dental appointments.

Parking

If you bring or collect your child by car we ask that you park considerately. The Festival Inn and the Parish Hall management kindly allow parents to park on their premises. This helps to alleviate congestion on Smithfield Avenue and Derbyshire Avenue. Please do not bring cars up the school drive at the start and finish of the school day, as space is so restricted, extra vehicles on the school drive cause a danger to pupils.

Arriving at School

The responsibility of ensuring that your child arrives at school and gets home safely is yours as a parent. We regularly remind children that if parents are not there to meet them when they leave school they are to return to the school building, inform a member of staff and wait safely.

School Meals

The Schools Meals Service operates a morning tuck shop as well as providing a hot meals service at lunchtime. Children may bring a sandwich lunch in a clearly marked container. Dinner money is brought to the school office on Monday mornings. We are proud of our school meals which are made on site using fresh fruit and vegetables and fresh meat. Our menu has been specially designed with parents involvement. There is a set menu on a three weekly rota.



*Key Stage 1
Christmas Production*

Healthy Schools

We have received accreditation for Healthy Eating under the 'Healthy Schools Initiative' during October 2005 and will continue our work to encourage children to consider healthy lifestyles and choices.

We have also met the Standards for Physical Activity under the Healthy School Awards and are now a Gold Standard School.

Extended Schools

The school is an 'Extended School' and as such we endeavour to provide a range of services to our families.

We have links with providers who can offer quality childcare before and after school and who provide transport to and from our school site.



*Making our
Festival of Britain
logo to celebrate the
60th anniversary of
Trowell being chosen
as the 'Festival'
village in 1951*

We also provide a wide range of out of school hours activities at the end of the school day. These varied activities help to motivate and build self esteem and encourage our pupils to be effective learners.

We support our families through close partnership with other local agencies and can therefore provide swift access to appropriate support where there is a need.



Homework

We encourage children, parents and carers to share activities at home. In the early stages, this support will involve reading with your child and language and number tasks designed to aid development. As children progress through the school the range and type of homework will change to reflect their growing capabilities. Teachers inform parents about homework routines in their individual classes. We know that parental involvement in their children's work helps raise attainment.

Assemblies

The school meets every day for a collective act of worship. These take place during the morning session apart from Friday when a special achievement assembly is held in the afternoon. We have frequent visitors into school to lead our assemblies. Parents may have different religious affiliations and accordingly arrangements can be made to withdraw children from religious worship and instruction.

School Council

Representatives from each year group are elected to the School Council. They help to make decisions about the running of the school. The council gives pupils a voice and encourages them to see themselves as decision makers.

Children in recent years have been actively involved in decisions regarding how capital funding is spent, resulting in new toilet facilities and major developments to the playgrounds and buildings.



School council members visit Westminster Abbey



Discipline

Our aim is to promote self-discipline and we expect pupils to conduct themselves responsibly. Our pupils are rewarded by Bronze, Silver and Gold merit certificates which they earn through good work and behaviour. These certificates are awarded during assembly on Friday afternoons. We also celebrate special acts of kindness and good behaviour through our Golden Book awards, again presented on Friday afternoons. The good behaviour of our pupils is a key feature of Trowell School. Our pupils are regularly praised for their excellent conduct when they are out representing the school on visits and sporting events.

Educational Visits and Visitors to School

Organised educational visits form a valuable part of the school curriculum as an introduction to or extension to class work. A full letter of explanation will precede each visit. In most cases this will outline the voluntary contribution, which is required to cover the cost of the visit. A residential visit is offered to our older pupils. Further information on the Governors charging policy is included in the appendix.



*Key Stage 1 perform
'The Grufalo'*

Curriculum

The School Governing Body accepted the Nottinghamshire Education Authority's Statement of Curriculum Aims giving detailed educational aims and objectives in answer to the requirements of the 1988 Act. A summary of these is listed below.

To help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills;

To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world;

To help pupils use language and number effectively;



To instill respect for religion and moral values and tolerance of other races, religions and ways of life;

To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;

To help pupils appreciate human achievements and aspirations.

In response to Government Legislation the School Curriculum aims to fulfil the requirements of the National Curriculum. Each year group works through a programme of study based on the three core subjects, English, mathematics and Science. In addition there are eight foundation subjects, Design and Technology, History, Geography, Music, Art, Physical Education, Information Technology and Citizenship (RE is a core subject and we follow the LEA Syllabus). Often cross curriculum themes may well combine two or more subject areas. It must be stressed, however, that in all activities related to the National Curriculum, emphasis throughout the school will be upon the individual development and progress of the child.

Where children have specific learning difficulties, arrangements are made, within the framework of the school timetable, for them to be taught in smaller groups. The Authority also provides additional staff support, where appropriate, with a time allocation from a special needs support teacher.

Teaching Staff from the Authority's music support service and The Music for Schools Foundation provide opportunity for a number of pupils to have instrumental tuition. We also involve the local Sports Development Officer in school to enhance the sporting opportunities offered to pupils.

Statutory Primary Assessment

At the end of Key Stages One and Two children are assessed to see how well they are doing. Only the core subjects are covered by these assessments: English/ Maths/ Science. These formal tests give an indication of their progress through the National Curriculum programme of study. Key Stage One tests are marked by our staff, Key Stage Two tests are marked externally. It is vital that pupils are in school at the time of these tests. Teacher assessment of pupils progress is continuous and on going. As pupils enter school in their Reception year the Foundation Stage Profile is compiled.

Non-Statutory Primary Assessment

Pupils in Year 1 undertake NFER tests in the Spring Term. Year 3/4/5 pupils sit Optional SATs tests in May each year. These tests give us a year on year picture of the progress made. Results are viewed alongside teachers' ongoing observations and assessments. Other forms of assessment may be used; teachers may focus on one particular piece of work or review a whole section.

Extra Curriculum Activities

We encourage our pupils to take part in a wide range of after school activities. Some activities are free and others are charged per session or group of sessions. These activities include: football, cricket, athletics, rugby, basketball, netball, orienteering, choir, recorders and instrumental tuition.



Nottinghamshire Tag Rugby County Champions 2011

We enter inter-school competitions in many sports and value the role competitive sports have to play.

Parent Helpers

There are many ways in which adults can enhance our work in school. The most vital way is by the interest and involvement you show in what your child does in school. We welcome help with many activities in school; please talk to a member of staff if you can offer your time and skills.



Role play in the Reception class



Jotting down the facts



Complaints Procedure

Should parents wish to make a complaint about school curricular or other related issues, there is a set procedure agreed by the LEA for dealing with such complaints.

The full complaints procedure document is available for reference in school. Should there be a complaint, the procedure provides for a preliminary informal discussion with the Head Teacher or other suitable member of staff, to see if the complaint can be resolved without recourse to formal procedures. If the complaint cannot be resolved informally, the complainant should write either to the Clerk to the Governing Body, whose address is available at school, or to the designated officer in the Authority in the Education Department.

viz:- Principal Education Officer,
Operational Management,
County Hall,
West Bridgford,
Nottingham,
NG2 7QP.

Disclaimer

The information given in this prospectus, which relates to the school year 2011/2012 was valid at the time of printing.

It should not be assumed that there will be no changes affecting either the arrangements generally described in it or in any particular part of them before the start of the school year in 2012/2013 or in subsequent years.

**SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS
OF PUPILS IN THE SCHOOL AND NATIONALLY
AT THE END OF KEY STAGE 1**

TEACHER ASSESSMENT	Percentage of pupils at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
SPEAKING & LISTENING									
School	3	7	62				28	0	0
National	2	11	66				21	0	0
READING									
School	3	10		7	28	14	38	0	0
National	3	12		12	23	24	26	0	0
WRITING									
School	3	14		24	17	21	21	0	0
National	4	15		21	28	20	12	0	0
MATHEMATICS									
School	0	14		14	17	28	28	0	0
National	2	9		16	26	26	20	0	0
SCIENCE									
School	0	10	55				34	0	0
National	2	9	68				21	0	0

This table shows the percentage of eligible children at the end of key stage 1 achieving each level in the school in 2010.

National Figures are for 2010.

Results are based on teacher assessment.

Figures may not total 100 percent because of rounding.

W Represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL AND NATIONALLY AT THE END OF KEY STAGE 2

TEACHER ASSESSMENT	Percentage of pupils at each level								
	W	1	2	3	4	5	6	Pupils disappled	Pupils absent
ENGLISH									
School	0	0	0	8	75	17	0	0	0
National	1	1	3	14	49	32	0	0	0
MATHEMATICS									
School	0	0	0	0	58	42	0	0	0
National	0	1	3	14	46	35	0	0	0
SCIENCE									
School	0	0	0	4	71	25	0	0	0
National	1	0	2	12	49	37	0	0	0

TEST RESULT	Percentage of pupils at each level					
	Below level 3 *	3	4	5	Pupils not entered #	Pupils absent
ENGLISH						
School	0	0	75	25	0	0
National	7	13	47	33	0	1
READING						
School	0	8	46	46	0	0
National	9	7	33	50	0	1
WRITING						
School	0	8	92	0	0	0
National	6	23	50	21	0	1
MATHEMATICS						
School	0	0	38	63	0	0
National	6	14	45	34	0	1

These tables show the percentage of year 6 pupils achieving each level nationally in 2010.

Figures may not total 100 percent because of rounding.

W Represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* Represents pupils who were not entered for the tests because they were working below level 3 in English or mathematics; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

Represents pupils working at the levels of the tests, but unable to access them.

Charging and Remissions Policy for School Activities (Primary Schools)

General Principles

The School Governing Body like the Education Committee is committed to the general principle of free education. In determining the charging and remissions policies which are set out in this document the Governors have been mindful of the policy statement produced by the Nottinghamshire Education Committee and have also taken account of the Committee's Entitlement Curriculum.

The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs, can make towards all aspects of pupils' education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils of the school.

Charges

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school.

Residential Activities held during school hours: charges may be made for the board and lodging element of those residential activities which take place during school hours. Parents will be notified in advance of any such activities which the school proposes to organise and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made.

Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil; no other costs will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body EXCEPT in the circumstances described below.

Activities held outside school hours: the school will endeavour to provide a range of such activities from time to time. These will sometimes include day and residential experiences, and are known generally as 'optional extras'. Charges may be made for these activities EXCEPT where they are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum or to religious education in which case they are not regarded as optional extras as such and charges cannot be made. (Board and lodging charges may still however be made for any residential activities subject to the remission arrangements described below.)

Parents will be notified in advance of any 'optional extras' which the school proposes to organise and the estimated cost. Parental consent will be obtained if their children are to participate in any activities for which a charge may be made.

Any charge for a particular activity will be dependent upon the type of activity and its cost and the number of participants. This charge will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. The cost of other pupils participating in the visit will not be included in the charge. The charge may however include an appropriate element for such things as:

- (i) the pupil's travel costs;
- (ii) the pupil's board and lodging costs;
- (iii) materials, books, instruments and other equipment;

- (iv) non-teaching staff costs;
- (v) entrance fees to museums, castles, theatres, etc;
- (vi) insurance costs;
- (vii) the expenses only of participating teachers engaged on a separate contract for services to provide the 'optional extra'.

Any remission arrangements for such activities will be at the discretion of the Governing Body, EXCEPT in the circumstances described below.

Materials and Ingredients: a charge will only be made for any materials and ingredients relating to activities taking place during school hours where parents have indicated in advance a wish to own the finished product, e.g. in home economics or CDT. Alternatively parents may, in these circumstances, be asked to volunteer to provide the ingredients and materials prior to the activity taking place.

Remissions

Where the parents of a pupil are in receipt of Income Support, Family Credit, an income-based Jobseeker's Allowance a Disability Working Allowance, the Governing Body will remit in full the cost of board and lodging for any residential activity the school organises for the pupil if the activity:

- (i) takes place within school hours,
or
- (ii) forms part of the syllabus for a prescribed public examination or fulfils statutory duties relating to the National Curriculum or religious education, irrespective of whether the activity takes place within or outside school hours.

Any other remission arrangements for a particular activity or pupil will be entirely at the discretion of the School Governing Body. Any subsidy provided by the Governing Body will be met from the funds at its disposal.

Voluntary Contributions

Nothing in this policy statement precludes the School Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

Breakages and Damage to School Property

The School Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.

Review

The School Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate.

Southwell Diocesan Board of Education

In Nottinghamshire the Church of England helps to provide 70 schools, both Voluntary Aided and Voluntary Controlled, which all express their Christian foundation in their worship and the spiritual and moral education offered their pupils. Besides this, in Aided schools the Religious Education is also distinctively Christian. Each school's Anglican nature is guaranteed by the Foundation governors, one of whom is always the Vicar.

Aided Schools

These are the responsibility of the governors, made up of a majority appointed by the church, plus parents' representatives, teachers, local politicians and the headteacher. Through the Barchester scheme (a kind of insurance scheme), the governors pay for the upkeep, improvement and construction of the school buildings, helped by large grants from the DfEE, and by advice and administrative support from the Diocesan Board of Education.

The governors are also responsible for making sure that the religious education, worship, and spiritual, moral, social and cultural development of the children are suitably Christian, and that the members of staff are at least sympathetic to the school's Christian principles.

Controlled Schools

The main differences from Aided schools are:

- only a minority of governors are appointed by the church
- the Religious Education is according to the County syllabus
- there is no church input into the costs of the buildings

Even so, the Vicar is always a governor, and the worship and general development of the children remain definitely Church of England.

Admissions

All admissions to Aided schools are made by the governors. For controlled schools, details are also available from the local Area Education Office. Your first port of call for both sorts of schools, however, will probably be the school's headteacher or the school secretary, who will have an application form and a brochure for their school.

Inspections

All Church of England schools must be inspected every four years, both for their general educational standards, like all schools, and also for their distinctively Christian nature in an additional inspection.

The purpose of Church of England Schools

Our schools are there to provide the best possible education for their pupils, closely involving governors and parents, under the leadership of the headteacher and the staff. What is distinctive about them is that they set out to do this in an explicitly Christian setting, with the active involvement of local Christian representatives and the Southwell Diocesan Board of Education.

School Holidays 2012/2013

1 August 2012 - 31 July 2013

August 2012						September 2012						October 2012					
M		6	13	20	27		3	10	17	24		1	8	15	22	29	
T		7	14	21	28		4	11	18	25		2	9	16	23	30	
W	1	8	15	22	29		5	12	19	26		3	10	17	24	31	
T	2	9	16	23	30		6	13	20	27		4	11	18	25		
F	3	10	17	24	31		7	14	21	28		5	12	19	26		
S	4	11	18	25		1	8	15	22	29	6	13	20	27			
S	5	12	19	26		2	9	16	23	30	7	14	21	28			

November 2012						December 2012						January 2013					
M		5	12	19	26		3	10	17	24	31		7	14	21	28	
T		6	13	20	27		4	11	18	25	1	8	15	22	29		
W		7	14	21	28		5	12	19	26	2	9	16	23	30		
T	1	8	15	22	29		6	13	20	27	3	10	17	24	31		
F	2	9	16	23	30		7	14	21	28	4	11	18	25			
S	3	10	17	24		1	8	15	22	29	5	12	19	26			
S	4	11	18	25		2	9	16	23	30	6	13	20	27			

February 2013						March 2013						April 2013					
M		4	11	18	25		4	11	18	25	1	8	15	22	29		
T		5	12	19	26		5	12	19	26	2	9	16	23	30		
W		6	13	20	27		6	13	20	27	3	10	17	24			
T		7	14	21	28		7	14	21	28	4	11	18	25			
F	1	8	15	22		1	8	15	22	29	5	12	19	26			
S	2	9	16	23		2	9	16	23	30	6	13	20	27			
S	3	10	17	24		3	10	17	24	31	7	14	21	28			

May 2013						June 2013						July 2013					
M		6	13	20	27		3	10	17	24	1	8	15	22	29		
T		7	14	21	28		4	11	18	25	2	9	16	23	30		
W	1	8	15	22	29		5	12	19	26	3	10	17	24	31		
T	2	9	16	23	30		6	13	20	27	4	11	18	25			
F	3	10	17	24	31		7	14	21	28	5	12	19	26			
S	4	11	18	25		1	8	15	22	29	6	13	20	27			
S	5	12	19	26		2	9	16	23	30	7	14	21	28			



School holidays



Public holidays



Administration day

This pattern gives 195 working days for staff, including the administration day on Monday 3 September 2012. A total of 4 in-service training days for staff will be taken by each school from the 194 term days given above, leaving 190 term days for pupils.

