

Whaddon Church of England First School



Prospectus 2014 - 2015



**1811 – 2011
200 Years of Learning and
Achievement**

GOVERNORS' STATEMENT

Welcome to Whaddon CE First School.

We, the members of the Governing Body, are extremely proud of our successful small school and encourage any enquiries.

This prospectus is designed to provide you with up-to-date information about the school, its organisation and facilities. We hope that you find the contents useful and interesting.

The school was originally founded in 1811 and there are strong links with the Oxford Diocese. It now consists of the original school building which is currently used as a hall, and a more modern block which houses the classrooms, library and offices. Our light airy classrooms are very well resourced with the latest technology for learning including interactive whiteboards in each classroom area. We are very fortunate to have wonderful outdoor facilities with an extensive activity area, a Sensory Garden and a large secure playing field.

The school has a reputation for high levels of achievement and attainment, with standards consistently above national and local averages.

The school had a very successful Ofsted Inspection in February 2014.

Summary of key findings -" This is a good school".

"Whatever their starting points, pupils make at least good progress and by the time they leave the school many reach levels of attainment which are above average. Attendance is high. Pupils of all ages enjoy coming to school and like the topics they study. Pupils' behaviour is of a very high standard owing to the very positive relationships they have with staff who they know will look after them. The school's curriculum is rich, vibrant and exciting. The spiritual, moral, social and cultural education of the pupils is a strength of the school and underpins everything it does. Teaching is good overall and some is outstanding. All members of staff form an effective team where every pupil is known as an individual and all of them thrive in the school's nurturing environment. Pupils say, and their parents and carers agree, that they feel safe in the school. The school is well regarded in the community. Leadership and management at all levels, including governance, have a direct impact on the quality of teaching together with pupils' achievement".

A copy of the full 2014 Ofsted report can be found on our website: www.whaddon.bucks.sch.uk

Our friendly, caring and dedicated staff work hard to sustain these high standards and to help pupils develop and progress as responsible individuals, happy to be part of our extended family. We have a close relationship with parents and the local community which is central to the ethos of the school.

Fortnightly newsletters keep parents fully informed and parents are always welcomed as a partner in their child's education.

Should your child attend Whaddon School we look forward to working with you and hope that you will find your relationship with the school happy and rewarding.

WHADDON SCHOOL ETHOS AND VALUES

Our four key Christian values are :

LOVE

RESPECT

FORGIVENESS

CHARITY

We aim to:

- provide a caring, happy environment which is conducive to learning, and in which a child feels secure.
- promote the spiritual, moral, social and cultural development of children and to prepare them for the opportunities, responsibilities and experiences of adult life.
- know the children personally and to build a relationship of mutual trust in which a child's development at every level is fostered.
- give each child the feeling of dignity and self respect that comes from being treated as an individual; the pride in being part of a considerate, corporate body; and the delights of success in his/her own achievements.
- encourage each child to value excellence in learning, to foster basic foundation skills in numeracy and language, and to ensure that each child works towards fulfilling his/her potential in all aspects of a broad and balanced education.
- give children satisfaction from their achievements, thus enabling them to be happy, tolerant, independent and well balanced individuals who are in control of their behaviour when they leave this school.
- give children the basic moral values that will enable them to behave with courtesy and to have respect and consideration for others.
- promote equal opportunities for boys and girls in all aspects of school life.
- help children to achieve their potential in all areas of development.



SCHOOL CLASSIFICATION

Whaddon CE First School is a Church of England Voluntary Controlled First School for boys and girls between the ages of four and eight.

TIMES OF SCHOOL SESSIONS

8.50 a.m. to 12.00 p.m.

1.15 p.m. to 3.00 p.m. (1.00 p.m in Year 3)

Teaching hours per week (excluding registration and assemblies)

Age 4-7 years – 21hrs 15mins

Age 7-8 years - 22hrs 30mins

The school gate is unlocked at 8.40 a.m. A member of staff will be on duty on the playground from that time. Parents are reminded to check that a member of staff is on site before leaving a child.

Dogs are not permitted anywhere on the school premises or the school grounds at any time.

Smoking is not permitted on the site.

Access to the school is controlled at all times other than at the beginning or end of the school day. Visitors wishing to gain access to the school must ring the bell and contact the school reception to gain entry.

TELEPHONING THE SCHOOL

To avoid interrupting classes, the best times to telephone are:

Weekdays from 9.00 a.m. – 3.30 p.m. but please note that our School Business Manager does not work in the afternoons.

Teachers can be contacted between 12.30 p.m. and 1.00 p.m., and after 3.10 p.m.

SCHOOL TRANSPORT

There is currently transport available for children from Nash, Beachampton and Thornton. This is a free service to those children living in these areas. A form can be obtained from school to apply for free transport.

ADMISSIONS – HOW TO GET A PLACE AT WHADDON SCHOOL

Parents thinking of sending their child to the school are invited to attend one of our Open Mornings in the Autumn and Summer terms. Alternatively, please contact us to make an appointment to see the school in action. Admission to the Reception Class, is through Buckinghamshire County Council (via your local authority if you live outside Buckinghamshire). The deadline for the first round of applications is mid January for the following September. In accordance with the county's admissions policy, priority goes to children who live within our catchment area (Whaddon, Nash and Beechampton) . Further allocation is made in the Spring and Summer terms.

BUCKINGHAMSHIRE COUNTY COUNCIL ADMISSIONS POLICY

The County Council has agreed that the admissions policy detailed below should be used for those children due for admission to primary schools at the age of 5 or 8.

In most cases the Education Department will be able to confirm that a place is available at your preferred school. However, when a primary school is oversubscribed i.e. more children wish to attend the school than there are vacant places, the list of criteria detailed below is used to allocate places up to the Intended Admission Number.

COUNTY AND VOLUNTARY CONTROLLED SCHOOLS ADMISSIONS CRITERIA

Places are allocated according to the following criteria, in order of priority:

1. Looked after children or previously looked after children.
2. Children living in the catchment area of the school.
3. Siblings of children attending the school or a linked primary school.
4. Children whose parents have expressed a preference for a Church of England School supported by proof of church commitment, e.g. letter from local vicar.

5. Children with exceptional medical or social needs, supported by written evidence from a doctor, social worker, education welfare officer or other appropriate person.
6. Children attending a primary school linked to Whaddon CE First School. (Does not apply to Reception intake)
7. Once the above rules have been applied then any further places will be offered in distance order. The shortest distance will be offered first.

This information applies to children wishing to be admitted to this school. If you have any questions about how this may apply to you then please contact the Admissions Officer at your local Area Education Office, who will be able to advise you.

STARTING AT WHADDON SCHOOL

Induction

Our aim is for the transfer to school to be as smooth as possible with the children feeling happy and secure throughout the process. As an induction to our school, pupils are invited to attend two afternoon visits. There is also an informal meeting for parents to give out information packs and admission forms and to discuss issues such as school routines, diary dates etc.

When will my child start school?

All children who were born between 01.09.10 and 31.08.11 are entitled to a school place from September 2015. At Whaddon School our ethos has always been centered on the needs of the child. We believe that children with Autumn birthdays should start full time in September and children with Spring and Summer birthdays (Jan 1st to Aug 31st) should start part-time (mornings only) and transfer to full time later in the year. The review process is regularly monitored until both parents and the school feel that the child is mature enough and ready to enjoy a full day.

Government legislation currently states that parents have the right to request a full time place from the September after their child's fourth birthday. If you wish to take up a full time place please inform the school.

SAFEGUARDING STATEMENT

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school. We want to work in partnership with you to help your child to achieve his/her full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service (DBS) checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

To comply with our responsibilities under section 175 of the Education Act 2002, we have a Designated Person for Child Protection (Mrs Travis) who is a member of the senior management team, and has received appropriate training for this role. It is her responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

On rare occasions our concern about a child may mean that we have to consult other agencies. Unless it is not safe for a child, we would always aim to achieve this with a parent's consent. The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher. A copy of the Child Protection Policy can be obtained from the school office.

THE CURRICULUM

Curriculum Policy

All children study the core and foundation subjects of the National Curriculum plus Religious Education, with the emphasis on literacy, mathematics and science. Schemes of work are based on the National Curriculum Key Stages 1 and 2 and the Foundation Stage Curriculum for Reception. Our aim is to achieve breadth, balance, continuity and progression and teaching resources are under constant review. A personalised curriculum for Whaddon School has been developed through a topic-based approach where several subjects are linked through a common theme. This provides an exciting and meaningful curriculum that meets the individual needs of our children.

English

English is planned using the National Curriculum English programme of study and is taught through a daily literacy lesson. Each lesson involves shared reading or writing with the whole class and a focus on words and/or grammar. Children also work independently and in groups, and lessons usually end with a final plenary session, where learning is revisited, extended and feedback is given to the children.

Children are encouraged to speak confidently and to listen to what others say. They are also encouraged to express themselves and to adapt their speech to suit different purposes and audiences. The children's vocabulary is extended through their work in all areas of the curriculum.

Reading is taught in whole class sessions, in groups and individually. Phonics is taught in a daily synthetic phonics session which is reinforced in group activities and individual interactive sessions. Our reading resources for both individual and guided reading are colour coded with a wide variety of genres, both fiction and non-fiction included in each colour band. Children are encouraged to read for enjoyment and individual choices are respected. Children are also involved in group reading sessions which enables them to share books with others, read aloud with expression and support and value the work of others in the group. This is also a time when children can discuss the content of the books and give their opinions. They also use a very well-stocked library where there is a wide variety of literature and information texts. All these different approaches are designed to help children realise that reading is a pleasurable part of everyday life, not just something we do in class. Parents are encouraged to support their children's reading and books are sent home on a regular basis.



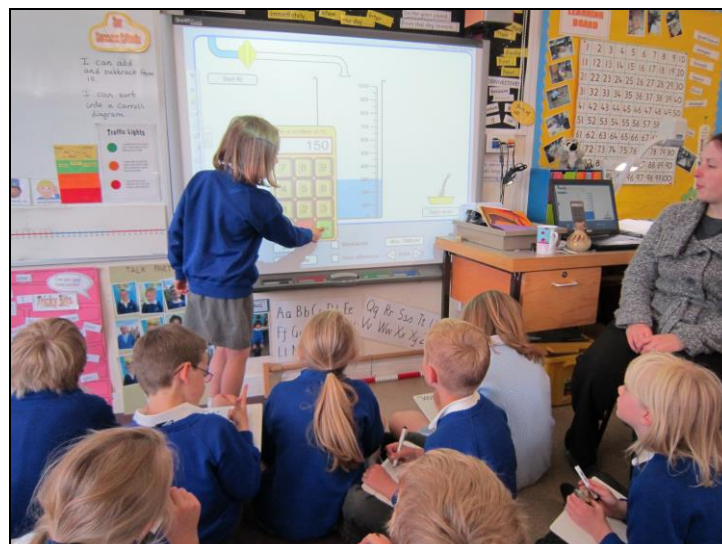
Children are encouraged to write confidently and independently for a wide variety of purposes and audiences, and to develop appropriate styles and modes of expression. We attach importance to grammar, spelling and punctuation. They are taught how to plan, organise and review their writing and high standards of presentation are encouraged. Handwriting is taught separately with joined-up writing being taught once correct letter formation is established to develop a neat and legible style.

Mathematics

There is a daily numeracy lesson for all pupils. This follows the Foundation Stage Curriculum for pupils in Reception. In Key Stage 1 and 2 lessons follow the National Curriculum Mathematics programme of study and usually include:

1. Mental/oral starter
2. Main teaching input to introduce or consolidate a new maths topic.
3. Whole class or group work related to main teaching input.
4. Plenary – summing up the lesson.

We aim to give children a wide range of mathematical experiences through practical, written and mental tasks. Children are encouraged to apply knowledge in different contexts and to develop investigative and problem-solving skills.



Science

Science is actively taught throughout the school, with the emphasis on observation, exploration and discovery mainly through practical investigations. Our aim is to harness children's natural curiosity, to help them understand the world around them and to develop enquiring minds. We teach them specific scientific skills and processes, preparing them to live and work in an increasingly scientific and technological world. They experience a rich and valuable science programme following the National Curriculum Science programme of study. In addition, we take advantage of being linked with the Royal Latin School in Buckingham, which has Specialist Science School status and organises hands-on science workshops.

Information and Communication Technology

Information Technology is an important part of the curriculum. We aim to encourage children to become confident and successful in the use of technology. Each class has access to an interactive whiteboard, a computer work station, and a wide variety of software. When working on the computer, the children handle data and information, and use this knowledge in analysing and solving problems. Children use a word processor, database, paint program, control program, powerpoint etc. ICT is planned to support other curriculum areas, e.g. information from CD ROMs in Literacy, Humanities etc. The children also use the internet and e-mails. An ICT security policy is applied. The school has the use of 10 Internet-linked computers. Children also make use of a floor turtle (Roamer), digital camera and computer microscopes. Information Technology is used to broaden the range of teaching methods in all subject areas. Our school Virtual Learning Environment supports learning both at school and at home.



Art

Children have first hand experience of working with a wide range of materials and techniques. Their visual skills will be developed through drawing painting, modelling and from direct observation. They are encouraged to be creative, imaginative, to express ideas and design and make artefacts. The children cover topics such as tone, colour, texture, etc and the appreciation of famous artists and their work. Professional artists have recently visited the school to lead workshops in a variety of different media.



History and Geography

History and Geography are part of cross-curricular project work in Key Stage 1. We aim to give children a sense of history and progression through time, and to develop an awareness of place and the inter-dependence of peoples and their environments. We also study our local environment and visit appropriate museums and other places relevant to the curriculum. A wide range of resources, such as videos, library books, film strips, slides, posters and artefacts, is used.

Physical, human and environmental geography are taught. Children learn to follow spoken and written instructions to make maps and routes of familiar areas and to use atlases and globes. They are encouraged to observe and talk about difference and change and to become aware of the effect that climatic conditions have upon people's lifestyle, clothes, etc.



Music

Through singing and music sessions, we encourage children to enjoy music, to be creative, to explore sounds and rhythms and to compose, record and perform their own compositions. They are given opportunities to listen to and develop an enjoyment of a wide variety of music. Year 2 and 3 are learning to play the recorder. Reception and Year 1 are developing skills in percussion and singing. The children often perform in assemblies and school concerts and join other schools to perform in local group concerts. Occasionally, the school also invites musicians or performers into school to take workshops or to perform live music.



Physical Activity - P.E. & Games

In line with recent government initiatives the school has increased the amount of physical activity and high quality PE available to pupils. Gymnastics is taught throughout the school, together with movement, dance and games skills. Full-time children have three sessions of PE each week. In addition, children have access to games and activities at lunchtimes and playtimes. The school promotes sport and team games, providing opportunities for children to participate and represent the school in local competitions. There are strong links with the Buckingham School, a specialist Sports College, which organises sports festivals, workshops and staff training.



Games - Health and Safety

We would like to draw your attention to the following health and safety issues:

- The school would prefer pupils not to wear jewellery in school but one small stud per ear is allowed. However during physical education sessions they must be removed by the child (unless there are religious observances to be respected).
- Long hair should be tied back at all times.
- Plimsolls or trainers should be worn for outdoor activities.

Design and Technology

Design and Technology are both part of cross-curricular studies and subjects in their own right. We introduce children to a variety of tools, materials and techniques, encouraging them to design to a set brief, or to choose their own. They implement their design, evaluate it, and then adapt and improve their work. Team work is important in this subject.



Religious Education

The aim of this Church of England school is to regard the fostering of the personal, moral spiritual and social development of pupils as being particularly important. Therefore R.E. not only has a prominent place in the curriculum, but also permeates all other areas of it. Christianity will have a central place in the curriculum throughout the school.

Religious Education follows the Buckinghamshire Agreed Syllabus. This helps the children to understand their own religion and culture, and those of others. It also develops their moral and social education.

Collective Worship

"All pupils in attendance at a maintained school shall on each school day take part in an act of collective worship" unless "the parent ... requests that (the child) may be wholly or partly excused from attendance at religious worship in the school" [1988 Education Reform Act 6(1) and 9(3)].

Whaddon School is affiliated to the Church of England. The local Vicar and other members of the church congregation make regular visits to support the delivery of collective worship. We also participate in an annual Harvest Service at Whaddon Chapel and a Christingle service at the parish church.

Statutory Inspection of Anglican Schools(SIAS)

We had a very successful SIAS inspection in May 2014.

The distinctiveness and effectiveness of Whaddon First as a Church of England school are good because

- Children enjoy a safe, secure and inclusive Christian learning environment which enables them to be confident, to flourish and to develop spiritually and academically.
- The Christian ethos which is friendly and nurturing results in behaviour and relationships that are strong and positive.
- There is a strong and mutually beneficial relationship with the local Churches and the parish priest that secures the school's understanding of itself as a Christian community.
- Children have a good understanding of multicultural Christianity, of world faiths and different cultures that secures their core Christian value of respect.

Attendance and punctuality are good and Christian care is given appropriately to support the good attendance of all. One parent said, "This school is a brilliant foundation where our children grow to know who they are and are loved and nurtured as well as well taught." SIAMS May 2014

Sex Education

In accordance with the 1986/1993 Education Acts the governors have responsibility for determining the school's policy on sex education, having due regard for moral considerations and the value of family life. Although not formally taught as a specific topic, questions are always answered appropriately when they arise. Most sex education is dealt with through studies of 'ourselves'. Sex Education is taught as part of Health Education.

Children with Special Needs

The curriculum takes account of individual needs, and teaching methods allow all children to do work suited to their age and ability within the normal classroom situation. Staff from the Specialist Teaching Service may support children with special educational needs where required. Staff also receive advice and support from County services. After consulting the parents, children with special needs may be referred to the school doctor or educational psychologist, who will advise on the best course of action. All children identified with a Special Need have an Individual Education Plan (IEP) which is reviewed regularly by staff and parents.

Accessibility

In the School Accessibility Plan the governing body sets out plans to ensure that disabled pupils are not treated less favourably for reasons related to their disability.

Equal Opportunity

The school promotes equal opportunities for all our pupils and staff. We celebrate the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background. The school curriculum contributes to pupils' understanding of the spiritual, moral, social and cultural heritage of Britain's diverse society.

National Healthy School Status

Whaddon School has been awarded National Healthy School status. We promote a healthy lifestyle through increased physical activity, promoting emotional health and well-being, personal, social and health education and healthy eating. Our School Food policy aims to promote healthy eating throughout the day and covers all aspects of food and drink in school.

Staffing and Organisation

The school is currently organised into three classes, with two full-time class teachers and the Headteacher. We also have one full-time Higher Level Teaching Assistant, one part time Teaching Assistant and three Lunchtime Supervisors. Children may be taught in mixed age or single year classes.

Our basic approach is child-centred, and this leads to a lot of individual work. However, the children also belong to a community, so group work and team projects are also important. In addition, there are many times when the best method is whole-class teaching.

At all times children are encouraged to show individual initiative, while being sensitive to the needs of the community. Our teaching stresses the values which we feel are part of our ethos - honesty, respect, consideration, responsibility, compassion and self-discipline.

Pastoral Care

As a matter of course, the class teacher will take care of the needs of a child during school time. The class teacher will monitor the general health, happiness and well-being of the child, and will develop a relationship with that child such that the child will feel confident to talk over problems with the teacher. The class teacher will offer support, advice and guidance to pupils, and safeguard pupils' welfare. This will be based on the child's academic ability, personal development, behaviour, and attendance.

Extra-curricular Activities

After-School Clubs run from 3:15 p.m. to 4:15 p.m. We offer a wide range of activities which vary each term; such as sports (football, multi-sports, short tennis), drama, dance, ICT, cookery and crafts. They may be run by school staff or coaches from local sports clubs. Clubs are open to children in Years 1, 2 and 3.

Each year there are various special events, including concerts, art workshops, sports days and music festivals, both in school and further afield. We regularly take part in events involving the wider community such as maypole dancing at the local May Fayre, and special church services at Harvest, Christingle and Easter.

Voluntary Help in School

For certain areas of the curriculum, such as cookery, needlework, craft, reading and library work, the school warmly welcomes voluntary helpers in the classroom.

Depending on the frequency of school visits, volunteers may be subject to an enhanced DBS check.

GENERAL INFORMATION

Behaviour

We do not have a long list of rigid formal rules, but we place great emphasis on children behaving in a civilised, caring manner, and having respect for other people in the community and their property. We want children to develop self-discipline and a sense of responsibility.

A Behaviour Policy has been drawn up in consultation with parents, governors and pupils. Parents and pupils are asked to sign our Behaviour Policy and a 'Home-School Agreement'. This is a mutual undertaking between parents and school to provide a supportive environment in which the child can learn and develop.

Our Anti-bullying Policy sets out our zero tolerance to bullying. Any such incidents are dealt with immediately by a member of staff and reported to the Headteacher.

In accordance with the 1986 Education Act, there is no corporal punishment. Punishments usually take the form of withdrawing privileges, but serious offences or frequent mis-behaviour may result in the parents being contacted and a suitable course of action being mutually agreed.

School Uniform

The school uniform consists of a royal blue official school sweatshirt or cardigan, and plain mid grey skirt, pinafore dress or trousers with a plain white polo shirt or white shirt. In the summer girls may wear blue and white checked or striped dresses. Tights and socks should be plain grey or white. In the interest of health, safety and hygiene long hair should be tied back at all times. Hair accessories for girls should be in school colours and discreet. For health & safety reasons we would prefer children not to wear any jewellery in school. However, one small stud in each ear may be worn on non PE days.

School shoes should be black, well-fitting and comfortable. Trainers or boots are not suitable for school wear.

The children will need a P.E. kit comprising navy or black shorts and round neck plain white t-shirt (without buttons) and velcro fastening plimsolls. A plain navy or black tracksuit for cold weather will be needed. P.E. clothing should be kept in school throughout the week.

School sweatshirts, cardigans, book bags and PE bags can be purchased from the school office.

School Meals

The children have the opportunity to have delicious and nutritious hot school meals which are available 5 days a week. The meals are freshly cooked every day at the hub kitchen at Buckingham Primary School and delivered to us each morning. Popular and varied menus are provided in advance and meals are pre-ordered from a choice of regular or vegetarian options. Universal free school meals are provided for all children in Reception, Year 1 and Year 2 and include a main course and dessert. Payment for school meals for children in Year 3 are paid for using ParentPay. Children who do not wish to take hot school meals

for all of the week need to bring a packed lunch to school. If your child is entitled to Free School Meals or if you wish to check eligibility, please see the School Business Manager in the School Office

ParentPay

We do not hold any money on the school premises. All payments to school for hot school meals, uniforms, after school clubs and school visits are made using ParentPay. Every parent has their own ParentPay account which can be accessed online 24 hours a day, 7 days a week. Payments are made securely by debit card.

Medicines

Wherever possible, medicines should be administered by parents. Medicines should not be sent to school unless prescribed by a doctor. If this is essential, then the school will administer them under the following conditions:

- a detailed form will be supplied by the school and this should be filled in and signed by the parent.
- the smallest possible amount of the medicine should be handed directly to the teacher in charge of first aid with clear instructions on how to administer it.
- if possible, the medicine should be self-administered.

The school is not permitted to administer non-prescription medicines.

The school should be informed in writing of any changes in dosage. It should be kept in mind that teachers have no medical training.

First Aid is given in school for minor accidents. Parents will be informed of any bumps to the head. In the event of more serious illness, accidents or injuries, every effort will be made to contact the parents. If parents are not available, we will try the emergency contact number. In an emergency the child will be taken to the local hospital. We shall act as any responsible parent would, and our main concern will be the welfare of the child.

Please ensure that the school has an up-to-date emergency telephone number for you. This may be your home, work or mobile number, or that of a neighbour.

Parental Involvement

We hold Open Evenings in the Autumn and Spring terms for staff and parents to discuss children's progress. At these consultations targets are set and reviewed. These are designed as an aid to boost achievement in literacy, numeracy and basic skills. Children are expected to attend consultations and to be aware of their targets. During the Summer Term, reports are sent home, together with Key Stage 1 SATs results for pupils in Year 2. In addition, parents are always welcome to visit the school to discuss any problems with the class teacher or Head. It helps to make an appointment if possible.

Friends of Whaddon School

There is an active PTA called The Friends of Whaddon School (F.O.W.S.), to which all parents, carers, relatives and friends are invited to belong. FOWS raises large sums of money through social events for parents and children which is used to fund extra resources and activities for the benefit of all our children.

GOVERNORS SECTION

Governor Charging Policy for trips and Educational Activities

To conform with the Education Reform Act 1988, sections 106-111, 117, 118, the LEA policy is set out below:-

- a) that where activities take place in school session time, parents should be invited to make voluntary contributions towards the cost of the activity on a pro-rata basis but that a pupil should not be debarred from taking part in that activity, or treated differently because his/her parents cannot, or will not, contribute. However, the school may not be able to offer the particular activity to its pupils if sufficient voluntary contributions are not received.
- b) that where activities take place outside school session time, charges should continue to be levied where appropriate.
- c) that remission only applies to children receiving free school meals. Any application for a full or partial remission of charges will be considered by the Headteacher.
- d) that appropriate charges be made for materials where parents have indicated in advance that they wish to own their child's finished work.
- e) that parents be required to meet the cost of breakages and damages where this is a result of their child's behaviour.

Governors Complaints Procedure

In February 2012 the Governing Body of Whaddon School adopted the updated Bucks County Council Complaints Procedure. In most cases it is expected that any concerns or complaints expressed by parents and others about the school curriculum or religious worship will be considered and dealt with through informal discussions with the Headteacher. It is recognised, however, that there may be circumstances in which parents prefer to approach someone other than the Headteacher of their child's school. In such cases, the Complaints Procedure mentioned above should be followed, which can be found on the school website.

Policy on Attendance

Whaddon CE First School seeks to ensure that all its pupils receive a full- time education which maximises opportunities for each child to realise his / her true potential. We expect good attendance from our pupils, in order for them to make the most of the opportunities that the school has to offer. We rely on our partnership with parents to ensure that high levels of attendance and punctuality are sustained by all pupils.

The school will strive to provide a welcoming, caring environment where each member of the school community feels valued and secure.

All school staff will work with pupils and their families to ensure that each pupil attends school regularly and punctually.

Aims

1. To continue to maintain and improve the overall percentage of attendance of pupils at the school.
2. To make attendance and punctuality a priority for all those associated with the school.
3. To provide support, advice and guidance to parents and pupils.
4. To develop a systematic approach to gathering and analysing attendance related data.
5. To further develop positive and consistent communication between home and school.
6. To promote effective partnerships with Education Welfare Services and other services and agencies.
7. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

Procedures

School will ensure that:

- Good attendance and punctuality have a high profile and are promoted as the norm. All absences will be followed up.
- The Headteacher is responsible for attendance matters and reports termly to governors and the local authority.
- Schools are responsible for recording pupil attendance twice a day, at the start of the morning and afternoon sessions, for all pupils of compulsory school age who are on the school Admissions Roll.
- Pupils are registered accurately and an up-to-date computerised record of their attendance is kept. Attendance codes are used to denote meaning of any absence.
- There is a clearly defined late registration procedure. Our school day starts at 8.50 a.m. and registers are marked shortly after this. Pupils who are not present for registration will be marked as absent initially. If they arrive before 9.20 a.m. the absence will be changed to present, but late.
- Parents and carers will be informed of any attendance or punctuality concerns. Ongoing concerns will be referred to the Education Welfare Service. However, initial enquires and intervention will always take place prior to any referral to the Education Welfare Service.
- Attendance targets are set for the whole school and reported to the local authority.
- The school will follow the Bucks County Council code of conduct for issuing penalty notices for unauthorised absence from school.

Parents/carers should:

- Ensure regular and punctual school attendance
- Notify the school of all absences by telephone on the first day of absence and ensure that any absence is covered by a note on your child's return to school.
- Parents should apply to the school in writing for permission to take their child out of school.

The Education Welfare Service will:

- Support and advise schools, through the Educational Welfare Officer attached to the school, on acceptable levels of attendance.
- Offer parents/carers advice, support and strategies to ensure regular and punctual school attendance
- Take appropriate legal action where parents/carers fail to ensure the regular attendance at school of their children
- Provide advice and guidance to schools regarding attendance strategies
- Regularly check all school registers.
- The responsibility for issuing penalty notices and managing arrangements for their payment and the collection of monies rests with the Education Welfare Service Specialist Unit.

Absence from school

All schools must now show the difference between “authorised” and “unauthorised” absence. This is a government requirement.

. Absence will be authorised for the following reasons:-

- Sickness
- Religious observance
- Medical/ dental appointments
- School visit / approved educational activity

All other absence will be treated as unauthorised. It will be for the Local Authority to take action against parents as it sees fit.

All others absences will be treated as unauthorised

Governors have adopted a policy of not approving authorised absence except in exceptional circumstances. Absence taken for holidays would therefore be recorded as unauthorised. This decision was taken in line with other schools in the Buckingham area and in the light of statistical information about the negative impact of absence on attainment from the Department of Education.

LIST OF GOVERNORS 2014-2015

Foundation Governor

Rev. Gussie Walsh, The Rectory, Chapel Lane, Thornborough, Bucks, MK18 2DJ

Mrs Hazel Hedges, Coddimoor Farm, Whaddon, Milton Keynes, MK17 0LR (Chair)

LA Governor

Mrs Angie Joint, 5 Old Manor Close, Whaddon, Bucks, MK17 0LY

Ms Karen Wilson, 1A High Street, Whaddon, Bucks, Milton Keynes, MK17 0NA

Community Governor

Vacancy

Parent Governors

Miss Rachael Brockwell, 2A Vicarage Road, Whaddon, Milton Keynes MK17 0LU

Mrs Clare Garland, 31 Stock Lane, Whaddon, Milton Keynes MK17 0LS

Mr Matthew Stewart, The Glebe, Nash Road, Whaddon, Milton Keynes, MK17 0NQ

Headteacher

Mrs Diana Travis

Teacher Governor

Mrs Sarah Ash

N.B. This list was correct at the time of printing (January 2015) but is subject to change.

Whaddon Church of England First School

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Website: www.whaddon.bucks.sch.uk

Headteacher – Mrs Diana Travis

Chair of Governors – Mrs Hazel Hedges

