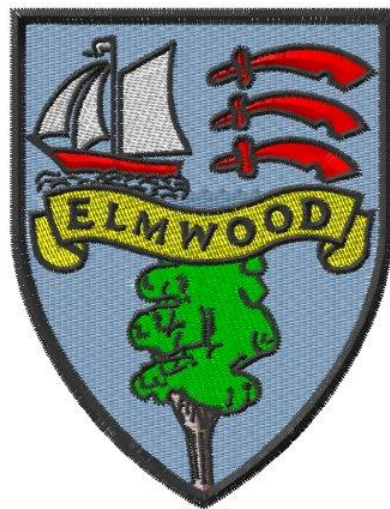
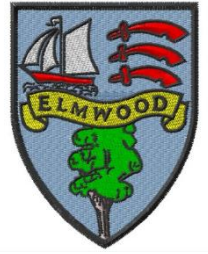


School Prospectus 2017-2018



ELMWOOD PRIMARY SCHOOL





Our Vision And Values

At Elmwood Primary School we endeavour to inspire our children for their journey through life by instilling in them a passion for learning that will last a lifetime.

Our belief is that everyone at Elmwood Primary School should respect themselves and others, be treated as individuals and be valued for the contributions that they give to their peers, school and community and that their achievements, no matter how small, should be celebrated with others.

Our aim for our children is for them to be creative, confident, happy, well mannered, independent learners who believe in themselves and have a passion for learning that will enable them to achieve their dreams and ambitions.

By equipping our children with positive learning attitudes, skills and knowledge and by enhancing their talents we help them to successfully develop as responsible citizens of the 21st Century.

Mission Statement

Elmwood Primary School - inspiring a life long love of learning.

Elmwood Primary School
Guys Farm Road
South Woodham Ferrers
Essex CM3 5NB



Telephone: 01245 321301
Email: admin@elmwood.essex.sch.uk

Dear Parent/Carer,

We welcome your child to school and hope that s/he will be happy with us. We also welcome you as parents and would emphasise how important it is that school and parents work in partnership for the benefit of your child. You will receive regular Newsletters about school life and will also be invited to participate in school events. In this prospectus you will find important details concerning school procedures. If any matters require further clarification, please do not hesitate to contact the school.

We are very fortunate to have caring and committed staff and we all hope that your association with the school will be a very happy one. Your involvement and interest is valued and welcomed.

The following pages will explain how we aim to deliver a high quality curriculum in a caring and ordered school environment, where we value the whole child and the contribution s/he makes to school life.

You will also find information relating to pupil absence, term dates and assessment of KS1 and KS2 pupils, which we are required to include.

Yours sincerely,

Mrs K Shaw
Headteacher

Mr D Ramage
Chairman of Governors

STATUS AND CHARACTER:	Foundation Primary School, Primary. Boys and Girls aged 4 - 11 years.
NUMBER ON ROLL:	September 2017 - 421
NUMBER INTENDED TO ADMIT:	2017/2018 - 60

Aims Of The School



QUALITY AND HIGH STANDARDS

The aims of the school are based on:

QUALITY

RELATIONSHIPS

EXCELLENCE

IMPROVEMENT

Emphasis is on quality through relationships, self awareness and high standards. Children must receive every opportunity to gain success, for it generates confidence, self-respect and stimulates further effort.

- We aim to provide a stimulating, friendly and safe environment, where children can learn by experience to value honesty, tolerance, kindness and respect.
- We aim to provide opportunities for children to gain success through self-motivation, self-respect and independence.
- We aim to improve educational provision through continuous self-review.
- We aim to develop a partnership with parents and the wider community to ensure each child's personal development and success.
- We aim to prepare children for the opportunities, responsibilities and experiences of adult life.

Inspiring a life-long love of learning.

We are pleased to welcome you to our school. We are sure you share with us the hope that your child will settle happily into the routine of the school. We trust that the following information will be of help.

SCHOOL STAFF

The school is staffed by a Headteacher, a Deputy Headteacher, twelve full-time and four part-time teachers. We may also call upon the facilities of the Educational Psychologist, the Speech Therapist, and the staff of the Area Special Needs Team. Most teachers are in charge of classes and have areas of special responsibility. The staff are as follows:-

Teaching Staff

Mrs H Shaw – Headteacher
Mrs J Lovett - Deputy Headteacher & SENCo
Miss C Baker - Upper School Team Leader and Mathematics
Mrs C Lelliott – Lower School Team Leader & Read, Write Inc
Mrs R Pinder – Early Years Leader
Mrs C Alvarado – PSHE
Mrs H Beadle – R.E.
Miss S Daniels – Teacher
Mr I Eagleton – English
Mr P Farmer – P.E.
Mrs M Fountain – D.T.
Mrs P Gallagher - Computing
Mrs S Howell – Geography
Mrs D Hurrell – Forest Schools
Mrs J Jones – British Values
Ms G McInnes - Art
Mrs K Portway - Science
Mrs C Singer - Music
Mrs R Spong – M.F.L.

Support Staff

Mrs G Hubbert - Office Manager
Mrs J O'Brien - Finance Officer
Mrs J Barrett - Admin Asst.
Mrs Pavelin - Catering Manager
Mr S Hart - Caretaker
Mrs K Hornsey - Welfare Asst.
Mrs J Bonner - Welfare Asst.

Teaching Assistants

Mrs T Balding, Mrs J Butcher, Ms M Charnock, Mrs D Clark, Mrs L Clark, Mrs M Rogers, Mrs E Cowie, Mrs A Field, Mrs J Foster, Miss R Foster, Mrs J Groves, Mrs E Hunnable, Mrs A Judd, Mrs S Kelly, Miss S Lockwood, Mrs S Moss, Mrs S Windley

Woodys Staff

Ms A Tugby – Manager
Miss S Bellsham – Assistant
Miss C Bellsham – Playworker
Mrs J Foster – Playworker
Mrs J Groves – Playworker
Mrs L Hadley – Club Admin

There are also 14 mid-day assistants who supervise the children at lunch time and five kitchen staff.

CLASSES

All classes in the school are unstreamed and range in size. The average class size is 30 in KS2 and 30 in KS1. However, within classes there is a measure of “setting” according to age, ability and aptitude. Differentiation of work within the classroom takes this into account. We have additional teaching assistants within our classes to support learning.

A good liaison is encouraged with Pre-school, whose children we receive, and also with the secondary schools to whom we contribute. The majority of children go to the William de Ferrers School on reaching the age of eleven. However, some children choose to go outside the town for secondary education and in the past children have gone to King Edward VI Grammar School; Chelmsford County High School; Westcliff High School; The Anglo-European School; St John Payne School; Orminston Rivers Academy, and Sandon School. You may also choose for your child to sit the 11+ examination for the award of a place at a selective school.

THE BACKGROUND

Elmwood School was first opened on a site in Hullbridge Road in 1929 with just three classrooms. Since then the school has gone from strength to strength and is now an excellent, well equipped, bright building in Guys Farm Road with 15 classrooms. All the classes are single units and this enables us to create a calm, quiet atmosphere in which the children can concentrate on the task in hand.

There is a large playing field, and three separate playgrounds, all of which provide us with an ideal educational

environment. The children are encouraged to take an active role in caring for the outdoor environment and the school is the first in Essex to gain four International Eco-School Awards.

We have separate, well-stocked library areas for infant and junior classes, two dining rooms and two multi-purpose halls, one equipped with stage lighting. The school has a variety of audio-visual aids and other educational equipment, which includes a Computer Suite and Music Studio, and every classroom has an Interactive Smart board for the children to use, as well as the traditional Whiteboard.

It is the intention of the governors to actively pursue opportunities for improvement of the school - not just educationally, but through ongoing maintenance and improvement of the site as a whole.

We can provide Breakfast and After-school Care in our “Woodys” club every day during term time and have started a popular Baby and Toddler Club, Woodykins, who meet one morning per week; Wednesdays. Elmwood Pre-School has long been an established part of the Elmwood family and accepts children from two years old until they commence Primary school.

ADMISSIONS POLICY

Children begin their full-time education at Elmwood in September of the academic year in which they will be 5 years old, i.e. children who will be 5 between the 1st September and the 31st of August. Children may start on the 1st of September following their 4th birthday.

The admission date in September will vary in line with the beginning of term.

Under the Government's open enrolment policy, we are obliged to accept children up to our physical capacity, which has been set at 60 reception entrants in any one school year. Should applications exceed places available, spaces will be allocated using the following criteria:-

- 1) Looked After Children, as defined in S22 of the Children Act 1989.
- 2) Where the child resides within the designated priority admissions area.
- 3) Children with brothers/sisters already at Elmwood other than in Year 6.
- 4) Children with medical, social, or emotional reasons.
- 5) Proximity of the child's home to the school, with those living nearer being given the higher priority. For the purpose of this clause, distance will be measured in a straight line.

SCHOOL TIMES

INFANTS:
9.00 am –12.10 pm
1.10 pm - 3.15 pm

JUNIORS:
8.55 am –12.05 pm
1.05 pm – 3.20pm

Actual weekly teaching hours, excluding registration, assembly and breaks:-

INFANTS:- 22 hours 55 minutes
JUNIORS:- 23 hours 50 minutes.



SCHOOL MEALS

Children may stay at school for a cooked lunch, bring sandwiches, or go home to lunch. Children are not allowed out of school during the lunch break if they stay to lunch or bring sandwiches. We encourage school meals to be paid for either in advance on Mondays, or at the beginning of each half term, but money is also accepted on a daily basis. **The cost of a school meal is £2.00 for Juniors. Infant meals are free.**



You will be provided with login details for our online payments provider and it is requested that all payments be made in this manner. Where this is not possible, all money or cheques should be sent to school in an envelope with clear details written on the envelope of name, class and contents.

Parents who are entitled to Income Support or Income-Based Job-Seekers Allowance and Child Tax Credit (but not if also in receipt of Working Tax Credit) with an income below £16,190, will be entitled to Free School Meals. Application forms are available from the office, or online, and are treated in the strictest confidence. If your child is entitled to Free School Meals, they may be eligible for other benefits within school. Applications for free school meals must be supported by documentary evidence of entitlement to benefit from the DSS.

We ask that all parents who are entitled to claim Free School Meals (infants or juniors) do so, as their children are also entitled to extra funding under the Pupil Premium initiative.

PARENT TEACHER ASSOCIATION

The school is fortunate to have a very strong PTA called “The Friends of Elmwood School” (FOES). All parents of children in the school are automatically members of the association and a list of committee members is available in the school office. I hope you will take an active part in supporting our association. If you feel that you could give up some time to help with the organisation of events, and possibly join the committee, please leave your name and telephone number at the school office and you will be contacted. Committee meetings are held roughly every month.

With the help of the Parents Association, we have been able to provide stage lighting, skirting and a backdrop for the stage, “Wet Playtime” Boxes and playground markings and equipment for the children to play with. We are currently raising funds to provide each class with six iPads each.

CHARGING POLICY

It is a requirement of the Education Reform Act that the school has a charging policy. The full policy of the school in relation to charging for activities is available in the office. The following is a brief summary:-

“Children will not be charged for any activity taking place during school hours. However, some visits, speakers, drama groups, etc., can only be organised on the understanding that parents are willing to make a voluntary contribution towards the cost. You will be informed in advance of the nature and cost of the activity, and be invited to make a contribution.

If sufficient support is not forthcoming, the activity may be cancelled.

Items produced during cooking, craft or technology activities, will not be charged for unless the child intends to take home and keep the product. It is possible that a charge may then be levied”.

COLLECTION OF CHILDREN

When collecting children after school, would you please wait in the relevant playground, and keep any young children by your side. Please note: young children waiting for siblings on the Junior Playground are not permitted to play on the train, or ride bicycles or scooters on the playground. This prevents possible accidents around the buildings and makes for an orderly end to the day.

The school would appreciate it if you did not bring children by car unless it is absolutely essential. Guys Farm Road is a cul-de-sac, and parking and turning are difficult, dangerous activities. **In any event, parking or turning on the yellow zig-zag lines; in the school entrance; and in the staff car park are prohibited.**

The residents of Guys Farm Road have asked that car users do not impede their access.



CURRICULUM

FOUNDATION STAGE

The Reception Class curriculum is concerned with the development of all areas of learning and includes three Prime Areas: Communication and Language, Physical Development and Personal, Social and Emotional Development; and also four Specific Areas: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

The curriculum supports the child as a young learner by:

- recognising the child's uniqueness;
- building upon what a child can already do;
- building upon what is familiar to the child;
- providing opportunities and space to explore and discover;
- recognising that talking is reciprocal, initiated and led by child/adult;
- encouraging the child to be independent and self-disciplined;
- encouraging the child to be responsible for his own learning.

The quality of the learning experience is of paramount importance since most of a child's intellectual development takes place during the first five years of life. Play is an essential and rich part of the learning process. Learning through play in the reception classes takes place in a social context and is active, experimental and first hand. The children discover that learning can be fun, rewarding and challenging.

One of the first tasks of the teacher will be to ascertain the social, emotional, and intellectual developmental level of the children,

and to organise accordingly. Some of the work will be directed through structured play activities, and some through group or class teaching situations. Important foundation work will be carried out too, preparing children for the vital skills of reading, writing, and mathematics. A themed approach is used so that the children learn from the very beginning that a variety of skills and knowledge is needed to investigate and solve problems, and that learning is not fragmented into unrelated sections.

Books are given a high profile, and will be sent home for parents to share with their children. We feel it is vital for children to learn to love and respect books as a source of pleasure and excitement. As a part of this process, children are provided with a reading log book in which they, their teacher and yourselves may comment.



KEY STAGE 1 (Years 1 and 2)

Children will learn to work both individually, and as members of a group. They will also be encouraged to listen attentively, ask and answer questions, and respond to complex instructions.

All curriculum areas will be covered at this stage and the children will learn via a themed approach, thus making their learning experiences meaningful to them. They will learn to recognise common words, and read them in sentences. Writing sentences and passages will follow this, and by the end of this phase, we would expect

most of the children to be able to write independently, use a simple dictionary, and spell everyday simple words. They will have been taught letter sounds, and phonic blends as an aid to reading and spelling.

They will be encouraged to use the school environment and to make careful observations of plant and animal life.



KEY STAGE 2 (Years 3 and 4)

By this stage, children are more systematic in their approach, and can concentrate for longer periods. Teachers will encourage greater depth and quality by providing more time for children to complete tasks. Most children will acquire a joined-up handwriting style during this phase.

More complex stories, descriptions, directions, and personal accounts will be written, using a greater variety of sentence structure and more accurate punctuation. Spellings will be systematically taught, based on common patterns, and linked to the needs of the children. Drafting of writing will be more commonplace to encourage children to work on and improve their first efforts, in the search for better quality and higher standards.

Children continue to explore their environment, using more sophisticated recording methods, including databases, graphs, art and craft techniques, and speech.

KEY STAGE 2 (Years 5 and 6)



By the time the children leave us, we hope that they will be able to:-

- work independently, assess and amend their work constructively, and apply a variety of skills and strategies towards identifying and solving problems.
- plan and organise their work effectively.
- work fluently with an attractive, accurate style of handwriting.
- read fluently for pleasure and information.
- spell and punctuate their work effectively.
- express themselves effectively through writing, speech and drama.
- plan investigations, select materials, design construct, and control experiments and models.
- use their skills to understand and solve problems
- carry out calculations
- use technology effectively.

Full details of the range of work covered can be viewed at the school on request, and all parents receive details of the programmes of study their children will be following during the year. Parents are always welcome to make enquiries about their children's work. It is, of course recognised that children develop at different paces. Some may exceed the general expectation, and others may not achieve the same level as their peers. Our aim is to help each child attain their maximum potential and a great deal of effort is put into facilitating this.

Our curriculum is based on activity and experience, and is sufficiently flexible

to allow for each child to develop at a pace appropriate to their ability and needs. The National Curriculum provides the basis for the content of the school's curriculum, and details of this are available on the school website at www.elmwood.essex.sch.uk

**THE CORE SUBJECTS CONSIST
OF THE FOLLOWING:-**

ENGLISH

Speaking and listening forms an integral part of this subject. Children are encouraged to explain their ideas clearly and concisely. "Active listening" is taught, where children are expected to look, listen carefully and think about what is being said.

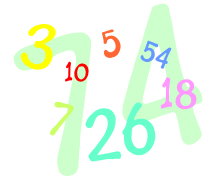
Reading - Reading is taught carefully and systematically to all children, to ensure that they can read with fluency and understanding. The school encourages the use of a wide range of reading material, and fosters a love of books. In the early stages of reading, a scheme is used, augmented by a variety of parallel reading books. The intention is that children have the security of a carefully graded scheme, but are not restricted to a single set of books, which may not be appropriate to their interests or needs. Parents are an important part of the process of learning to read, and we encourage a dialogue between school and home to ensure continuity. Children are encouraged to borrow and take home reading books both from the classroom and the class library.

Writing - Correct letter formation and a clear, attractive, efficient style of handwriting is taught throughout the school. Accurate spelling and punctuation is taught and encouraged.

Children also have opportunities to develop creative skills in imaginative writing, poems and stories.

MATHS

Children are 'set' for some sessions from Year 1 - Year 6 for their maths work.



The scheme of work for maths incorporates all the areas of learning prescribed by the National Curriculum, and embraces practical and mental work. Practical work is given to help the children formulate and understand mathematical ideas. Investigative opportunities help children learn to apply their mathematical skills to problem-solving situations. Number work, tables, and computation skills are stressed, and are linked with all aspects of mathematics.

SCIENCE

Science lessons are planned to cover the National Curriculum for Science with each year group covering specific themes.



Teachers aim to make lessons interactive, with elements of both practical and recorded work so as to encourage the children to develop their scientific thinking. Children develop the skills of questioning; hypothesising; predicting; observing; measuring; recording (both methods and data); carrying out practical activities safely and using graphs, charts and results to make inferences and conclusions about their work. Projects are undertaken either as part of a group or independently.

COMPUTING

This fast growing and important area of the curriculum includes the use of computers, iPads, electronic microscopes, and programmable toys. We have a whole class computer suite to provide opportunities for teaching essential computer skills. In addition, there are computers for each classroom so that children may use and develop their computer skills, whilst learning about other curriculum areas. The school also has a Virtual Learning Environment (VLE) which may be accessed from home by using a personal password. CD Players and video cameras are also used by children across other areas of the curriculum.

RELIGIOUS EDUCATION

The school follows the Essex Agreed Syllabus for Religious Education, "RE Matters for Every Child", and as part of its development plan, has recently reviewed its policy for the teaching of Religious Education.

In line with agreed policy, children are taught a broadly Christian syllabus, but are also informed of other beliefs and traditions. At Key Stage 1, the R.E. is integrated into cross-curricular topics, and includes bible stories. At Key Stage 2, the children are taught elements of Christianity, Judaism and Hinduism. Parents are entitled to withdraw children from RE and Collective Worship, on grounds of conscience, but this has never occurred in the past.

Daily collective worship is compulsory by law, and takes the form of an assembly or hymn singing session. The Headteacher leads a Behaviour and Values Assembly on Mondays, a Music Assembly on Wednesdays and the Deputy Head leads Celebration

Assembly on Fridays, in which the children show their good work or achievements that they have had in out of school clubs.

The values the school imparts to children are Christian, but are applicable to most of the world's major religions.

FOUNDATION SUBJECTS

The remaining subjects of Geography, History, Art, Music and PE are taught according to National Curriculum guidelines. Some of these may be linked together in a project to stimulate the children's interest. We will also develop the aesthetic and creative side of children through music and art. It is also important to be aware of a healthy lifestyle and good relationships. These aspects will be taught through a 'Health for Life' programme including PE and games.



SEX EDUCATION



Sex Education is included in the school's health awareness programme. Children are aware of general life processes in the younger age groups through their studies of plants and animals. At this stage, they are also taught the importance of care for themselves i.e. cleaning teeth, washing etc. They are fascinated by animals and have opportunities to observe wild life in our natural areas and school pond. In this way, sex education is included and introduced as part of their development at Year 4 and 5. We use television videos as part of this process and notice is sent to you so that you may withdraw your child if you wish. You will also have the opportunity to view the video in advance. A parent/daughter evening is held during Year 5. This is an

opportunity to meet with the school nurse to help prepare the girls for the onset of puberty. A similar evening for boys is held during Year 6.

CHILDREN WITH SPECIAL LEARNING NEEDS, INCLUDING THE MORE ABLE

Children with special learning needs are given extra help within the classroom by support staff working under the guidance of the class teacher and the Special Needs Co-ordinator. Help is given to a child on his or her own or in a small group where necessary. If your child is to receive additional help, you will be informed by the school and invited to talk to the teacher about the nature of the help and any way in which you can be involved.

We also recognise that the **most able children** have special needs of their own. The children are identified and the Deputy Headteacher has a specific role in co-ordinating the work of teachers in ensuring that the curriculum is adapted to meet the needs of the more able. Groups of these children are given regular support to stimulate and challenge them.

HOME AND SCHOOL (Homework)

We value parents' knowledge and understanding of their child and aim to build on this to develop a partnership between home and school to enable children to fully develop to the best of their ability. Home school links and also homework can achieve this aim. We ask that all parents sign our homework policy.

From their earliest school days, children will bring home books to share with parents so that parents are involved in their child's learning process. Throughout their infant school lives, children will receive a gradual increase of shared tasks to prepare them for the more formal homework set in the junior years. In this way they will be better prepared for their later secondary years.

Our aims are:-

At Foundation Stage and Key Stage 1

- to involve parents in their child's learning.
- to liaise and promote dialogue between home and school.

At Key Stage 2

- to introduce more formal homework as part of school life.
- to help children improve basic skills and build on skills being developed in the classroom.
- to further develop links between home and school.
- to encourage good working habits for secondary school.

HOME SCHOOL CONTRACT

Parents are also asked to sign a Home School Contract. This will clearly state what the school will provide for your child, how parents may support their child at school and, if appropriate, the agreement by the child to abide by the School Rules.



EXTRA-CURRICULAR ACTIVITIES

The curriculum in school uses the local environment wherever possible and is supplemented by a wide range of educational visits, videos and talks given by visitors. In Year 5 a residential visit is arranged to the Kingswood Centre in Norfolk, and during Year 6 a longer residential educational visit is organised to another part of the country.

Children take part in football, netball, rounders, cross country running and tag rugby in competition with other schools. We also take part in the Maldon and District Sports Meetings.

CLUBS

Clubs are run outside normal school hours, either before or after school or during lunch times. Teaching staff, parents, governors and other volunteers run these sessions as extra-curricular activities to enhance the quality of school life.

Junior children are encouraged to join a variety of club activities. Because of the seasonal and inter-school commitments, these may vary, but we hope that they help the children to appreciate the benefits of organising their leisure time in positive, constructive and active hobbies.

Extra curricular activities may include:-

- Bikeability for Year 6
- Eco-Schools Club
- Netball Club
- Football Club
- Chess Club
- Science Club
- ICT Club
- Greenwatch Environmental Club
- School Council

- Music – Choir and Recorders
- Guitar/Rock Club
- Percussion Club

We also provide additional musical opportunities for guitar, drums, piano, brass & woodwind instruments. These are available by request and a charge is made by the peripatetic music teachers. During the year, children entertain parents, families and friends with instrumental playing, singing and dance.



STANDARDS AND CARE

OPEN EVENINGS

Each term there are evenings when you are invited to look at your child's work and discuss with us their progress. You are, of course, most welcome to come in to see the staff at any time during the term to discuss work progress and other matters of concern. Indeed, if you have any worries or queries at all about any aspect of your child's life in school, please come and see us as soon as possible. The Headteacher is pleased to see you at any time, although advance notice where possible is appreciated.

Parents of new children are invited by the Headteacher for a school tour and a meeting during the term prior to their child's admission to the school. At this meeting, parents meet the class teacher and Senior Leadership Team to discuss the activities of the reception class.

ABSENCE FROM SCHOOL

Government regulations require us to be careful and correct about attendance records; to this end you can assist us by using the following procedures. If your child will be arriving late to school, please advise us. If your child is absent from school, please telephone the school on the first morning of absence and leave a message on the absence line. Please send an explanatory note to the class teacher on your child's return to school. Children who need to see the doctor or dentist during the day must be collected from school by an adult. Occasionally, you may receive a written request from us to supply a reason for a particular absence.

Whilst the taking of holiday during term-time is not permitted, the school recognises that there may be some occasions where 'exceptional circumstances' warrant leave of absence being authorised. As such, parents may apply for permission to take their children out of school during term time where there are **exceptional circumstances**. Such requests should be made at least four weeks prior to the date of the leave. Permission will only be granted where there are 'Exceptional Circumstances' meaning that the leave could not be taken during school closure periods.

All requests for leave of absence must be made on a Leave of Absence Request form, available from the school office and accompanied by a letter giving the exceptional circumstances necessitating the absence. However, your request may be refused if the reason given for the absence does not fulfil the criteria above.

Please avoid term-time absence if possible.

MID-ESSEX COMMUNITY HEALTH TRUST

The Mid-Essex Community Health Trust complement the staff of the school to enable pupils to reach their full educational potential. The School Nurse carries out routine screening tests during a pupil's school life and the current policy includes vision, hearing, blood pressure and growth assessment. The Nurse may recommend an appointment with the Doctor in Community Paediatrics. The School Nurse can be contacted through the school, or at the Health Services Clinic, Merchant Street, South Woodham Ferrers.

CHILD PROTECTION

The school has a policy on child protection which covers its legal obligations in the very sensitive area of potential child abuse. Children accumulate knocks and bruises very well themselves without needing the help of others, and staff are fully aware of this! However, there may be extremely rare occasions when physical or behavioural signs come to light which give cause for concern. On such occasion the Head must, by law, consult social services rather than the parents. This does not imply any mistrust or suspicion of parents, as there could be any number of explanations. The law is drawn up to ensure that the welfare of the child is the number one priority.

Our policy is a multi-agency one which gives us access to a number of people who can help children and families who may be experiencing difficulties. Confidentiality is guaranteed to any parent seeking advice.

MEDICAL PROCEDURES

Please do not send medicines to school with your child. If your child needs to take medicine during school hours, please give it to the welfare staff (clearly marked with the child's name, class and dosage) or, better still, come into school at the appropriate time and give the medicine to your child yourself. Parents of children who need special medicines or inhalers to be available in case of need should clearly mark their medicine and hand it in to the Medical Room for safe keeping. It is important that you notify us of any allergies from which your child suffers, particularly if these are to nuts. **Due to the extreme seriousness of nut allergy we do not allow any nut products in**



school. The school meals cooked on the premises do not contain any nuts or nut products.

We do ask that the school is kept informed of any changes in details relating to parent's work contact numbers during the day, where applicable, and also that names and telephone numbers of emergency contacts are kept up to date. Change of detail forms are available in the foyer.

PASTORAL CARE AND DISCIPLINE

We care for your child and aim to develop high standards of behaviour. The school is a community in which behaviour is based on mutual respect and consideration for others. The class teacher, who knows each child well, is responsible for the care of the children in his or her own class. Particular problems are referred to the Headteacher or Deputy Headteacher.

The values, standards and attitudes of the school community are made clear to the children by example and discussion, so that they are absorbed by them and made their own. A behaviour policy exists governing behaviour within the school, the playground and the games field. A system of praise and encouragement is used along with recognition of effort and achievement. If, however, a child displays persistent anti-social behaviour, consultation is arranged between the teacher and the parents so that an attempt can be made to correct the matter. School policy permits, in rare cases of serious and persistent indiscipline, exclusion from school.

COMPLAINTS PROCEDURE

It is a requirement of the Act that parents are informed of the procedure for lodging complaints in respect of curricular matters. The process is as follows:-

1. "The Secretary of State expects that any concerns expressed by parents and others about the school curriculum and related matters will continue to be considered and, so far as possible, dealt with in informal discussion with teachers and headteachers in the first instance. It is not the intention that all such expressions of concern should be considered as 'complaints' and dealt with under the approved arrangements. However, there will be cases where such concerns cannot be resolved informally, and will fall to be considered as formal complaints under the approved arrangements.

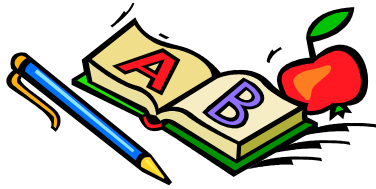
2. The Headteacher in the first instance, and then, if necessary, the governing body or members acting on their behalf, must deal with such formal complaints. The Secretary of State expects them to do so in accordance with clear arrangements which secure that full and fair consideration is given to the views of the complainant, and avoid undue delay. If the complainant remains dissatisfied, it will be open to him or her to make a further complaint to the Secretary of State under section 68 or 99 of the Education Act 1944. The Secretary of State will not consider any such complaint until it has first been considered at school level in accordance with the approved arrangements."

PARENTAL INVOLVEMENT

We welcome parents to the school. If you have a few hours to spare and would like to help in the classroom, please contact your child's class teacher.

There is a need for a high degree of co-operation between parents and teachers, so we encourage all parents, if and when available, to come into school and help in the classes. The help given by the existing group of parents is most appreciated and of immense benefit to the children. You are also invited to attend concerts, sports days and other events.





UNIFORM

BOYS:

- White shirt and red tie. (Elasticated ties for Years 1 & 2 only)
- Light to mid-grey trousers.
- Red Elmwood sweatshirt or red v-necked jumper.
- Red gingham short-sleeved shirts in summer if preferred.
- Black or grey socks.
- Flat black shoes (**NOT TRAINERS**)

N.B. Ties are not part of Reception uniform.

GIRLS:

- Plain white school blouse with top button and red tie. (Elasticated ties for Years 1 & 2 only)
- Light to mid-grey skirt, tunic or school trousers. (No culottes or cropped trousers).
- Red Elmwood/plain cardigan, or red Elmwood sweatshirt or plain red v-necked jumper.
- Red gingham dress (in Summer only)
- Ankle or knee length white socks or red or grey tights in Winter.
- Flat black shoes (NOT TRAINERS)

N.B. Ties are not part of Reception uniform.

PE KIT:

Red shorts and Elmwood tee-shirt.
Black or white plimsolls.
Trainers (for outdoor games only)

Please provide a named PE bag for kit.

Boys and girls may be involved in outdoor games in wintertime, and football boots or trainers and tracksuits are recommended.

NB Not for Reception or Year 1.

Hair should be styled conventionally, whether girls or boys, and long hair should be tied back. Hair accessories should be white, red or grey.

Trainer socks, headscarves, beaded hair accessories, nail varnish and cropped trousers are **not** part of the Elmwood school uniform.

Your child will also need an overall for Art and Craft. An old shirt with elasticated sleeves is ideal. School uniform may be purchased from Patricia's in South Woodham Ferrers, who stock items with logo. Other items can also be purchased either from Patricia's or elsewhere. Please dress your child in uniform at all times. Your co-operation in this respect would be much appreciated. Please make sure that all items of clothing are clearly marked with your child's name.

Mobile phones, iPods, playing cards (e.g. Pokémon cards), knives, glass bottles, fizzy drinks, sweets, chewing gum and products containing nuts are not allowed in school.

JEWELLERY

Please note that children are **not allowed** to wear jewellery in school; **this includes earrings and studs**. Children may wear a watch, but this must be named and removed for P.E.

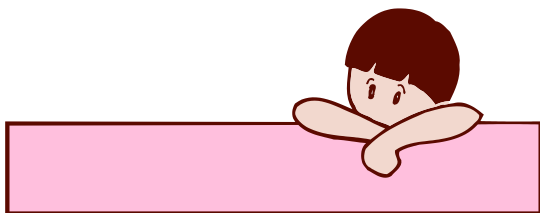


INSURANCE OF PUPILS

The school has taken out personal accident insurance for all pupils taking part in school-based activities. This covers trips, sports, and any other official school activity, but does not extend to 24-hour cover. The policy covers death, loss of limbs, speech, and hearing, intellectual capacity and total disablement on a sliding scale up to a maximum of £50,000. Full details are available on request.

AVAILABILITY OF INFORMATION

All relevant documents of interest to parents: school policy documents, National Curriculum information, inspection copies of Governors' Meetings Minutes and Agenda, Charging and Remissions policy, uniform details and Complaints Procedure are available in the Head's Office for inspection.



IN CONCLUSION, we feel that communication between school and home is important and will ensure the best opportunities for your child. We keep you in touch with school events by means of letters sent home with the children. If there are matters that require further clarification, please do not hesitate to contact the school. My staff and I hope that your association with the school will be a very happy one.

The remainder of this prospectus contains information relating to pupil absence, term dates and assessment of KS1 and KS2 pupils, which we are required to include.

Yours sincerely,

Helen Shaw

Mrs Helen Shaw
HEADTEACHER

(The information contained in this prospectus is accurate at the time of printing, but may have been subject to subsequent minor changes.

Key Stage 2 2016 : ELMWOOD PRIMARY SCHOOL



These tables show the percentages of Year 6 children achieving each level this year.

TEACHER ASSESSMENT : Percentage at each level

	Dis	Abs	W	1	2	3	4	5	6	4+
ENGLISH										
MATHEMATICS										
SCIENCE										

TASK AND TEST RESULTS : Percentage at each level

	Not entered	Absent	* Below Level 3	3	4	5	6	4+
Spelling, Punctuation & Grammar								
Reading								
MATHEMATICS								

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

Key Stage 1 2016 : ELMWOOD PRIMARY SCHOOL



These tables show the percentages of Year 2 children achieving each level this year.

TEACHER ASSESSMENT : Percentage at each level

	W	1	2	2			3	DIS	ABS
				c	b	a			
Speaking & Listening									
Reading									
Writing									
Mathematics									
Science									

Dis = Pupil Disapplied under sections 92/93 of the Education Act 2002

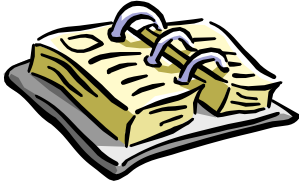
Abs = Absent

W = Working towards Level 1

We pride ourselves in the success of all our pupils. Statistically, Special Educational Needs pupils are included in these Key Stage results.

Pupil Absences 2016/2017

Total number of pupils of compulsory school age on roll for at least one session - 376
Percentage of pupil sessions (half days) missed through authorised absences - 3.0%
Percentage of pupil sessions (half days) missed through unauthorised absences - 0.8%



Term Dates for 2017-2018

AUTUMN TERM 2017

Autumn Term 2017: Tuesday 5th September 2017 - Wednesday 20th December 2017
Autumn Half Term: Monday 23rd October 2017 - Friday 27th October 2017
Non-Pupil Days: Monday 5th September 2017

SPRING TERM 2018

Spring Term 2018: Tuesday 2nd January 2018 – Thursday 29th March 2018
Spring Half-Term: Monday 12th February 2018 – Friday 16th February 2018
Non-Pupil Days: tba

SUMMER TERM 2017

Summer Term 2018: Monday 16th April 2018 – Friday 20th July 2018
May Day: Monday 7th May
Summer Half-Term: Monday 28th May 2018 – Friday 1st June 2018
Non-Pupil Days: tba

**Autumn Term 2017 commences (no earlier than) 1st September 2017.
This date will be confirmed during the year.**

All dates are correct at the time of printing.



ALL DATES ARE INCLUSIVE
