

CONTENTS

Welcome	Page 2
Vision and Aims	Page 3
Staff and Governors	Page 4
Starting School	Page 5
School Uniform	Page 6
Curriculum	Page 7
Day to Day Matters	Page 12
Policies	Page 15
Assessment	Page 19
Homework	Page 19
Communication with Parents	Page 20
Parent/Adult Helpers	Page 20
Friends of Dundry School	Page 21
Transfer to Secondary School	Page 21
In Conclusion	Page 22
Glossary of Terms	Page 22
Complaints	Page 22

While every effort has been made to ensure that the information contained in this prospectus is accurate and current, it is possible that some changes to the running of the school may take place from time to time. Parents will be immediately informed of any changes affecting their children.

WELCOME

Dear Parents/Carers

We are extremely proud of Dundry C of E Primary School, its aims, values and the achievements of its pupils. We strive to realise the potential of each individual, within a creative, caring and supportive environment, and to prepare all pupils to live confident, healthy independent lives as individuals, parents, workers and members of society.

Dundry C of E Primary School has stood, for 150 years, at the centre of Dundry village, high on the hill overlooking Bristol, the Severn Estuary and the coast of Wales. Our school emblem of oak trees and a church tower symbolises 'Dun' 'Dreagh' (a hill of oaks) and our Christian foundation.

The main Victorian building houses two classrooms, the hall, library, toilets and offices. The Elliott building houses two classrooms and the computer suite. These buildings are set in attractive, landscaped grounds. Much work has been done and more is planned to make sure that we can cater for the needs of pupils in the 21st Century.

The youngest children are welcomed into Rowan Class at the age of four. All children and their families are valued members of the school community and parents are always welcome to visit us. The continuing development of the school is built on our Christian foundation and fostered by an active partnership of the governors, staff and parents working with the wider community. We enjoy strong links with the local church, with members of the local curate team and church regularly leading assembly. We also hold assembly services termly in St Michael's Church.

Every child is offered a high quality, well-planned education, provided by a hard-working and committed team of teachers and support staff. We believe children thrive in our small, well resourced classes, where staff use proven methods and provide excellent learning opportunities with the emphasis on an enriched curriculum.

We have a thriving Friends of Dundry School Association and parents and grandparents are encouraged to come into the school to work with teachers and children. This is a school where people are valued and things get done.

We believe that the children's years at Dundry C of E Primary School are happy, purposeful and rewarding. Choosing a primary school is one of the most important decisions you will make on your child's behalf. This booklet provides an introduction to our school and we hope it will begin to illustrate how our dedicated team works to make the most of development opportunities for all members of the school community. We warmly invite you to visit the school, where staff are happy to talk about the needs of each individual child, and to see at first hand the exciting, creative and supportive learning environment we provide.

Yours sincerely
Rhiannon Price
Headteacher

VISION AND AIMS

The small school making a big difference!

What we want to achieve

At Dundry C of E Primary we aim to help our children develop into happy and confident individuals. We want to enable them to become resilient and creative learners, who show respect for others and the world around them. Above all, we will inspire our children to achieve their best in all things.

How we aim to get there

Based on the moral and spiritual values of the Christian ethos, our school...

- **Provides a safe, supportive and caring place where every learner matters**
- **Offers a vibrant, rich and challenging learning experience**
- **Encourages children to have respect for themselves, others and their environment**
- **Recognises and encourages the potential and achievement of all members of our community**
- **Is a happy, fun place to be.**

THE STAFF

Headteacher	Miss Rhiannon Price
Deputy Headteacher	Mr Ben Wiggins, Elder Class - Year 5/6
Teachers	Miss Julia Fitzpatrick, Rowan Class - Foundation Stage/Year 1 Miss Hazel Colby, Willow Class - Year 2/3/4 Mrs Sarah Warren, Willow Class - Year 2/3/4 Mrs Sian Wilson, PPA Elder/Rowan Classes/ SENCO
Teaching Assistant	Mrs Belinda Densley
Learning Support Assistants	Ms Jane Booth Mrs Annette Milton Ms Kelly Evans
Pupil & Family Liaison Worker	Mrs Paula Carey-Lawrence
School Administrator	Mrs Julie Smith
School Business Manager	Miss Hazel Brinton
Handyman	Mr Ken Pitman
Lunchbreak Supervisors	Mrs June Ball Mrs Elaine Ford Mrs Margaret Westropp
Minibus Driver	Mrs Belinda Densley

The school prides itself on a strong team of dedicated and caring teachers and support staff. The teachers are committed to keeping up to date with educational change and providing a stimulating and well organised environment for learning. Together they ensure that a good mix of specialist knowledge and enthusiasm is available. Music teaching is supported by North Somerset Peripatetic staff and Chew Valley dance specialists are brought in for lessons.

THE GOVERNORS

Chair	Mrs Anita Heapey (Local Authority)
Parent	Mr Simon Osborne Mrs Emily McKeown Mrs Helen Perrett
Community	Cllr Bee Peters
Foundation	Rev C Roberts (Ex Officio) Dr Pauline Primrose Miss Rhiannon Price
Teaching Staff	Mr Ben Wiggins
Support Staff	Ms Kelly Evans

The role of the Governors is to act as a critical friend of the Headteacher and staff of the school. The Governing Body is responsible for managing the school, approving policies, appointing staff and oversight of the school improvement plan.

STARTING SCHOOL

Admissions

In North Somerset, children can begin school in a reception class in the September following their 4th birthday. Parents have no legal duty to send a child to school until the beginning of the term following the child's fifth birthday, but it is hoped that parents will take advantage of this provision by North Somerset ensuring that a child is given a full year in the reception class.

The planned admission level for the reception class is 15. North Somerset Education Authority issues registration forms in July of the year preceding the September admission. These are available from the school.

Induction

We aim to give our new children a secure and happy start to their school lives. In preparation we arrange an induction programme involving parents' meetings, school visits for the children and visits by our staff to nursery/pre-school settings. New children start school on a morning only basis (usually for three weeks) until the teacher and parents judge that they are ready to start full time. We recognise that each child is different in terms of development and readiness for school.

Handy Hints for Starting School

It would be very helpful if, when they start school, your children could do the following:

- Dress and undress. Give your child time to learn how to do up buttons, put on shoes and socks. (Provide clothes with easy fastenings e.g velcro)
Wash and dry hands efficiently.
- Use a handkerchief correctly.
- Use a knife and fork for a main course and a spoon for a pudding.
- Use appropriate language when addressing others – please/thank you.
- Use the toilet properly (urinal for boys); please make sure your child knows that they should pull the flush and wash their hands afterwards.
- Look after their belongings, such as gloves and school bags and hang up their coats independently.
- Encourage your child to enjoy and respect books by reading and sharing them together. Play games that will stimulate memory and prediction skills e.g. I Spy, rhymes, puzzles, etc. Any parent who would like to know of other ways in which they can help their child before school is always welcome to discuss this with us.

SCHOOL UNIFORM

Dundry C of E Primary has a simple and inexpensive uniform which we actively encourage the children to wear as we believe it looks smart and encourages them to be proud of their school. The school sweatshirt is navy with a school logo. Children can wear navy or white polo shirts which are available with the school logo. A navy fleece with the school logo is also a popular item of clothing. These items of clothing can be purchased from Price & Buckland by internet or mail order. Boys wear black or grey trousers or shorts. Girls wear black or grey skirts or trousers. In the summer months girls often choose to wear blue and white check/striped dresses. All of these items are available in the larger supermarkets. We also run a uniform 'swap' in school. Please ensure sensible footwear is worn to school. Trainers are acceptable.

PE Kit

- Plain navy t-shirts
- Plain navy shorts
- Daps
- KS2 – trainers may be brought for Games at the Village Hall.

Pupils need to tie long hair back in a soft scrunchy.

PE kit should be kept in a small drawstring PE bag.

Swimming

Girls wear one piece costumes, preferably with cross straps at the back, which make movement much easier.

For PE and swimming stud earrings must either be removed or covered with tape.



THE SCHOOL CURRICULUM

We aim to provide a broad and rich curriculum which meets the statutory requirements of Curriculum 2000 and the Local Education Service RE syllabus.

From September 2011, the pupils will be organised into 3 classes:

Rowan Class - Reception and Year 1

Willow Class - Years 2, 3 and 4

Elder Class - Years 5 and 6

During a school day the children may work as a whole class, in groups, pairs or individually depending on the learning objective. Children may be supported in their learning by Teaching Assistants, Learning Support Assistants, Student Teachers/NVQ students and voluntary adult helpers.

Foundation Stage Curriculum

The Foundation Stage Curriculum is organised into six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Each of the six areas of learning is given equal importance, with carefully structured activities planned to build on children's knowledge, experiences, interests and skills. Within the curriculum there are opportunities for teacher-led activities and self-initiated activities which, with appropriate intervention, will directly engage the children in the learning process.

In the Foundation Curriculum, **play** is a key way in which children learn. Through play, children can explore and develop learning experiences, learn the need for rules, learn to share and cooperate with others, think creatively and imaginatively, express ideas and feelings and develop a positive and independent attitude to learning.

Curriculum in Key Stages 1 & 2

The children in Key Stages 1 and 2 follow the National Curriculum. You will receive a Curriculum Plan 3 times a year to tell you what your child is learning in school.

Literacy

We aim to enable children to:

- Express themselves clearly, accurately and appropriately in speech and writing in a range of contexts
- Understand others by listening and reading
- Develop a wide vocabulary

Each class, from Year 1 to Year 6 has a daily Literacy lesson. This is a structured lesson which may include teacher led phonics, reading or writing, the teaching of grammar, punctuation or spelling, an independent reading or writing session and a review of learning. Children will also have regular handwriting practice, spellings to learn, group reading with a teacher and will bring home books to read at home. As far as possible, we aim to ensure children learn within a wider context which gives relevance to the skills they are developing.

Numeracy

We aim to enable children to:

- ✓ Understand the language of mathematics
- ✓ Use numbers effectively, orally and in writing
- ✓ Perceive pattern in shape and number

Each class from Year 1 to Year 6 has a daily numeracy. These lessons begin with mental/oral activities followed by teaching of mathematical concepts, individual/group work and a plenary review session.

Science

We aim to enable children to:

- ✓ Observe and record accurately
- ✓ Question and initiate experiments
- ✓ Learn information
- ✓ Understand scientific vocabulary

Children are given practical opportunities to observe and explore scientific phenomena associated with; life and living processes, materials and physical processes.

Information Communication Technology

Children are taught word processing, data handling, modelling and control and internet/e-mail skills. ICT is used as a tool to support and enhance children's learning across the curriculum. We have networked computers in every classroom and a computer suite with 14 computers with internet and e-mail access. We also make use of digital cameras, sensors and microscopes.

RE and Collective Worship

RE is taught in accordance with the agreed LEA syllabus. This involves the study of artefacts, stories, leaders and festivals of Christianity and other faiths.

Assemblies include an act of Collective Worship which has an essentially Christian ethos whilst respecting the beliefs and cultures of people in the community. Assembly is held daily. We come together as a school, to share experiences, reflect on events, undertake acts of worship, sing and listen to music. Parents are invited to Friday assemblies to share in and celebrate children's achievements, while we hold a termly assembly in St Michael's Church to share the focus of our Collective Worship.

Parents may request that their child be withdrawn from RE and Collective Worship. If they wish to do so, they should apply in writing to the Headteacher.

History

We aim to teach children to understand people and events in the past and how they influence the present. Activities include visits, looking at artefacts and using computer simulations.

Geography

Our aim is to help the children to make sense of and appreciate the world around them. Activities include using maps, compasses, photographs, visits and residential trips.

Modern Foreign Languages

All children from year 1 are taught French each week through singing, games and conversation.

Art

We encourage children to develop their creative, imaginative and practical skills using a wide range of media. Pupils will be introduced to the work of artists from a variety of periods and cultures.

Music



We provide children with a variety of musical opportunities and experiences through listening, composing and performing. Children may learn to play musical instruments such as ukelele, recorders, keyboard and guitar from visiting LEA peripatetic teachers. (These activities may have to be charged for.)

Design and Technology

Children plan, build and evaluate products using a range of skills, materials and construction techniques.

PE

We aim to educate children for a fit and healthy lifestyle. Children will take part in games, athletics, gymnastics, dance and swimming. We encourage teamwork, competition, good sportsmanship and aim to motivate children to improve their personal best. To overcome our lack of space on the school site we hire the Village Hall and playing field on a weekly basis and transport Key Stage children using our minibus. In the summer months, we offer extra curricular sporting clubs.

Personal Social and Health Education.

Using the SEAL programme of study, we educate children to care for themselves and others so that they may lead happy and healthy lives. We are proud of our Healthy Schools status.

Curriculum Enrichment

Everyone looks forward to taking part in class assemblies, musical productions and the Christmas performances. Children from Dundry C of E Primary School regularly take part in music festivals around the county and have recently performed with others at St Andrew's, Congresbury. Children enjoy a wide range of sporting activities throughout the year. The Annual Sports Day and inter-school sports festivals foster the sense of community so valued by the school.

Subjects are regularly brought to life beyond the classroom by involving children in cross-curricular projects which include outings to museums, historical sites, zoos, nature reserves, science and technology centres and, in Years 3,4,5 and 6, residential trips away from Dundry.

The curriculum is further enriched by visits from musicians, theatre groups, writers, poets and experts in a range of different fields, as well as by the excellent links with the local community e.g. GP, PCSO, and Firefighters.

The school has its own minibus which is a valuable resource for curriculum and enrichment purposes and is used to transport children to sports events and on school trips for.



Team Building on Camp



Learning the 'Victorian' Way!

DAY TO DAY MATTERS

The School Day

Morning Session	8.55am - 12.15pm
Playtime	10.50am - 11.05pm
Lunch	12.15pm – 1.15pm
Afternoon session	1.15pm – 3.15pm
Playtime (FS and KS1 only)	2.30pm – 2.40pm

Arriving at School

Children should not enter the school grounds until **8.45am**. Foundation Stage and Key Stage 1 children should go directly into class on arrival. Key Stage 2 pupils may play in the playground until the bell is rung at 8.50am. Please encourage your child to enter the classroom and put their belongings away **independently**.

Attendance

The register is taken promptly at 8.55am. Parents with any child arriving after that time **must** report to the school office to make sure they are signed in as late and entered on the register. Arrival after 9.30am (unless due to a pre- notified medical appointment) is recorded as a half day unauthorised absence. If your child is ill and unable to attend school please ring and inform the school office before 10am. If you wish to take your child out of school to accompany you on a family holiday a holiday request form should be completed. Please note however, that holidays during term time are not normally authorised. Attendance and lateness is monitored by the Educational Welfare Officer. The attendance figures for the school year up to and including June 2011 are: Unauthorised absence 0.09% - Authorised absence 3.7%. The class teacher should be notified in advance if a child has a medical appointment and needs to leave school early. Children leaving early can be collected after 'signing out' from the school office.

Break Time

Children will have a break in the middle of the morning when they can eat a piece of fruit. Children in Foundation Stage, Year 1 and Year 2 receive free fruit each day. Children need to bring to school a water bottle for use in the classroom. They also have access to a water fountain at playtimes. Children under 5 year of age receive free milk and parents may choose to buy milk if their child is five years of age and in Foundation Stage.



Children will play outside unless the weather is very wet or cold, so please make sure your child has a coat in school at all times. Morning playtime is supervised by the teachers and support staff, assisted by a team of Playground Buddies from each class. Afternoon playtime (for Foundation Stage and Key Stage 1 only) is supervised by teachers and support staff.

Lunchtime

Children may choose to have school dinners (hot meal or a packed lunch) or bring their own packed lunch. School dinners are sent from Winford School and will cost £2.00 per day from September 2011. School meals should be paid for **in advance** on Mondays or at the point of sale. Children will be given special wallets to use for dinner money. Cheques should be made payable to 'Dundry C of E Primary School'.

The children are supervised at lunchtime by a team of Lunchbreak Supervisors. There are ten first aiders on the school staff and a senior member of staff is always on site.

Home-time

All Foundation Stage and Year 1 children should be collected by parents/carers or designated adults via the front infant door of the classroom. Children in Year 2 should collect their children for the bottom of the ramps to the Elliott building. Key Stage 2 will be released from class at 3.15pm but must stay within the school grounds until they are met by a parent/carer or designated adult.



They should always go straight to their parent/carer. Extreme caution must be exercised when crossing the British Legion Car Park. All children must be supervised in the car park and should not play games or run around on the verges, or go underneath the decking. Please note that parents/carers are permitted

to use the Royal British Legion car park by kind permission of the RBL and we are asked NOT to park in the centre spaces on a Monday morning, due to deliveries to the club. If you have made arrangements for a new person (relative, friend etc. to pick up your child) please make sure your child knows and inform the class teacher. Children living in Dundry Parish are able to use the school minibus service for home/school transport in the mornings and at the end of the day. Please contact the school office if you would like to make use of this service.

Medical Matters

If your child is taken ill at school you will be informed and asked to collect them. Please make sure that the school has up to date day time telephone numbers for yourself and alternative contacts. If your child has an illness or physical condition, please make sure that this is written on the medical form and that the class teacher is aware of the condition.

Children with asthma should have an up to date inhaler, which is kept in a box in the classroom. Inhalers will be taken on all off-site visits, swimming etc.

It is not the school's legal responsibility to administer medicines on a parent's behalf. It is the opinion of the school medical service that if a child requires short term medication during the day they should not be at school. The school has a policy on the administration of medicine which can be viewed if necessary.

To prevent the spread of infections; if your child suffers from vomiting or diarrhoea, they should remain at home until 48 hours after the last bout of illness.

POLICIES

Special Educational Needs (SEN)

We aim to ensure that every child at Dundry C of E Primary School receives the best possible education and we acknowledge that occasionally special arrangements may be required to help achieve a child's full potential. Our policy for SEN is in line with the Code of Practice published by the Department for Children & Family Services, and we take particular care in identifying children in need of specific teaching and learning support. After consultation between parents, the class teacher, the SEN Co-ordinator and specialist support staff from the North Somerset team, individual learning programmes are drawn up. The school supports the Local Authority policy to integrate children with special needs in the normal school environment, wherever possible, and has been particularly successful in this area. School staff are always available to discuss Special Educational Needs with parents.

Sex and Relationships Education

The sex education policy has been developed in consultation with governors and parents. Sex and Relationships education forms part of Personal Social and Health Education which starts in the Reception year. Strong links are also made with the Science curriculum. From Year 2 to Year 6, a specific programme of Sex & Relationships Education is provided. This covers the process of growth, reproduction, relationships, and health matters. This is usually delivered by the class teacher, the head teacher and the school nurse and is based on video programmes produced by Channel 4.

Parents are always informed of this in advance and are offered the opportunity to view the videos and discuss them with the relevant staff. Parents are entitled to withdraw their children from this aspect of the curriculum within the terms of the Education Act 1986.

Equal Opportunities and Inclusion

We believe that all children, regardless of gender, race, disability or religion are entitled to a curriculum that provides opportunities to learn and achieve.

Our Disability Equality scheme takes a fundamental step in removing these discriminatory barriers for disabled people in Dundry C of E Primary School. The scheme builds on what we have already tried to do to promote equality for disabled people.

We have adopted an accessibility plan (see appendix 1) which aims to:

- Increase the extent to which disabled pupils can participate in the school curriculum

- Improve the physical environment (within the considerable structural and space limitations) to increase opportunities for disabled pupils in education and associated services.
- Ensure that disabled people are provided with information in formats that are accessible for them

An Equal Opportunities Policy which states that:

- Discrimination on the basis of colour, culture, origin, sex or ability is not acceptable.
- The primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their sex, colour, origin, culture or ability.

An Anti Bullying Policy which states that:

- Bullying is wrong and damages individual children.
- Bullying is unacceptable in Dundry C of E Primary School, which has an ethos and values based on a Christian tradition.

Able Children

We value each child's individuality and recognise differing abilities. We acknowledge that able children need to be challenged in order to realise their potential. We aim to:

- ✓ To meet the needs of advanced development within the mainstream curriculum.
- ✓ To provide a range of extension material that will meet the demand for enrichment within the curriculum.
- ✓ To incorporate intellectual challenge through quality rather than the quantity of work.
- ✓ To provide self-initiated and self-directed learning that will encourage the able child to develop the attitude that knowledge is worth pursuing.
- ✓ To develop a skills-based curriculum that will provide the necessary stimulating work.

Behaviour

Aims

- To make children, parents and staff aware of the policy, its procedures, the rewards and the possible sanctions.
- To help children make positive choices about their behaviour and understand the consequences of poor behaviour choices.
- To ensure that respect is shown for all other people and or property.

Guidelines

We have five 'Golden Principles'.

1. It is the right of everyone in school to be physically safe from harm. It is the responsibility of everyone not to hurt any other person and to tell if someone has been hurt or is in danger of being hurt.
2. It is the right of everyone in school to feel emotionally safe. It is the responsibility of everyone to be sensitive to the feelings of others.
3. It is the right of everyone in school to know that their property is safe and secure. It is the responsibility of everyone to look after all of the property in school.
4. It is the right of everyone in school to have the freedom to learn. It is the responsibility of everyone to ensure that other people are allowed to learn.
5. It is the right of everyone in school to exist in a clean, safe environment. It is the responsibility of everyone to look after the environment.

These Five Principles are simplified and presented to the children as the Golden Rules incorporating the underlying principal of 'TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED YOURSELF'.

1. Be kind and helpful.
2. Always do your best.
3. Respect everyone and everything.

These rules are referred to regularly and are displayed around the school. In addition the members of each class negotiate their own code of conduct which reflects the Golden Rules.

Rewards

Good behaviour is acknowledged and rewarded.

Dealing with Inappropriate Behaviour

Inappropriate behaviour is not tolerated in this school and if seen it will be dealt with by all members of staff as follows:

- A pupil seen acting inappropriately will be stopped from acting in that manner.
- The pupil will be talked through the incident so that they understand why the behaviour is inappropriate.
- The pupil will be helped to consider the consequences of the behaviour and take appropriate actions to make amends. (E.g. To say sorry, write a letter of apology.)

Our policy can be viewed in full on our school website. It contains a comprehensive list of our rewards and sanctions.

Charging and Remissions

In line with the 1988 Education Act parents may be requested to contribute to the cost of educational visits and activities. There is no obligation to contribute and no individual

child will be penalised if parents decide not to contribute. If insufficient contributions are received for a proposed activity it may not take place. Charges may however, be made for enrichment activities e.g residential visits, in line with the school's Charging and Remissions Policy.

Parents who wish to see copies of school documents, including policies, which are available under the Freedom of Information Act, should ask at the school office.

Use of Photographs

Photographs are taken in school for a variety of purposes, including recording children's learning. You will be asked to sign a permission slip at the beginning of the year to enable use to take photographs of your child. You will be signing to give permission for the photograph to appear:

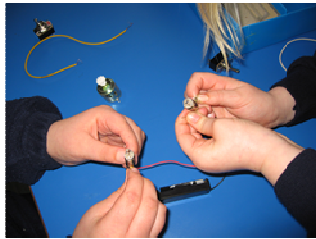
- In children's books (including those of other children) as a record of learning
- On displays in the school
- On Dundry Days (our school newsletter, which also appears on the website)
- On the school website
- In the local press
- You will also be asked to give permission for other parents/carers to photograph /video your child in school productions and sports day etc. We ask all parents/carers to observe 'netiquette' when posting pictures on social networking sites such as Facebook, and seek the permission of parents of any other children in the photograph.

On most occasions we will not label photographs with names and if we do, it will only be the first name of your child. If the image of your child is likely to be used in the press, they usually print full names and we will contact you for your permission for this to appear.

Should you have any questions about the use of photographs in school, please contact us.

ASSESSMENT

Assessment is an integral part of planning and teaching and provides information about specific strengths, difficulties and achievements of individual pupils. Class Teachers continually assess progress through formative assessment (ongoing daily and weekly progress), and formal testing (including diagnostic tests and national tests). As a result of assessment, teachers and pupils are able to set targets for improvement. These vary in terms of quantity and the time expected to achieve them. A pupil's level and rate of progress is regularly recorded to provide information for the next class teacher. Pupils' progress in numeracy and literacy is formally assessed three times a year in October, February and May/June. Progress in other subjects is assessed at the end of each unit of learning. Teacher Assessments for Year 2 pupils take place in May and June and Year 6 Standardised Assessment Tests (SATs) are administered in May. Non-statutory (Optional) Standardised Assessment Tests are also administered to pupils in Year 3, 4, and 5. Each child's progress is tracked as they progress through the school by the Headteacher in consultation with the class teacher.



HOMEWORK

Homework enhances and consolidates class work, involves the parents in their child's learning and promotes desirable habits of independent study and learning.

Parents are encouraged to:

- ✓ discuss the homework activities with staff.
- ✓ discuss the importance of homework with the child and encourage the child to take responsibility for the work.
- ✓ monitor the child's understanding of the tasks.
- ✓ encourage the use of support materials, dictionaries, internet etc.
- ✓ encourage wider reading and a love of books.
- ✓ check homework and encourage the child to spot and correct errors.
- ✓ help the child develop a sense of pride and achievement in work well done.
- ✓

COMMUNICATION WITH PARENTS/CARERS

Staff are always available to talk about children's progress. Unless a matter is urgent, please talk to the teacher after school. If you wish to speak to the Headteacher please check at the school office to see when she is available.

In the autumn and spring terms we hold Parents' Consultation Meetings. In the summer term parents receive an Annual Written Report and you are invited to discuss this with the teacher should you wish to do so. You will receive a curriculum map showing what your child will be learning at the beginning of terms one, three and five.

We also, from time to time, hold workshops to inform parents of developments in the curriculum. Parents are asked to complete questionnaires about aspects of the school and feedback is always welcomed. Our weekly newsletter 'Dundry Days' will keep you informed of events in school. We also run a text messaging service for immediate messages.

PARENT/ADULT HELPERS

Adult helpers bring a wide range of useful skills and are always welcome to help in school. Helpers are given a set of guidelines to follow but no specialist training is required, simply enthusiasm and an ability to relate to children. The school benefits from a high level of commitment amongst parents and local residents who generously support the school in a variety of ways. These include helping in the classroom, accompanying children at swimming or on trips, talks on topics of interest, photocopying, making resources, gardening, building projects and helping at school events. All of these play a significant part in enriching the children's learning and developing links with the community.

The school is committed to safeguarding children and as such, all staff and adult helpers in school will be asked to undergo an Enhanced Criminal Records Bureau check and show a similar commitment.

We also have a Parent Council who represent the views of parents. They regularly hold coffee mornings as a way of keeping you in touch with the school.

FRIENDS OF DUNDRY SCHOOL

Dundry C of E Primary School prides itself on a very active and successful Parent Teacher Association of which all parents/carers and staff are members. It is known as 'Friends of Dundry School' (FODS). It is run by a dedicated committee of volunteer parents/carers who organise a wide range of activities each year with the objective not only of raising significant funds, but also of generating a sense of community and fun in the school. Fund raising events have included; chocolate bingo, popcorn evenings, children's disco and the annual summer barbecue. FODs have refurbished the old school kitchen and have raised funds to provide a safe play surface, play equipment and seating in the school grounds, provided books for each class and donated a whole school photograph to each family to celebrate our 150th Anniversary in 2008.



TRANSFER TO SECONDARY SCHOOL

Every effort is made to ensure that Year 6 children are well prepared for their transfer to secondary education. Our children usually move onto one of three or four secondary schools in Bath & NE Somerset, North Somerset or Bristol authorities. Staff from the local community schools visit the school during the year to talk to the children about secondary school life. Our Pupil and Family Liaison Worker can provide extra support for pupils transferring to secondary schools. There are opportunities for parents and children to visit all of our local Secondary Schools during the autumn and summer terms. The Headteacher is always ready to discuss the needs of individual children who are preparing for their transfer to secondary school.

IN CONCLUSION

We are proud of our school. We believe that we provide a very special, safe, caring atmosphere for children to grow and learn. We have high expectations and want to make learning fun. We are confident that you and your children will benefit from and enjoy being part of our community.

Glossary of terms

Foundation Stage: Curriculum for 3-5 years (Reception Class)

KS1 Key Stage 1: Children aged 5-7 years (Years 1 and 2)

KS2 Key Stage 2 : Children aged 7-11 years (Years 3,4,5,6)

National Curriculum Framework provided by the Government for teaching and learning

SATs Standard Assessment Tasks/Tests

TA :Teacher Assessments

PPA: Planning, Preparation and Assessment time.

Subject Leader: A teacher who is responsible for the organisation and development of a subject within the school

Complaints Procedure

We always do our best to satisfy the needs of both children and parents. Equally, we want parents to feel able to discuss frankly and openly any dissatisfactions or complaints which may arise. In the first instance issues should be raised with the Class Teacher or, if thought necessary, the Headteacher. If the complainant is dissatisfied with the School's response, there are formal procedures in place. Formal complaints about the School's delivery of the National Curriculum will be dealt with in accordance with the procedure summarised in the leaflet "*Complaints about the School Curriculum*", obtainable from the School or the Education Department or Public Libraries.

The Governors have adopted an official policy to deal with other complaints, and a copy can be obtained from the School or the Chair of Governors.

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 10

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	0	0	100	-	-	-	0	0	0
		Nationa	3	13	66	-	-	-	18	0	0
	Girls	School	0	0	100	-	-	-	0	0	0
		Nationa	1	8	65	-	-	-	25	0	0
	All	School	0	0	100	-	-	-	0	0	0
		Nationa	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	17	-	0	17	50	17	0	0
		Nationa	4	15	-	14	24	22	22	0	0
	Girls	School	0	50	-	0	0	50	0	0	0
		Nationa	2	9	-	11	22	26	30	0	0
	All	School	0	30	-	0	10	50	10	0	0
		Nationa	3	12	-	12	23	24	26	0	0
Writing	Boys	School	0	0	-	50	17	33	0	0	0
		Nationa	5	19	-	23	27	16	8	0	0
	Girls	School	0	50	-	0	25	25	0	0	0
		Nationa	2	11	-	18	29	24	16	0	0
	All	School	0	20	-	30	20	30	0	0	0
		Nationa	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	0	-	0	17	17	67	0	0
		Nationa	2	10	-	16	25	24	23	0	0
	Girls	School	0	0	-	50	0	50	0	0	0
		Nationa	1	8	-	16	28	29	18	0	0
	All	School	0	0	-	20	10	30	40	0	0
		Nationa	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	0	0	67	-	-	-	33	0	
		Nationa	2	11	65	-	-	-	22	0	
	Girls	School	0	0	100	-	-	-	0	0	
		Nationa	1	8	70	-	-	-	20	0	
	All	School	0	0	80	-	-	-	20	0	
		Nationa	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.
U represents children for whom it is not possible to determine a level.

COMPARATIVE REPORT

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

The number of eligible children is: 17

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	0	12	29	35	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	0	0	18	41	18	0	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	0	0	0	35	41	0	0	0
	National	1	1	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	School	0	12	24	41	0	0
	National	6	14	51	29	0	1
Reading	School	12	0	18	47	0	0
	National	7	7	38	47	0	1
Writing	School	0	6	35	35	0	0
	National	5	27	48	19	0	0
Mathematics	School	0	24	41	12	0	0
	National	5	15	44	35	0	1

Due to the small cohort of year 6 children in 2011, results for this year will not be published.

**Dundry C of E Primary School
Accessibility and Disability Action Plan
2007-2011**

Appendix 1

This accessibility plan should be read with consideration given to the limitations of our school site and the age and nature of the school building. Disabled access (particularly wheelchair access) is a problem. Constraints include narrow corridors, narrow doorways which would require major building work. The restricted nature of our playground also means that a wheelchair platform and ramp in the main playground would seriously restrict the play area for all children.

Priority Area	Tasks	Persons Responsible	Outcomes	Time frame Cost	Review Date
Physical Environment	Provide improved toilet and washing facilities for Key Stage 1 and Foundation Stage Pupils especially those who are less able to cope with the existing arrangements.	Ian Findlay CFM Project Management Govs Finance and Premises	Provision of suitably equipped toilet block with shower tray and hand held shower.	Planning started Oct 2007. Building due to commence Summer 2009.	Sept 2009
Physical Environment	Make reasonable adjustments to ensure disabled parents/carers/visitors are able to attend school meetings and events, e.g. change location of meeting rooms for parents' evenings, reserve suitable seats for performances.	Headteacher	All disabled parents/carers/visitors have access to school meetings	Ongoing	Annual
Provision of information	Ensure appropriate information is displayed and /or circulated to enable disabled parents/carers to access appropriate advice and services	Headteacher/administrator	Disabled members of the school community can access appropriate advice and services.	Ongoing	Annual

Discriminatory attitudes	To ensure that the school assembly cycle/PSHE curriculum and programme of visitors promotes positive attitudes towards disabilities.	Headteacher and Subject Managers	Children show understanding and empathy towards people with disabilities.	Ongoing	Annual
Discriminatory attitudes	Any incidents of name calling or exclusion from games related to disabilities are reported to the Headteacher, parents are informed and a record is kept.	All staff.	Verbal abuse and ‘exclusive’ behaviour related to disabilities is dealt with appropriately. Incidence of such events is minimal.	Ongoing	Annual
All	Set up focus groups from school community to monitor and review progress in promoting disability equality.	Headteacher	All sections of school community are represented and impact on future disability plans.	Autumn 2008	Annual