

Brandesburton Primary School Prospectus 2020 – 2021

Together We Believe, Together We Achieve



Message from the Chair of Governors



I have fond memories of my school days – and none more so than the days I spent at primary school. They were days of exploring, learning and fun. Happy days, spent with friends and inspired by teachers who cared and nurtured.

I hope you remember your own early learning with similar fondness. And of course, once we grow up and have children of our own – those memories of school days take on a whole new significance as we look for the best start for our own youngsters.

Brandesburton Primary School is a school I would love to have attended. It's bright, happy and inspiring and the teachers are dedicated to the wellbeing of our sons and daughters.

I remember my first visit to the school. It was a few years ago - before I was involved with the governing body at the school. I can't today remember what the occasion was but I DO remember walking into a colourful, creative environment. As I walked along the corridor, admiring the school projects proudly displayed on the walls, there was a delightful rendition of Frères Jacques echoing through the school – and coming from Class 3, I think. It made me smile.

Just thinking about that time still makes me smile today and certainly, that brilliant moment convinced me that our school was a special place.

Brandesburton Primary School offers our children a safe learning environment. It's a place that always encourages our children to be their best. Academic success and learning is clearly important but so is the development of wider interests. Trips 'out', visitors 'in' and any number of lunchtime and after school clubs ensures that the school is much **much** more than a routine school.

Our dedicated teaching staff (under the leadership of our talented and respected Head Teacher) along with the Governing Body and our brilliant Parents/Friends Association are committed to providing a great start for all of our children. A start that they'll remember and tell THEIR children about.

If you'd like to know anything more about how the school can be of service to you, please don't hesitate to get in touch.

Phil White
Chair of Governors

Welcome from the Headteacher

Together we Believe, Together we Achieve



Dear Parent/Carer,

I am delighted to welcome you and your child to Brandesburton Primary School.

I hope the following pages give you a taste of what we do to help everyone succeed and feel good about themselves, and to ensure our pupils can make a full contribution to society as skilful, happy and confident individuals.

We work hard to make our school an inclusive and welcoming place. A place where the learning environment is positive and expectations are high. Pupils are challenged and encouraged to strive to do their best at all times and we are very proud of what they achieve. We offer a broad and imaginative curriculum which is designed to engage and stimulate a love of learning, through 'real' and connected experiences.

We believe in fostering strong and meaningful co-operation between home and school. Partnership is a key factor in ensuring your child's success in school and there are many opportunities for you to come into school, to tour the school, meet class teachers, attend open evenings, open mornings, special events, curriculum evenings and concerts.

We are fortunate in having a supportive governing body and exceptional PTFA who are active in all areas of school life. These hard working people ensure we make the best of our resources, teaching and learning.

We are very proud of the strong sense of community and the part we play in village life. We regularly invite and encourage guests to attend events and to support our curriculum themes.

We believe our school is a very special place and are delighted that you have chosen for your child to join us.

I look forward to working with you and your child and welcoming you to our school.

If you require any further information, please do not hesitate to contact us.

Yours sincerely

Mrs J Ledingham
Headteacher

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Essential Information

Address

Brandesburton Primary School
Main Street
Brandesburton
East Yorkshire
YO25 8RG

Telephone: 01964 542472

Point of contact: Miss K Tomlinson

E-Mail: brands@eastriding.gov.uk

Website: <https://brandesburton.e-riding.sch.uk/>



SENDco contact details **Mrs K Platten 01964 542472**

Headteacher

Mrs J Ledingham

Assistant Headteacher

Mrs D Plant

Chair of Governors

Mr P White

Vice Chair

Mr M Fish

Governors

Mrs G Butler, Mr R Taylor, Mrs E Lee, Mrs R Altoft,
Mrs E Carey, Mrs S Cooper, Mr Hornby, Mrs J Chambers
and Mrs S Gray

Number on Roll (September 2020)

148 + 19 p.t. Nursery

School Classification

Local Authority primary co-educational day school catering for children between the ages of 3 to 11

Catchment Area

Brandesburton and surrounding villages. Providing there is space, parents/carers from outside the catchment area are welcome to apply for admission.

Visiting Arrangements

Parent/Carers wishing to view the school should telephone to make an appointment with the Headteacher.

Teaching Staff (2020-2021)

Mrs J Ledingham	Headteacher
Mrs D Plant	Assistant Headteacher, Class 1 Teacher
Mr M Barnes	Class 5
Mr L Mallison	Class 4
Mrs R Altoft	Class 3
Mrs K Platten	Class 2
Mrs K Gardner	Class 1 (part time)
Mrs H Atkinson	Foundation Stage 1 & 2
Miss S McIntyre	Foundation Stage 1 & 2 (maternity leave)

Support Staff

Nursery Nurse
Mrs A Laughton

HLTAs
Mrs J Atkinson
Mrs B Prince

Teaching Assistants
Mrs K Irvin
Mrs L Campey
Mrs J Gell
Mrs MCammack
Mrs C Thomson

Miss K Jessop
(maternity leave)

Catering Team
Ms J Tomlinson
Mrs J Gell
Mrs Stathers

Lunchtime Supervision Team
Mrs A Holland
Mrs L Campey
Mrs K Campey
Mrs J Gell
Mrs D Palin
Mr M Irvin
Miss N Walmsley
Miss K Jessop
Mrs A Sellers
Mrs M Cammack

School Business Manager
Mrs K Janes

Administration Team
Mrs A Holland
Miss K Tomlinson

Caretaking Team
Mr R Todd
Mrs D Palin

Values and Aims

We aim for all pupils at Brandesburton Primary School to experience a high quality education and develop the knowledge, skills, understanding and attitude required to lead a fulfilling life in our local and global communities, today and in the future. Children's access to these skills is an entitlement that requires the active and mutual partnership of our whole school community.

We are committed to this partnership and summarise this in a simple statement:

Together We Believe, Together We Achieve



We aim to create a happy, caring and co-operative school community that celebrates learning in all its forms. Staff, governors and parents work together to nurture good citizens with strong moral values, attitudes and beliefs. We recognise and celebrate individuality and value everyone. We promote an inclusive school with equality of opportunity for all regardless of race, religion, gender or disability.

Our core school values:

- Respect
- Responsibility
- Perseverance

To achieve our vision we aim to:

- have a strong commitment to every child
- promote learning as an exciting, independent, co-operative and lifelong activity within and beyond the school day
- provide a curriculum that motivates, inspires and meets the need of all pupils
- help pupils develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally and to apply themselves to tasks
- encourage students to achieve their potential academically, physically, artistically, creatively and emotionally
- provide excellent teaching in a dynamic and supportive learning environment that enables everyone to aspire, achieve and enjoy
- maintain a school ethos and climate of care and commitment to one another, where individuals work as a team and feel valued and safe
- develop a culture where we take appropriate risks
- encourage pupils to appreciate and celebrate spiritual, moral and cultural diversity
- promote good citizenship with the values of responsibility, commitment, co-operation and respect at the core
- develop links and create partnerships with the wider community, local schools, and business to extend learning opportunities

General Information

Brandesburton Primary School is a community school that was built in 1843 by Trust on behalf of the Lord Mayor and Aldermen of London.

We are housed in the oldest school building still in use as a school in the East Riding of Yorkshire. Our first major extension involved the building of three new classrooms and an ICT suite completed in January 2000, followed by another extension including a new hall and kitchen opened in March 2006 and refurbishments in 2010. In 2012 we were extremely pleased to receive a new classroom for our Foundation Stage pupils.

Currently our seven classes accommodate eight year groups, which leads to the necessity for some classes to have more than one year group in them. Some children will therefore spend two years in one class.

Your child will be based in a class with their class teacher. Children may be taught in whole classes or small groups. They may be taught by the class teacher, or may work with our teaching assistants or nursery nurse. We use creative groupings to ensure the most effective learning for your child.

Admissions Policy

The school's current admission arrangements adhere to the published criteria detailed in the East Riding of Yorkshire School Admission Policy. Please see the Admission Policy on our school website for further information.

There is a legal requirement that all children attend school or receive suitable education once they reach five years of age. The Admissions Team at the local authority process all application forms and send out allocation letters to you.

Children starting in Foundation Stage Two will be admitted to the school at the beginning of the school year in which the child becomes five years old. Parents will be able to apply for places at schools online using an electronic application form available on the council's website from early September.

All applicants have to submit their applications direct to the Admissions team either using the online application form or by sending their paper form to the Admissions Team. The Admissions Team send decision letters directly to parents/carers.



The Curriculum

'Leaders have ensured that pupils have access to enriching learning experiences due to the vibrant and well-designed curriculum. Effective links between subjects provide meaningful opportunities for pupils to use and apply the skills they have been taught in mathematics and English.' Ofsted 2017

Our core educational offer is at the forefront of everything we do to drive standards/progress and promote wellbeing.

We believe our curriculum is outstanding. It motivates and inspires all pupils and helps them to develop lively enquiring, imaginative and creative minds.

We use quality ongoing assessment to ensure that our children are appropriately challenged so they achieve their own personal best. All children are very well prepared for the next stages in their education and the next challenges and opportunities in their lives.

Our children receive an outstanding grounding in basic skills, including reading, writing, and maths, confidence in the expressive arts and spiritual, moral, social and cultural development. We also ensure that our pupils have the skills they need to be a successful member of our modern British society learning about the following core values; Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs.

Our school aims are at the very heart of our curriculum.

'... pupils are at the heart of the school. Staff know every pupil as an individual and take a personalised approach to meet their differing needs.' Ofsted 2017

Our long term plans contain built-in progression. To ensure the relevance of the curriculum, it is essentially thematic in approach and the links between subject areas are exploited to promote the curriculum in an exciting and stimulating way. Each theme is visually and creatively represented to reinforce learning. Separate themes, which are best taught "standing alone", will be covered appropriately. Flexibility of approach is required to gain the most benefit for all of our children. The continuity across each key stage promotes a collective understanding of the learning taking place within each classroom. By embedding the theme into every aspect of the school day, through subjects taught and assemblies, to the displays around the school, a real, positive, whole school feeling and common language is promoted.

Every child receives a curriculum to which they are entitled. To achieve this, each teacher ensures that work is suitably differentiated to match the needs of every individual. These needs are seen not only as intellectual but also social, physical, aesthetic, cultural, moral and spiritual. It is recognised that every child is an individual with equal opportunities. To release the potential of every individual, resources will be employed be they human or material (within the budget available).

Equal Opportunities

The school ethos recognises that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special educational needs.

Children are treated fairly and are given equal opportunity to take part in activities across the whole school curriculum.

Equality is an important part of the planning and teaching of lessons. When planning work for children with special educational needs we have due regard to information and targets contained in the support plans. We have high expectations of all children and we believe that the equality principles underpin work and life through the school.

Meeting everyone's Special Needs

Special Curricular Arrangements

All children are provided for according to their own special needs. Some children may receive extra help as identified by their teachers. Extra attention or materials will be provided as required.

Some children may receive help through the services of an external agency. A social group is particularly effective in supporting pupils with communication and social difficulties. In the same manner, children who have exceptional talents and ability will also be identified and supported.

An annual programme of assessment is designed to track pupils of all abilities to ensure that all needs are met. Parents/Carers are kept fully informed of any identification of special needs and progress made.

Mrs L Lee is the Governor with responsibility for SEND.

Pupils with Disabilities

If a child with disabilities attends our school they will be given every opportunity to follow the normal curriculum (as far as possible) and given support as necessary to achieve this. Examples of special arrangements include adapted targets in the athletics programme, enlargement of text and visual images and special provision during residential visits to enable participation. Liaison would be maintained with other agencies and if necessary the assistance of voluntary organisations would be sought.

Current Access for Pupils with Disabilities

Special features which increase or assist access to the school for pupils with disabilities include:

- Wheelchair access to all areas of the site.
- Disabled toilet in the main school and in the Foundation Stage.
- Hearing loop- class 5

Educational Visits

We believe that learning is much more effective when it is as relevant as possible to the child. We aim to use the real world to support our work. To this end we organise educational visits whether it be in the local area or further afield.

We organise residential visits for our key stage two children every alternate year. The visit is usually across three days and two nights and is based on outdoor and adventurous activities. The work covered is part of the school curriculum and our aim is to take all children. We operate a savings scheme to help spread the cost.

The Governing Body may ask for voluntary contributions towards the cost of providing education for pupils. When parents fail to support any activity through voluntary contributions, then the activity may not always, go ahead. A full copy of the governors' Charges and Remissions Policy may be viewed upon request to the school or found on the school website.



Health and Safety and Security

East Riding of Yorkshire Council has overall responsibility for health, safety and welfare within schools. Mrs J Ledingham, as the Headteacher, has day-to-day responsibility for this area within the school. Mr M Fish is the governor with responsibility for Health & Safety. The school's health and safety policy is available from the school office upon request or via our school website. At Brandesburton the children are looked after in a caring and safe environment and as part of the curriculum are taught progressively to recognise 'hazards' and begin to evaluate 'risk' for themselves.

Child Protection and Safeguarding Statement

At Brandesburton Primary School, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we, or you, may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

The ER Safeguarding Children Board has laid down the procedures we follow, 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 or the policy, please speak to Mrs Ledingham, our Headteacher, Mrs Platten, our deputy Child Protection Co-ordinator, or Mr P White who is the Governor with responsibility for Child Protection. Please find numbers below.

We have strong links to many agencies that can help parents in times of difficulty and welcome the opportunity to support our families. All information is dealt with in the strictest of confidence.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

'There is a strong culture of keeping pupils safe. You have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. You work closely with other professionals and services to ensure that children and families receive timely and effective support.' Ofsted 2017

School Designated Safeguarding Lead / Child Protection Coordinator : Mrs J Ledingham
brands.head@eastriding.gov.uk 01964 542472

Deputy Child Protection Leader: Mrs K Platten
Deputy Child Protection Leader in the Early Years: Mrs K Brompton

Online Safety Coordinator : Mrs R Altoft

Chair of Governors Child Protection / Safeguarding Governor : Mr P White
brands@eastriding.gov.uk

Early Help & Safeguarding Hub (EHASH) Support & Advice : 01482 395500

Local ER Children Safeguarding Team : Beverley Team 01482 880066

Security measures

The gate at the front of the school site will be locked during the school day to help improve our site security. The gates will be locked at 9.00 am and opened again at 3.10pm. If you or your child needs to leave the school site between those times please do so through the main entrance

Parental visits

Parents and carers visiting the school at times other than the start and end of the school day must report to Reception. All visitors to the school during lesson times must sign in (and out) and are given a visitor's badge. Access to classrooms is restricted for the safety of the children and others at the school.

Smoking Policy

Brandesburton Primary School is a no smoking site.

Sun Protection

We ask parents to use long lasting sunscreen in the mornings. We recommend that all children bring into school a sunhat and a water bottle, which can be refilled in school throughout the day.

Dogs

Dogs (other than guide dogs for the blind) must not be brought onto the school site at any time, even on a leash, or carried in arms.

Absence and Illness

As a school we are keen to promote regular attendance and punctuality. Please let us know before 9.30 am when your child is absent (01964 542472). Absences without notification will result in the absence being recorded as unauthorised.

Our qualified First Aiders will deal with minor accidents such as bumps and cuts, in school. Parents will always be contacted if the injury is thought to be serious. If this is not possible, then medical or hospital treatment will be sought at once. A member of staff will remain with the child until a parent or relative arrives. Similarly, if a child becomes too ill to be at school, we will telephone you.

It is vital that the school has up to date information and contact numbers for you in case of emergency. Please notify us of any changes immediately.

Medicines

All members of staff are under no obligation to administer medicines at school. If possible, we request a parent, or a person designated by the parent, attends the school at the appropriate times to administer the medicine. However, where there is a long term requirement for medical support during school time, every effort will be made to support the child/family.

Where pupils with special needs are admitted to a school, the issue of administration of medicine will be resolved prior to admission through a case conference.

Session Times and School Meals

School Starts	Morning Break	Lunch time	School Finishes
8.55 am	10.45am – 11.00 am	12.10 pm – 1.15 pm	3.15 pm
Nursery Starts	Nursery Finishes		
8.45 am	11.45 am		

Each morning there is a teacher on duty in the playground from 8.45 am. The children are accompanied into the building for the start of the school day. It is important that children are prompt as late marks result in an absence mark. Absences may only be authorised in exceptional circumstances. The Headteacher is not able to authorise absences due to family holidays. A leaflet explaining procedures is available from the school office.

Breaks

Children in KS1 enjoy two fifteen minute breaks each day. Children in KS2 enjoy a 15 minute break in the morning.

Collective Worship is organised daily. A Special Mentions assembly takes place each Friday.

School Meals

Under the governments universal free school meal scheme facilities are available for your child to stay for a healthy, nutritionally balanced, cooked school dinner, or to bring a packed lunch. Menus are sent home on a half yearly basis. Supervision of children at lunchtime is under the direction of the Senior Mid-day Supervisor, Mrs A Holland.

School lunches are offered free of charge to all children in FS2, and Key Stage 1. The cost of a school lunch for children in KS2 is £2.40 per day. Dinner money should be put in a sealed envelope with the child's name and class number clearly marked on it and placed in the box provided in each classroom. **This should be handed in on a Monday morning.**



Packed Lunches

Children may bring their own packed lunch and a drink clearly named. We request that fizzy drinks, glass bottles, cans and vacuum flasks are not provided.

Children in KS1 are given fruit each day and KS2 children may bring a piece of fruit with them from home. Children are encouraged to drink water throughout the day and are asked to bring a named, freshly filled, water bottle each morning.

Nuts

Please do not send **any food or snacks** containing peanuts into school. **For example**, please do not send peanut or chocolate spread sandwiches and if your child has eaten either at breakfast time, please ensure they wash their hands before attending school.

It also means checking the ingredients of such foods as cereal bars, biscuits and bread.

Your co-operation with this important matter is very much appreciated.



School Uniform and Items from Home

School Uniform

This is encouraged as it helps to build a sense of identity and belonging within the school community.

GIRLS White or Red Blouse, Shirt or polo shirt

Black/Grey Pinafore Dress or Skirt or trousers

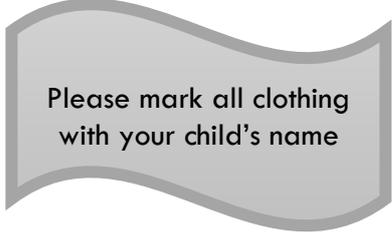
Red Sweatshirt/Jumper/Cardigan

Summer - Red/White Check Dress or plain tailored school shorts

BOYS White or Red Shirt or polo shirt

Black/Grey Shorts/Trousers

Red Sweatshirt/Jumper



Please mark all clothing
with your child's name

A book bag is provided at no charge for each child. If these need replacing, the cost is £4.50.

School sweatshirts and cardigans are available in red with the school badge. Polo shirts in white or red with the school logo are also available, as are cotton sunhats and ski hats. Red coats are also available with or without the school logo. Uniform can be ordered through Steady School Wear or just click on the link on the school website under the parent tab/uniform. A pair of Wellingtons doesn't usually appear on a school uniform list – but we love to be out and about in all weathers and we love the snow! With wellies we can play and keep our feet warm and dry. Even if it's just very wet some children come in Wellingtons to keep their shoes dry.

PE Kit

For PE children wear black shorts and a plain white t-shirt. Indoor PE is in bare feet at FS2 (Reception) and KS1, with trainers being more suitable for outdoor work in the summer term. KS2 children have outdoor PE throughout the year so also need an old sweatshirt and plain, dark coloured jogging or tracksuit bottoms. PE kit is kept in a named draw string bag (available from the office cost £4.20).

Jewellery

For safety reasons we do not allow the children to wear jewellery in school. We prefer children not to wear earrings for reasons of Health and Safety. If they do, we ask pupils to cover them with tape. Staff are not allowed to insert or remove earrings.

Items from Home

Everything your child will need is provided for them, therefore, please do not allow any pencils, pens, pencil cases, etc. to be brought in to school.

Special Areas for Parents to Consider

Relationships and Health Education Policies

Brandesburton has achieved the National Healthy School Status. Health education is part of the preparation of the individual for personal, social and family responsibilities. We believe that health education should be a continuous experience fostering self-esteem and giving each child those skills, concepts and attitudes which promote the continuous development of personal and social responsibility.

We provide relationships education as part of the curriculum. Our policy is available on our school website or from the school office. Our School Nurse assists with the Year 6 “Growing Up” programme. We answer questions on a sympathetic and appropriate basis, if the children ask them.

The school takes the problem of drug misuse seriously and has adopted policies for drug education in the school which are in line with national and local guidelines.

Road Safety Education

Road safety is taught throughout the school and Year 5 children are offered cycle training. A pedestrian skills programme is organised for Year 4 children and scooter safety to our Year 2 pupils.

Religious Education Policy and Collective Worship

The whole school attends St Mary’s Church at Harvest, Christmas and Easter and enjoys performing and celebrating together. The curriculum follows the guidelines for the East Riding of Yorkshire, and includes teaching about aspects of many faiths, most notably Christianity, Hindu, Muslim and Jewish. Parents who wish to exercise their right to withdraw their child (ren) from Religious Education or the daily Collective Worship should seek an appointment with the Headteacher.

Sporting Aims and Provision

At Brandesburton Primary School we value the role that PE and sport plays in both the curriculum and the wider life of our school community and appreciate the potential it has to change young peoples lives for the better. Our school provides skilled teaching for many sports including: tennis, rugby, football, rounders, cricket, netball, athletics, dance, gymnastics, hockey and basketball.

Experts and specialist staff are regularly invited into school to work with the pupils and teachers. In Key Stage One the “Games” programme is based upon the development of skills required for the sports listed above and for the development of individual control and manipulation. Children in KS2 have a course of swimming lessons.

Each year we hold a Health and Sports Week with additional coaches, Sports Days, specialists and other opportunities for all.

Extra Curricular Sport

A wide range of extra curricular sport is offered. This includes after-school clubs for various sports, and the opportunity to represent the school in team competitions, usually against other local schools.

Extra Involvement

Extra Curricular Activities

We believe that out of school activities play a vital role in the development of our children. We are always developing and extending the activities we offer, which currently include school clubs in: *Multi-Sports, Football, Netball, Cricket, Athletics, Choir, Dance, IT, Board Games, Science, Computing, French, Eco-Gardening and Gardening.*

Other Activities and Events

As part of your child’s education at Brandesburton School, they will benefit from a range of activities and experiences provided in addition to the normal curriculum. These include visitors to the school such as the police, musicians, fire brigade, artists, theatre/dance groups, and members of the

community. There are also educational visits to museums and places of interest. The school also holds sports days, concerts and many more similar events. Our newsletters give details. We aim to give children as many interesting experiences as possible.

Parents/Carers

Our school relies on its partnership with our parents and so it is paramount that you feel welcome when you come to the school.

Throughout the year there are many opportunities for you to be involved in the life of the school. Please do join in as much as you can

Parent Consultation Evenings are held on a termly basis.

We are very grateful to the parents and grandparents who help within school. If you feel you would like to help us, please speak to your child's teacher or the Headteacher. It is necessary for us to gain a DBS check on anyone who assists or works in school.

Home-School Partnership

This overarching policy relates to how Brandesburton School involves parents in meeting its aims and working towards our school ethos and values. Many other policies stem from these aims.

Rationale

The education of your child is a joint responsibility. Where parents are involved in their child's education, evidence supports our belief that the child performs better.

Aims

- Promote parental involvement.
- Share information about the curriculum.
- Inform parents about their child's progress and attainment.
- Listen to parents' views.
- Work with parents to help their child maintain positive behaviour.
- Celebrate and share pupil's achievements and positive behaviour.

Routines

- Formal parent-teacher interviews Autumn, Spring and Summer sharing targets and progress made.
- Annual summative report
- Home activities/homework.
- Whole school newsletters.
- Termly class information sheets sharing curriculum areas to be studied and how parents can help.
- Headteacher and class teachers available before and after school to talk to parents.
- Questionnaires.
- Workshops and information sessions to share new practices.
- Termly parent forums.
- Parents regularly invited into school for open mornings, curriculum workshops.
- Home-school reading books and home school link books provide a communication link.
- Special mentions assemblies.
- Make and do afternoons- KS 1
- Stay and Play mornings- EYFS
- Weekly 'Let's learn' together FS, Class 1 and Class 2.
- PTFA activities.
- Community events.
- Class blogs
- School website

Homework – Parents as Partners

At Brandesburton Primary School, we aim to create a holistic and broad learning experience that will be of benefit and value to our pupils long after they leave our care. Furthermore, we recognise the role that our families play in this, and the rich learning opportunities that take place outside of the regular school day.

We believe that home learning should be set when it will add genuine value to what your child is doing in school

- All homework tasks are designed to help your child and support or advance their learning.
- Some homework activities are specifically intended for parents and children to share together. When sharing an activity, your child will need to explain aspects taught at school and this strengthens the learning. These gains are further enhanced if concepts or skills are transferred to real-life contexts rather than remaining as classroom activities.
- Some homework tasks are designed for your child to complete independently. These tasks encourage your child to develop confidence and perseverance in order to study on their own and sustain the focus required.

We ask that you regularly read with your child, every day if possible while they are still progressing through our scheme. Ideally you will not only hear your child practice the skills they are developing at school, but also discuss the books they bring home, and whenever possible make some time to read aloud to them. As they move through the school and become more independent readers, we ask that you continue to engage in as many ways as you are able with their reading; if you would like further help or advice with this, please contact Mrs Altoft (our English Leader) who will be very happy to help.

We also ask that you try and find regular time to help your child learn times tables. If your child is confident with the tables up to 12×12 as they move towards the top end of the school, it really does make many other mathematical concepts much easier to grasp and master.

There will be times when we set tasks that will help pupils gain more from upcoming tasks, or perhaps consolidate what has recently been covered in school.

On rare occasions, we may feel it is appropriate for a child to bring home a task, which for a specific reason has not been completed during a lesson. Again, we ask for your support in the completion of this work.

We realise that home learning is an area which will often divide parental opinion. However, having operated this approach for a number of years, we believe the outcomes for pupils over time and the anecdotal reports of how our pupils cope with homework following their transfer to secondary school, we believe it meets the needs of our learners at this time.

We most certainly value the formal role parents can play through their support of home learning.

How homework is used in school and how it is marked

All homework is acknowledged and is responded to in a variety of ways over the course of a term. For example, homework is shared as a class or group, celebrated, used in a lesson, looked at by the teacher to support assessments being made, incorporated into a class book or added to a display. Depending on how the homework is used in class, not all feedback is formal and not all homework is formally marked.

Where can I gain ideas from to support my child further?

There are so many ways in which you can gain further ideas to support your child. Our school blogs have a wealth of ideas, open ended questions, and links to the work in class, whilst the parent and pupil sections of our school website detail useful links to educational websites, (for example Purple Mash, Oxford Owl and Phonics Play), hint sheets, resources and guides, (for example the maths exemplification guide and the spelling ideas). There are also subject help guides in the carousel in the school entrance. Whole school and class newsletters provide information about what your child will or has been doing in class and can be a prompt to start a discussion and perhaps follow up work.

Positive Behaviour

Rationale

Together We Believe, Together We Achieve.

In our school everybody works constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to: Promoting good behaviour is an integral part of the provision within our school. All children have the right to feel happy, safe and secure and to learn, free from distraction and disturbance.

We are a caring community, whose values are built on mutual trust and respect. The behaviour exhibited by children makes a profound impression upon the life of the school. We believe that once high standards of behaviour are in place, the task of helping every child achieve their potential is easier and the quality of learning enhanced.

We are consistent and positive and give all pupils equal opportunities.

Ways we promote positive behaviour

- Encourage relationships based on kindness, respect and understanding of the needs of others
- Fairness, consistency and honesty are maintained by all stakeholders
- School Council
- Consistent positive equal opportunity for all
- School Rules – in Assemblies, PSHCE time, Circle Time, R.E.
- Class charters
- Routines – playtime management, before and after school supervision, high visibility of staff during movement, consistent approaches to behaviour from all staff.
- Circle time
- Use of a wide variety of rewards
- Home/School Agreements / books
- Parent Evenings three times each year
- Personal contact with parents on a regular basis
- Positive role models
- Special mention assemblies
- Monitors assisting in and around school

All staff share responsibility for the behaviour management within the classroom and should ensure that:

- Positive behaviour and attitude is encouraged and rewarded and appreciation is shown for effort and contribution
- Lessons start and end on time
- Work is appropriate to pupil abilities with realistic expectations
- Clear guidance on work requirements is given
- Resources and materials are well-organised
- Pupils are grouped/seated appropriately
- Inappropriate behaviour is handled calmly, quickly, effectively
- Colleagues are consulted to address difficulties
- Headteacher and SLT are made aware of any problems or concerns

On a day to day basis we inform parents of any praise or concerns through Home/School Books or by phone. Parent consultation evenings, open mornings and annual reports also give opportunities to communicate with parents.

Performance Data

The tables below show our end of Key Stage test results for 2018 and 2019. Due to Covid restriction there has been no testing taking place.

Year 6

	2018		2019	
Reading Writing Maths	School %	National %	School %	National %
expected standard of attainment	75	64	88	65
high level of attainment	15	10	29	10.5

	2018		2019	
Reading	School %	National %	School %	National %
expected standard of attainment	75	75	94	73
high level of attainment	20	28	59	27

	2018		2019	
Writing	School %	National %	School %	National %
expected standard of attainment	80	78	88	78
high level of attainment	40	20	41	20

	2018		2019	
Maths	School %	National %	School %	National %
expected standard of attainment	80	76	88	79
high level of attainment	40	24	41	26.6

	2018		2019	
GPS	School %	National %	School %	National %
expected standard of attainment	85	78	94	78
high level of attainment	25	34	71	35.7

Average progress		
	2018	2019
	School %	National %
Reading	-1.9	2.9
Writing	1.1	0.8
Maths	1.1	1.2

Average scaled score				
	2018		2019	
	School %	National %	School %	National %
Reading	105	105	110	104
Maths	107	104	108	106

Year 2

Reading Writing Maths	2018		2019	
	School %	National %	School %	National %
expected standard of attainment	71.4	65	79	64
high level of attainment	29	12	29	11

Reading	2018		2019	
	School %	National %	School %	National %
expected standard of attainment	81	75	79	74
high level of attainment	33	26	36	25

Writing	2018		2019	
	School %	National %	School %	National %
expected standard of attainment	71	70	82	69
high level of attainment	29	16	32	15

Maths	2018		2017	
	School %	National %	School %	National %
expected standard of attainment	81	76	93	76
high level of attainment	38	22	36	22

Year 1 Phonic Screening Test

25 pupils (11 boys and 14 girls) completed the Y1 phonics screening.

17 pupils reached the pass mark.

2018	2019
School result (National)	School result (National)
96.3% (82%)	68% (82% National)
92.3% boys (79%) 100% girls (86%)	45% boys 86% girls

Foundation Stage

22 pupils

	2018	2019
• Av pt score Prime areas	2.16	2.36
• Specific areas	2.15	2.34
• Average all areas	2.16	2.35
• Average pt for cohort	36.7	40.0

Good Level of Development (GDL): Awarded expected or exceeding grade in all Prime and all English and Mathematics

%	2018	2019
	School	School
• % exp or exc	75	91
• Av pts	2.16	2.35

Charges and Remissions Policy

Charging for Pupil Activities

Music

No charges will be made for music lessons relating to the National Curriculum entitlement provided by school.

The school facilitates the provision of a variety of music lessons for which charges are made. For example guitars, piano, ukulele.

Art, Craft, Design

No charge will normally be made for these practical subjects, although in exceptional circumstances a voluntary contribution may be sought.

Non-residential visits

Voluntary contributions will be requested for the cost of non-residential visits. Wherever possible, we as a School will contribute towards transport costs to keep the charges for parents as low as possible. Our PTFA are also often able to help us with costs.

Visiting Companies

No charge will normally be made for the various visitors who come into school, although in some circumstances a voluntary contribution may be sought.

Statutory Remission (excluding private lessons)

Statutory remission is given to those parents who are in receipt of either:-

- Income Support
- Income Based Job Seekers Allowance
- Support under Part vi of the Immigration and Asylum Act 1999
- Child Tax Credit (providing that they are not entitled to Working Tax Credit and have an annual income that does not exceed the yearly Inland Revenue assessed threshold.
- Guarantee element of State Pension Credit

Our School Travel Plan

At Brandesburton Primary School we are aiming to reduce the amount of car journeys to and from school and promote healthy lifestyles. We also hope that by endorsing sustainable transport alternatives the school and wider community will be safer for everyone.

Our Junior Road Safety Officers promote our School Travel Plan and encourage pupils and staff to become fitter and more independent as well as making everyone aware of environmental issues.

Our School Travel Plan aims to: -

- Reduce accidents and congestion during the journey to and from school.
- Increase children's fitness through walking and cycling.
- Promote the use of public transport and car sharing.
- Familiarise children with public transport while increasing their road sense.
- Give ownership of the plan to a collective body.
- Incorporate the plan into the curriculum and allow the pupils to have a direct involvement.
- Form closer links with the school community.

Transfer to Secondary Education

At the end of the Summer Term the Year 6 pupils transfer to secondary school.

Our feeder school is Hornsea Secondary School. Arrangements are made for both children and their parents to meet the Hornsea Secondary School staff and visit the school. Close links have been developed between our schools for continuity in curriculum and pastoral matters with children being regularly invited to participate in events such as sports activities, European awareness forum etc.



PTFA Annual Report

The Parent, Teacher and Friends Association is an integral part of the school community. Our current committee is made up of parent volunteers. However, each event relies on the additional help and support of other parents and staff along with local businesses and other members of the community.

We are primarily a fundraising group and hold a number of events like the Christmas Fair and Easter Bingo each year. However, members of the PTFA also assist with events throughout the school calendar including egg rolling, sports day and accompanying school trips.



Thanks to the continued support of our fundraising efforts we have been able to fund the following:

- Circus skills and skipping workshops
- New computers
- Rockstars Timestable software
- Leavers t-shirts
- Leavers gift of memory stick
- Forest schools equipment

These purchases could not have been achieved from within school funds, it has only been made possible by the generous support of our parents, friends and local businesses and for that, we thank you!

Following on from this great success we have big plans for next year. We will be discussing and agreeing our new fundraising target at the beginning of the new academic year and I look forward to seeing many of you at our fundraising events and if you feel able to give up a little time to help you will be made very welcome.

Brandesburton PTFA