

## **CONTENTS**

## **Page Numbers**

Section 1	General Information	2
Section 2	Admissions	8
Section 3	Organization and Pastoral Care	17
Section 4	Curriculum	19
Section 5	Professional Development	26
Section 6	Homework	27
Section 7	Rules and Discipline	27
Section 8	School Dress	28
Section 9	Clubs and Societies	29
Section 10	Parents in School	30

The information in this prospectus was correct at the time of printing, but it is possible that changes may be made before or after the beginning of the school year 2006/2007

## **SECTION 1 - GENERAL INFORMATION**

St Margaret's Church of England Voluntary Aided School is a co-educational primary school within the Diocese of Lichfield and the Metropolitan Borough of Sandwell. It caters for pupils between the ages of 3 and 11 years of age. It serves the Great Barr district, but because of its special status as a Church Aided School, it considers requests for admission from a much wider area.

Address: St Margaret's C. of E. Primary School,  
Birmingham Road,  
Great Barr,  
Birmingham, B43 7AP.

Telephone: 0121 357 2758

Chairman of Governors: Reverend M. Rutter

Head Teacher: Mr. M. Earnshaw

### **A Short History of the School**

St Margaret's School has a long tradition of serving the educational needs of children from parishes in and around Great Barr. Below is a brief history of the school.

St Margaret's is a Church of England Primary School (Nursery/Infants/Juniors) associated with the Parish Church of St Margaret's in Chapel Lane. The school's links with early education in Great Barr go back to the Anglican Charity Schools that sprang up during the eighteenth century.

The Addyes Charity arose as a result of a bequest, made in 1722 by Thomas Addyes, of buildings and land at Snail's Green, Great Barr. The bequest provided for a schoolmaster's residence and sufficient funds to provide for the education of thirteen poor boys "to read English well and to write".

Further bequests, made in the nineteenth century by the Scott family, provided money to clothe the thirteen boys and to pay a schoolmistress to teach five girls. This became known as the Gibbon/Scott Charity. In 1906 the endowments were amalgamated to become the Addyes and Scott Foundation.

The first school to provide education for all children of Great Barr was built by the Church of England in 1852. It consisted of a schoolmaster's house and two classrooms. The school catered for children of all ages. The original building still exists and is now the Head Teacher's study, the school office and classrooms 2, 3 and 4.

The parishioners of Great Barr raised large sums of money in the early 1950s to provide for extensions to the school and for the modernization of the old school buildings. The then Ministry of Education made a 50% grant towards the total costs.

Buildings to house the infant department were added in 1962, and an extra classroom was built to house a new junior class in 1967. The nursery block was built in 1979 to cater for children from three years of age.

Today, St Margaret's is a thriving school. It aims to provide for its pupils a happy and safe environment in which effective learning can take place.

## **The Governors**

The Governing Body has similar functions to that of a board of directors. It makes policy decisions about how the school is run and meets regularly to receive the Head Teacher's reports and to conduct any necessary business.

Governors are appointed to help:

- 1 - Decide what is taught
- 2 - Set standards for behaviour
- 3 - Appoint staff
- 4 - Determine the nature of special needs provision

5 - Ensure equal opportunities for all pupils

6 - Decide how the budget is to be spent

School governors have legal duties to perform; they are also invested with certain powers and responsibilities. Governors can only act together; all decisions are made corporately and no individual governor can act independently of other colleagues on the board.

There are different kinds of school governor. These are:

1 - Foundation Governors

2 - Parent Governors

3 - Local Council Governors

4 - Teacher Governors

5 – Staff Governors

Foundation Governors:

- Are appointed by the church according to the trust deeds.

Parent Governors:

- Have a child in the school,
- Are elected by the parents of the school,

Local Council Governors:

- Are appointed by the Local Education Authority

Teacher Governors:

- Are appointed by teacher colleagues.

Staff Governors:

- Are appointed by the non teaching staff.

All governors are appointed to serve for a period of four years. Governors may be re-appointed to serve a further period.

All members of the Governing Body offer their services to the school on a voluntary basis. Governors receive no remuneration.

The Governors are:

The Reverend M. Rutter	Foundation Governor. (Chair person)
Mrs. G. Crocker	Foundation Governor. (Vice chair person)
Mrs. P. James	Foundation Governor
Mrs. J. E. Heathcote	Foundation Governor.
The Reverend T. Ward	Foundation Governor.
Mrs. J. Farnell	Foundation Governor
Mr. T. Fowler	LEA. Governor.
Mr. D. Biggs	Foundation. Governor.
Mrs. M. Nokes	Parent Governor.
Mrs. J. Cooper	Teacher Governor.
Mrs. S. Prigg	Staff Governor.
Mr. M. Earnshaw	Head Teacher.

In attendance:

Mrs. K. Penn	Clerk to the Governors
Mrs. D. Jones	Deputy Head Teacher

## Teaching and Non-Teaching Staff

Head Teacher	Mr. M. Earnshaw		
Deputy Head Teacher	Mrs. D. Jones		
Nursery Teacher	Mrs. P. Parrish		
Reception Class Teacher	Miss. M. Greaney		
Year One Teacher	Mrs. D. Brewer		
Year Two Teacher	Mrs. D. Jones		
Year Three Teacher	Miss. L. Staite		
Year Four Teachers	Mrs. J. Cooper		
	Mrs. M. Hollins		
Year Five Teacher	Mr. N. Fowler		
Year Six Teacher	Mr. D. Cole		
Learning Support Practitioners	Mrs. D. Jones	Mrs. K. Bragg	
	Mrs. D. Walsh	Mrs. S. Mangat	
	Mrs. K. Judd	Mrs. S. Prigg	
	Mrs. M. Nokes	Mrs. E. Webster	
	Mrs. N. Atkar	Miss. K. Forrester	Mrs. N. Lewis
School Secretary	Mrs. M. Stait		
Reconciliation Officer	Miss. C. Deering		
School Caretaker	Mr. P. Cooper		
School Cleaners	Mrs E. Cooper	Mrs. M. Cockbill	Mrs. M. Hubbard
School Cooks	Mrs. V. Beesley	Mrs. S. Woodley	

## **GENERAL AIMS**

### **School Ethos**

The school has a reputation for being friendly and welcoming. Visitors frequently commend the school on the behaviour and the helpfulness of its pupils, and on the busy and purposeful learning atmosphere in its classrooms. Christian ethos in the school provides the context in which all personal development takes place. Christian attitudes and values permeate all the curriculum.

### **Collective Worship**

Daily worship focuses the purpose and direction of the school, and, while respecting minorities present in the school, follows the expectations of our particular Christian inheritance.

The trust deed lays down no particular requirements, since when it was written they were usually assumed.

Parents have the right to withdraw their children from the daily act of worship if they so wish.

### **St Margaret's Mission Statement**

St Margaret's CE Primary School has a welcoming and caring environment. Christian values are built into its ethos and teaching and a high priority is attached to strong links between the school, home and parish. St Margaret's seeks to promote quality in its educational provision and attitudes of mutual care, respect and responsibility amongst all its pupils. We strive to provide a safe and disciplined environment where children feel secure and valued. The school with the support of the Governors, aims to develop in its pupils a sympathetic understanding of the Christian faith with collective worship playing an important part in its daily life. At St Margaret's we respect other world faiths, cultures and customs.

### **Our school aims:**

1. to help our pupils develop lively, enquiring minds, and fit and healthy bodies
2. to provide a happy and safe environment in which effective learning can take place
3. to help our pupils acquire a sound use of language; mathematics and science with skills that will contribute to success at secondary school and future adult life

4. to promote equal opportunity for all
5. to develop an appreciation of the creative arts
6. to help our pupils towards some understanding of the social, cultural and economic aspects of their home and region
7. to help our pupils to share a full and positive presentation of the Christian faith, and encourage them to respect all religious and moral values which promote the well-being of the individual, the local community and society
8. to promote a positive relationship between home, school and parish.
9. to help our pupils develop a strong sense of caring for others and a sense of responsibility for their own actions
10. to promote the welfare of all pupils and their academic achievement, irrespective of age, gender, ethnicity or disability

## **SECTION 2 - ADMISSIONS**

### Introduction

The Governors of St Margaret's School are responsible for the admission of pupils, and for determining the arrangements for admitting such pupils. The School Standards and Framework Act 1998 requires school admission authorities to inform neighbouring LEAs and primary school admission authorities of their proposed admission arrangements.

### POLICY FOR ADMISSIONS

As from September 2001, no 5, 6 or 7 year old in an infant class at a maintained school will be in a class of more than 30 pupils while an ordinary teaching session is conducted by a single qualified teacher. An admission authority will not be required to admit a child to an infant class where to do so would conflict with keeping to the statutory class size limit.

The Governors propose to admit no more than 30 pupils into the Reception Class.

### PRELIMINARY VISITS

When parents are considering an application on behalf of their child(ren), the Governors would wish them to view the school, and to discuss with the Head Teacher or Deputy

Head Teacher the school's aims and objectives in relation to the curriculum it offers; its special status as a Church of England School; and the parental expectations involved.

## **ADMISSION PROCEDURES AND PRIORITIES**

- a) Parents must obtain the appropriate forms in order to request a place for their child(ren) at the school or nursery.
- b) Applications for a place at the school for the beginning of an academic year should be submitted not later than the date specified by the Local Education Authority in any year in the case of the school, and not later than a date specified by the Governors in the case of the Nursery Unit. This date will be varied at the discretion of the Governors.
- c) Applications received after the closing date will only be considered alongside those received by the closing date under the following circumstances:
  - The applicants were unable to complete an application form before the closing date because they moved near to the school (within one mile) after the issue of application forms. OR
  - The applicants were unable to comply with the admissions timetable because of exceptional circumstances which prevented the application arriving on time- the circumstances must be given in writing and attached to the Application Form.

Applications received after the notification date (after places are offered) will be added to the school's waiting list in admission criteria order.

- d) After the closing date, the L.E.A. on behalf of the Governing body, will determine whether or not the number of requests exceeds the number of places available in Reception Class.
- e) If requests do not exceed the number of places available in the school, the L.E.A will contact parents and confirm in writing that a place is available.
- f) Where requests for places at the school exceed the number of places available, all applications will be considered by the L.E.A. on behalf of the Governing body and places will be prioritized according to the criteria set out below.

Parents will be notified, in writing, of the allocation of places as soon as possible.

## **CRITERIA**

### **A. THE SCHOOL**

Children in Sandwell are admitted to school at the beginning of the academic year in which they are five provided a school place is available. Parents have the option of deferring their child's entry until later in the (same) school year, but not beyond the beginning of the term after the child's fifth birthday.

The L.E.A. on behalf of the Governing body will consider applications from parents who have named the school as first preference, before considering second or subsequent preferences.

Places for reception class will be allocated on the priority order given below.

- 1) Children with a statement of special educational needs.
- 2) Applicants whose families regularly attend St Margaret's Parish Church and have a sibling in the school at the time of admission living at the same address.
- 3) Applicants whose families regularly attend an Anglican Church and have a sibling in the school at the time of admission living at the same address.
- 4) Children who have a brother or sister who attend and will be in attendance at the school at the time of admission and are living at the same address.
- 5) Applicants whose families regularly attend an Anglican Church, priority being given to those who attend St. Margaret's Parish Church.
- 6) Applicants from other Christian denominations, who worship regularly in other Christian Churches.
- 7) Applicants who regularly attend a non-Christian place of worship, with priority determined by proximity to the school.
- 8) Applicants who do not attend a place of worship, with priority determined by proximity to the school.

(Applicants wishing to be considered under criteria 2,3,4,5 or 6 should complete form SMA/1 which is available from the L.E.A. This form requires the signature of the Priest/Minister, confirming the level of commitment over recent years. Priority will be given to those with most commitment.)

NB

In the event of oversubscription in any category places will be allocated on the basis of distance between home and school, as measured in a straight line from the home to the main entrance of the school with priority being given to those living closest to the school.

**Waiting lists.**

A waiting list will be maintained and children placed on it in the order of the over-subscription criteria. Should vacancies become available before admission appeals for the year of entry are heard, they shall be filled from the waiting list.

If no vacancy arises before appeals are heard, children will remain on the waiting list until the conclusion of the academic year. At the conclusion of each academic year, waiting lists will be cancelled and parents invited to apply for a place (or entry on the waiting list) for the following year.

**Having a brother or sister at the school:**

This rule applies:

- to brothers or sisters who have the same parents
- to half brothers and half sisters (where the children are related by the marriage of their parents and live at the same address);
- to adopted brothers and sisters living at the same address.

It does not include

- Cousins or other family relationships
- Brothers or sisters who, at 1 September 2006, will not be registered at the preferred school.
- Brothers or sisters who will attend Nursery at the preferred school in September 2006
- Brothers and sisters who do not live at the same address.

## **B. NURSERY UNIT**

Part time places are allocated to children who will, by the date of admission or within the following twelve months, have attained the age of four years. The criteria for admission are the same as for the school.

( Pupils may be admitted into the Nursery unit in the half term following their third birthday, subject to the availability of places.)

The allocation of a Nursery Place does not guarantee a place in the infant department.

No appeals whatsoever will be allowed in respect of any Nursery admission.

### **PLEASE NOTE**

Information from parents is checked and if found to be incorrect, the offer of a place at the School or at the Nursery may be withdrawn.

Criteria used for admission to the school will also be used to rank those children placed on any waiting list.

### **REQUEST FOR AN APPEALS HEARING**

If a child is of statutory school age as defined above, and is refused a place, and parents still wish to proceed with their application, then they must write to the Chairman of Governors requesting an Appeal Hearing.

The standard number for 2006/07 has been set at 30.

### **School Sessions**

Nursery: Morning 8.50am until 11.20am  
Afternoon 1.00pm until 3.30pm  
Infants: Morning 8.50am until 11.55am  
Afternoon 1.20pm until 3.30pm

Juniors: Morning 8.50am until 12.00pm  
Afternoon 1.00pm until 3.30am

### **Times Set Aside For Teaching During The School Day**

Infants: Session 1 - 9.00am until 10.30am  
Session 2 - 10.45am until 11.55am  
Session 3 - 1.20pm until 2.15pm  
Session 4 - 2.30pm until 3.30pm

Juniors: Session 1 - 9.00am until 10.30am  
Session 2 - 10.45am until 12.00pm  
Session 3 - 1.00pm until 2.15pm  
Session 4 - 2.30pm until 3.30pm

The following assembly times must be deducted from the above tables:

Monday to Friday 10.15am until 10.30am

Teaching Hours at Key Stage 1 21 hours and 40 minutes.

Teaching Hours at Key Stage 2 23 hours and 45 minutes.

### **Charges**

The Education Reform Act, (1988) lays down the right to free school education, and establishes that activities offered wholly or mainly during normal teaching time shall be available to all pupils, regardless of their parents' ability or willingness to help meet any costs involved. Under the Act schools do have the right to invite voluntary contributions for the benefit of the pupils, or in support of an activity organized by the school during school hours. Without these parental contributions, many of the activities could not take place. The school, however, continues to offer some financial assistance in cases of real need.

Schools have discretion to charge for optional activities provided wholly or mainly out of school hours. The school sometimes exercises this discretion.

The Governors have a charging policy, which gives further clarification and is available for parents to see.

Parents requiring further details are invited to seek an appointment with the Head Teacher, who will be happy to help.

## **Inspection of Documents**

Parents wishing to inspect and (where applicable) obtain copies of any school document, should contact the Head Teacher. In some instances a small charge may be made (not exceeding the cost of production) in respect of copies supplied.

Information for example concerning:

- times of sessions,
- charging policies,
- Governors' RE policy,
- Schemes of work,
- Annual Report to Parents,
- DfEE Statutory Instruments relating to the curriculum,
- LEA statement of curriculum policy,
- OFSTED reports,

## **Summary Results**

These results refer to the percentage of Key Stage 2 pupils who achieved level 4 or above in their tests.

	2001	2002	2003	2004
English	94%	92%	93%	93%
Mathematics	91%	96%	97%	97%

Targets set for the year 2006 are as follows:-

English 90% and Mathematics 86% (Level 4 and above)  
Targets set for Level 5s in English 41% and in Maths 41%

## **Statemented Pupils**

The number of pupils on roll at the school with statements of special educational needs is 4.

## **Pupil Attendance**

The Governors of St Margaret's School are proud of the very high level of pupil attendance. This has been achieved because parents have been consistent in their support for the school on this important matter. Your continued support is sought in order to maintain our very high standards. Please continue to follow the procedures given below:

Please telephone the school or send a note giving a reason for your child's absence.

A letter of inquiry will be sent home if, for some reason, we do not receive an explanation for the absence.

You will be invited to complete a short form indicating the reason for your child's absence.

If your child is receiving treatment from a doctor or a dentist and needs time away from school, please let the class teacher know the day before the appointment.

We do not encourage holidays during school terms. For the sake of your child's education, please make every effort to ensure that punctuality and attendance is given a high priority.

If parents' annual holidays have to be taken outside of school holidays, please obtain a holiday form (SCH/7) asking for permission for your child to accompany you.

Please complete and return to school in good time, well before your holiday begins.

### Absences for the Academic Year 2004/2005

The number of full time pupils on roll aged 5+ was 201

Authorised Absences	5.0%
Unauthorised Absences	0.00%

## **ARRANGEMENTS FOR PARENTAL VISITS**

Parents who are considering sending their children to St Margaret's School should contact the school office. An appointment can then be arranged for a visit to the school. The Head Teacher will be available to discuss the process of making a formal application for admission.

Parents of all pupils in the school are invited twice each year to discuss with the class teachers their children's progress. The school is usually willing to arrange appointments with teachers at other times, provided the school office has been notified in advance.

The Head Teacher is sometimes available, without the need for a pre-arranged appointment, at the following times: 8.10am until 8.45am and 3.35pm until 5.00pm. Appointments to see the Head Teacher at other times should be arranged through the school office.

The professional duties of teachers extend far beyond teaching pupils during the normal hours of school. The periods before and after school are often the teachers' only opportunity to carry out related duties. It is important, therefore, that parents understand that it may not be possible for a teacher to see a parent without first having requested an appointment. We ask all parents to observe this basic courtesy.

It is not permissible for parents to interrupt a teacher while he or she is teaching. The secretary or Head Teacher will make any necessary arrangements for children or members of staff to receive messages.

## **SECURITY**

Access to the school for visitors is limited to a controlled point of entry. This is designed to ensure that all visitors are identified. Parents and other visitors who need to have access to areas of the school, other than the administration office and Head Teacher's Study, need to sign the visitor's book and wear a visitor's pass. The alarm system is updated when necessary to comply with new regulations that are laid down by the police. The Health and Safety Committee regularly meet and make recommendations about security to the full Governing Body. There is a whole school policy, which deals with the question of security.

### **SECTION 3 - ORGANIZATION AND PASTORAL CARE**

The school is organized into nine teaching groups. These are as follows:

Nursery Unit (20 part-time pupils in the morning)  
(20 part-time pupils in the afternoon)

Foundation Stage (incorporating Nursery and Reception)

KS1 (with two classes)

KS2 (with four classes)

#### **The Nursery**

Our Nursery is a busy, happy place, designed around the interests and needs of young children. To satisfy these needs, carefully structured activities are used. Although the emphasis is, at first, on free discovery, the children are placed early into a learning environment which is geared towards providing children with the foundations for a sound start in reading, speaking, listening, writing and mathematics.

The children are encouraged to communicate their thoughts and feelings about their activities, the world around them and the problems they attempt to solve. Materials and equipment (including computers) are selected and used in order to give children a good start towards the work they will encounter in later years.

Parents should be aware that the offer of a place in the Nursery Unit does not guarantee a place in the Reception Class. A separate application for a place in the Reception Class will need to be made at the appropriate time. Please see Section 2: Admissions.

#### **The Infant and Junior Departments**

Children in these departments are taught in mixed ability classes. The class teacher has responsibility for the pastoral care of the children in his/her teaching group. The aim of pastoral care within the school is to create and sustain a happy, welcoming and secure environment within which each child can develop self-confidence, appropriate social skills and sound attitudes towards others, themselves, their studies and the local environment. A strong emphasis is placed upon working co-operatively with both children and adults. When dealing with problems relating to a child's personal welfare and happiness, the school aims to act as promptly as possible. If necessary, parents are advised about possible problems. In some cases parents are invited to participate in discussions about what programmes of action may be needed in order to secure good behaviour patterns and sound attitudes to school work.

Our aim is to review constantly the resources of the school in order to provide a high level of support for our pupils. We have a library that was refurbished and fitted with a

computerized, book withdrawal system during 2005, with easy access to all age groups, a large combined hall and gymnasium, a wireless operated laptop suite and a computer suite, also completed during 2005. There is a separate dining room, a community room and a number of other areas designated for practical or small group-work. The school also has a television area, with specially tiered seating.

Whenever possible, the classes are organized into year groups. For each year group the staff have developed schemes of work. These schemes are intended to ensure that each child will cover, at the appropriate levels, the required programmes of study laid down under National Curriculum regulations. The teaching strategies are based upon activities carefully selected to meet the needs of our pupils. The school employs a variety of teaching styles, including individual child-centred approaches, group work and, where appropriate, more traditional class-teaching techniques.

### **Equal Opportunities**

The Governors and staff of St Margaret's School aim to ensure that equal opportunities, in respect of school life, are available to all, regardless of sex, class, racial group or ability. Several criteria have been used in implementing our policy on equal opportunities in order to counter any stereotyping or discrimination. We are always looking for further ways to develop and promote equal opportunities in all areas of school life.

### **Racial Equality**

The school has a race equality policy that seeks to promote the welfare of all pupils and their academic achievement, irrespective of age gender, ethnicity or disability. The school recognizes that minority ethnic pupils and their families often experience exclusion simply because they are different and it wishes to support those pupils and their families in particular ways set out in this policy. The policy also aims to meet the requirements of the Race Relations (Amendment) Act 2000.

### **Pupils with Disabilities**

In line with the Disability Discrimination Act 1995, the school admits pupils with disabilities including those with sensory impairments affecting sight and hearing. The school works closely with the LEA in assessing special needs provision for such children. This may include specially adapted equipment and classroom support. Pupils with disabilities are expected to participate in the full range of everyday activities (subject to certain conditions set out in Section 317 (4) of the Education Act 1996 ).

The school has links with audiology and sight impairment agencies that help with the provision of specialist equipment. A fully furnished room has been set-aside for children with hearing difficulties and for other small group activities.

We have provided special toilet facilities and a ramp to ease access, for disabled adults and children.

## **SECTION 4 – CURRICULUM**

### **SCHOOL AIMS**

The school aims to promote the spiritual, moral, cultural, mental and physical development of its pupils. It also aims to contribute appropriately to each child's preparation for the opportunities, responsibilities and experiences of secondary education, and the world of adult life. The curriculum offered by the school recognizes the need for breadth and balance in what pupils study. It also aims to help pupils towards a broad understanding of the social, cultural and economic aspects of their own society. It encourages respect for those religious and moral values that promote the well being of the individual, the local community, and society at large. The school seeks to promote the welfare of all pupils and their academic achievement, irrespective of age, gender, ethnicity or disability.

Our curriculum includes the elements that are required under the framework of the National Curriculum. The core and foundation subjects are set in the context of a wider curriculum that includes provision for personal and social development, for meeting special educational needs, and for securing equal opportunities for all.

### **Curriculum (Infant)**

Reception class is now closely linked to our Nursery and together; they are called the Foundation Stage. Both classes are following the Early Learning Goals, as recommended by the DfES. The curriculum, which is divided into 6 areas, is very comprehensive and leads into the National Curriculum that starts in Class 1. The areas studied are as follows:

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

The schemes of work developed for the infant department are very closely linked to those provided by the DfES. They ensure that we are able to deliver the programmes of study in all subject areas. The Literacy and Numeracy hours take place each morning and in the afternoons, full coverage is given to all other areas of the curriculum. We aim to develop the children's knowledge, skills and attitudes in every subject that is followed. The children are given opportunities to present the outcome of their activities in a variety of ways, including orally, visually and in writing.

## **Curriculum - (Junior)**

The Junior curriculum, which covers Key Stage 2 of the National Curriculum, recognizes the need for older pupils to continue to experience some cross curriculum study in which various elements, taken from the core and foundation subjects, are pursued under a broad, integrated theme. However, the junior department sets out to prepare pupils for the more subject-oriented curriculum, which they will encounter during the course of their secondary education. Topic work in the junior department, therefore, is likely to be more sharply focused than in the lower school. The Literacy and Numeracy hours are also in place at Key Stage 2.

Assessment is continuous and integrated so that your child's teacher is able to monitor progress throughout the year. In the summer term, a report is sent to parents, which forms the basis for discussion between teacher and parent. This can be reviewed at the consultation evening held near the beginning of the next autumn term. A second consultation evening is held in the spring term. The report and the consultations are intended to ensure that parents receive a clear picture of their child's progress.

To keep parents informed, the main topics to be covered are given out at the beginning of the school year. Parents are then more aware of what is being studied and can help and support if necessary.

## **MATHEMATICS**

The Numeracy Hour is evident in all classes, usually sometime during the morning session.

Our schemes of work cover the full programmes of study for Key Stages 1 and 2 demanded by the National Curriculum. They include an introduction to all the relevant aspects of mathematics, including a sound introduction to mathematical language and concepts. For Key Stage 1, the Programmes of Study cover: Using & applying Mathematics; Number Work; Shape, Space and Measure. For Key Stage 2, the Programmes of Study cover: Using & applying Mathematics; Number Work; Shape, Space and Measure and Handling Data. The traditional skills are also addressed. We encourage a home-school partnership approach to such skills, and hope that what is taught at school is practiced at home on a regular basis. The school is investing in new materials to support our teaching of the revised curriculum in mathematics.

## **ENGLISH**

The Literacy Hour is evident in all classes sometime during the morning session.

Great emphasis is laid upon the skill areas of reading, writing, listening and speaking. Our teaching programmes include: drama; the use of computers for promoting early language skills and for word processing; poetry and the study of fiction and non-fiction

texts. Opportunities to develop English related skills are built into activities in other subject areas so that our pupils' skills in all forms of communication are extended and enriched.

## **SCIENCE**

Our teaching programmes in science are based upon the programmes of study in the revised science curriculum. Units of work are taught which ensure that pupils engage in activities in the principal areas of science - Investigative Science, Life Processes and Living Things, Materials and their Properties and Physical Processes. Attention is paid to developing in children an understanding of scientific method, a knowledge of major scientific concepts, and the use of problem solving approaches. Use is made of our resources in Information Technology. These include databases, simulations, drawing and design programs and simple robotics.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Our schemes of work are intended to enable our pupils to use ICT equipment and software with confidence and with a sense of purpose in order to: communicate and handle information; enrich learning in all other curriculum areas and learn about control systems. The principal areas addressed by the schemes of work are:

Communicating and Handling Information  
Controlling, monitoring and modeling.

We have a mobile suite that contains 15 laptops to enable teachers to deliver the curriculum more effectively. The flexibility afforded by the laptops enables teachers to include ICT skills using a very cross-curricular approach. An additional computer suite has recently been constructed for group and whole class lessons. Every class is now fitted with an overhead projector and an interactive whiteboard.

## **DESIGN & TECHNOLOGY**

Our schemes of work in this curriculum area are designed to help children develop their design and making capabilities through activities that lead to the development and production of artifacts. Furthermore, the schemes are intended to develop in pupils the knowledge and understanding required by the Programmes of Study. This includes knowledge and understanding of the following: mechanisms, structures, products and applications, product quality, health and safety issues, appropriate vocabulary for naming and describing equipment, materials and components.

## **GEOGRAPHY**

Our aim in this area of the curriculum is to help pupils acquire a framework of knowledge about locations and regions that will help them set local, national and international events within a geographical context.

Geographical studies in both Key Stages will include:

1. The development of geographical skills through field work, map skills, learning by using secondary sources of evidence, the introduction to appropriate geographical vocabularies, and the use of ICT.
2. A study of places, including:
  - a) local studies
  - b) a study of a contrasting UK locality
  - c) a study of a locality in a developing country
3. Thematic Studies, including:

At Key Stage 1 - studying the nature and quality of the local environment;

At Key Stage 2 - investigating four geographical themes: Rivers, Weather, Settlements and Environmental Change.

## **HISTORY**

Emphasis is placed upon the following: the processes of historical study; working with primary and secondary sources; field-work; visits to museums and sites of historical interest; and the use of television, video and computers for seeking information. Pupils are encouraged to engage in research at an appropriate level, and are helped to relate their learning to their own historical situation. Our schemes of work aim to secure coverage of the National Curriculum in history whilst giving due weight to our rich and varied local history.

## **MUSIC**

Our current schemes of work in music are based upon the revised curriculum for music. Pupils' understanding and enjoyment of music is developed through activities that bring together requirements from the two main sections of the Programmes of Study, namely:

Performing and Composing

## Listening and Appraising

A limited number of pupils who demonstrate a strong interest in, and aptitude for, playing musical instruments, may be able to receive lessons from visiting peripatetic staff on string, woodwind or brass instruments.

Over the years, the school has had a large contingent of pupils who have formed a very successful school choir.

## **ART AND CRAFT**

We offer a wide range of arts and crafts in which children are encouraged to develop the appropriate skills relating to technical proficiency and creative expression. The schemes of work are based upon the Programmes of study for art. As such, they are intended to develop pupils understanding and enjoyment of art, craft and design through a range of activities that bring together requirements from the Programmes of Study, especially from the sections Investigating and Making and Knowledge and Understanding

The West Midlands area has many art galleries. School visits to exhibitions of paintings, sculpture, photography and other art forms are arranged. Staff have established contacts with personnel at a number of local galleries in order to keep the school well informed about local art events.

## **RELIGIOUS EDUCATION**

As a Church Aided Primary School, the Religious Education at St Margaret's is the responsibility of the Governing Body. Having consulted Diocesan and LEA material, the Governors have decided to formulate their own individual R.E. scheme.

In accordance with the Education Act, religious education is a compulsory part of the curriculum. Parents have the right to withdraw their children from religious education and from the daily act of worship if they wish. Children who are withdrawn will be provided with suitable alternative work by the class teacher. Before parents exercise that right, we would ask that they first discuss the matter with the Head Teacher.

## **P.E. AND GAMES**

A wide range of physical activities are offered within the school, including swimming, athletics, educational gymnastics, games, adventure activities and movement and dance. These activities are intended to promote physical development and teach pupils the value of participation and co-operation, as well as competitiveness. The school takes advantage of some outside agencies to help deliver aspects of the curriculum, a good example would be in the area of gymnastics.

## **SPORTING AIMS AND PROVISION FOR SPORT**

The school aims to encourage pupils to develop physical skills, habits and interests that will promote a healthy lifestyle. We try to develop positive attitudes including perseverance, fair play and sporting behavior and to provide enjoyment in physical activity. The school received Sport England Activemark in 2004, a very prestigious national award, reflecting the emphasis that the school places on this area of the curriculum.

Team sports: football, netball, rounders, volley ball, cricket  
cross-country running, hockey, annual sports days

Time allocation: Approximately 2.0 hours per week

Opportunities outside school:

The school runs a seven-a-side football team and also takes part in Sandwell's five, six and seven-a-side football competitions. Other activities, for example cross-country, swimming, cricket, netball and hockey are arranged periodically.

After school on one day per week, there is a Kidz Own Club, where a range of fun activities are organized for different age groups.

The school has a games field on Chapel Lane that is used by the school for sports activities and sometimes by teams affiliated to the Junior F.A.

The school has taken advantage of coaching sessions provided by West Bromwich Albion, Aston Villa and the Sports Council when available.

Children have taken part in the Walsall and Sandwell cross country leagues and have achieved considerable success. Several children have gone on to represent Sandwell.

The school enters swimming galas on a regular basis, where we have enjoyed some success.

## **HEALTH EDUCATION**

Health education is integrated into the school's schemes of work for Science and P.E and in the work covered in Personal Social and Health Education. Reinforced messages about healthy life styles and the importance of the family are linked to other areas of the curriculum. During 2005/06 the school hopes to be successful in gaining the Healthy Schools' Award. At this moment in time the governors have decided that sex education will not be taught as a discrete element of the curriculum, but elements will be included

in other areas of the curriculum, such as science, as identified in the programmes of study. Parents can withdraw their children from all or part of sex education, should this be provided, except that which is required as part of National Curriculum science.

## **SPECIAL EDUCATIONAL NEEDS**

The school has a Special Education Needs Policy which aims to, provide a comprehensive system of support for children with special educational needs, to ensure early identification of such pupils and to deliver special educational needs support within the context of a broad based and balanced curriculum.

St. Margaret's school also has a policy for the more able, gifted and talented pupils. Each member of staff is responsible for identifying a child with individual and specific needs as identified in the policy. The class teacher, with the support of the SENCO and the subject coordinator, will plan according to the needs of the individual child through differentiated planning or an Individual Education Plan.

The school recognizes the principle of equal opportunity for all. It makes full use, therefore, of the Education Authority's Special Needs and Child Psychology Service in its attempts to meet the needs of children with special educational requirements. Parents are notified and consulted when a review of special needs for their child is being considered.

Where a child in school is statemented, an annual review will take place to ascertain the future needs for that child and the amount of extra support that he or she may receive. This may be in the form of specific learning programmes, devised by consulting a variety of agencies and delivered by the class teacher and by the extra nursery nurse when provided.

The school has a named teacher (Mrs. P. Parrish) who has responsibility for ensuring that the school's policy on Special Needs is being carried out. The named governor for Special Needs is Mrs. S. Prigg. The policy follows closely the guide- lines published by the L.E.A.

## **GENERAL**

Parents should note that the school offers a wide curriculum in which there is much overlapping and integration of the various subject disciplines. The Head Teacher and staff are always willing to discuss or explain the details and thinking which inform our approach to these complex matters.

The school has a Home-School Agreement that sets out our aims and values. It sets out the responsibilities of the school and of parents and outlines what we expect of our pupils.

## **COMPLAINTS**

Currently parents have a statutory right to appeal about the curriculum. Under Section 409 of the Education Act 1996, complaints about curriculum issues are made to the LEA in the case of county and controlled schools, and to governing bodies in the case of aided schools. Advice and full details of these arrangements can be obtained from the head teacher or from Sandwell LEA, Shaftesbury House, 402 High Street West Bromwich. B709LT

The Standards and Framework Act 1998, set out the need for Governing Bodies to establish a complaints procedure, which is available to parents. Guidance has recently been issued by the LEA for school governing bodies to consider, and a model complaints procedure has now been agreed by the school's governing body.

## **SECTION 5 PROFESSIONAL DEVELOPMENT**

Staff at the school attend courses, which help them keep informed of changes in the National Curriculum and in particular to those changes relating their subject area.

Appropriate INSET activities are arranged for staff and Governors in line with the priorities identified in the School Improvement Plan and the INSET policy. The school is also part of a Triad + where a small consortium of schools work closely together to deliver a training programme designed to tackle identified needs and to raise standards.

Whole staff training has included or will include:

Literacy – focus on speaking and listening  
P.S.H.E.  
Mathematics- focus on mental strategies  
Edward de Bono – The Six thinking Hats  
I.C.T.- part focus on Espresso

Individual teachers have attended or will attend courses in:

Assessment Recording and Monitoring  
Curriculum Planning  
Special Needs  
Developing ICT Capability  
Literacy Training  
Numeracy Training  
Management in the Early Years

Managing the Budget  
The Foundation Stage  
P.E. – planning and organization  
P.S.H.E.  
Speaking and Listening  
Music

## **SECTION 6 - HOMEWORK**

The school has a Homework Policy, which sets out the aims, principles and guidelines for homework at our school. Our programme of homework is broadly in line with Government guidelines.

Homework at St Margaret's begins in the Nursery, where a " **Busy Minds**" pack is given out on a regular basis, conditional only on the return of the pack. The packs include books, activities, videos and cassettes.

**At Key Stage One** children are expected to read with a parent or carer on a regular basis, to be read to and do additional work on spelling, times tables, number bonds and topic related work depending on the age and ability of the child. Packs, containing materials such as maths games, are regularly given out.

**At Key Stage Two** homework builds on that established at Key Stage One, with the children working for longer periods and often on more varied topics. Research in a variety of areas is encouraged. Occasionally any unfinished work or targets that have not been completed may go home.

Parents are asked to encourage and assist their children's progress by working with them at home. The school invites parents to set time aside for regular reading sessions and to complete a reading diary on a regular basis. At the beginning of the school year, a broad outline of the topics to be covered is sent out to parents.

## **SECTION 7 - RULES AND DISCIPLINE**

The aims of the school with regard to discipline are three-fold:

- To develop in our pupils a high degree of self -discipline,
- To develop an understanding and concern for the welfare of others,
- To create a friendly, well-ordered and busy school environment in which effective learning can take place.

Children are taught:

- Never to hurt other pupils, or to interfere with other's work or property,
- Always to treat other children and adults with kindness and respect,
- Always to care for school buildings and equipment.

Children are reminded of these simple rules of communal living regularly. They are also made aware of the formal list of school rules, which lays down specific expectations and prohibitions relating to the details of everyday life at school. Pupils who break the school rules, or who flout the spirit of them, are subject to a disciplinary code which is intended to re-establish exemplary behaviour. When a pupil frequently breaches the rules, or commits a serious offence, parents are informed, and are invited to school to discuss the problem. Parents are expected to support the school in its efforts to restore the required standard of individual behaviour.

The school has a policy that deals fully with Behaviour and Discipline and an Anti-Bullying Policy. These are both available for inspection.

The support of parents in maintaining discipline is invaluable. Persistently badly behaved children can take a disproportionate amount of teachers' time, and can interfere with the efficiency of their teaching programmes. It is, therefore, in all pupils' interests to establish and maintain firm but friendly discipline.

In accordance with the Education Act, 1986, corporal punishment will not be administered in this school.

## **SECTION 8 - SCHOOL DRESS**

It is not the policy of the governors to make compulsory the wearing of school uniform. However, all pupils are required to attend school appropriately dressed. In order to assist parents, this school has adopted guidelines on school dress, which have the children's health and safety in mind. The guidelines offer advice on such matters as jewellery, footwear, appropriate clothing, and special clothing for school activities such as games and P.E. The school, whilst not insisting on a formal school uniform does, nevertheless, positively encourages its use for a number of reasons.

The principal ones being:

A common uniform helps to develop a strong sense of community,

A common uniform frees parents from the pressure of complying with demands for clothes in the latest designer fashions. These are often expensive as well as inappropriate for school use.

A common uniform looks smart and encourages loyalty and self-discipline.

The school uniform is a modern one, and has been made as attractive as possible.

Elements include:

White shirt/blouse    Grey trousers/skirt    Full pinafore

Grey/white socks    Red sweatshirt    T shirt    Tennis shirt

Red jumper /cardigan    Black pumps for P.E.

We encourage children to wear suitable shoes for school. A sturdy pair of shoes is much safer in the playground environment than the flimsy high-heeled varieties that are sometimes worn, particularly in the summer.

In order to participate in school P.E. and games lessons, your child will require the following: indoor pumps, outdoor trainers, shorts, T-shirt, and kit bag. Each pupil in Years 1 to 6 will need a swimming costume and towel. It is recommended that pupils in Years 5 and 6 have football boots and shin pads. Where boots are not worn, strong outdoor trainers are essential.

For art and craft, we encourage pupils to bring an old (adult-sized) shirt, which can be worn back-to-front.

Only stud earrings are suitable for school. The wearing of other types of jewellery is strongly discouraged.

## **SECTION 9 - CLUBS AND SOCIETIES**

A number of extracurricular activities are catered for, either after school or during the lunch break. Most activities are organized to run for limited periods, usually a term or half term. This allows staff to cater for a wider range of interests than would be possible if activities were run for a whole school year. It also allows staff to respond to new ideas for different types of clubs. Examples of these include: football, cross-country, Kidz Own Club, swimming, choir, quiet room and recorders

The school is host to a large number of uniformed groups, including Beavers, Brownies, Cubs, Rainbows, Scouts and Guides. Information on when these groups meet can be obtained from the school office.

## **HIRE OF THE SCHOOL HALL**

The school hall may be hired for wedding receptions, children's parties, dances and other functions. The caretaker will be consulted to see if he is available for any such date. Each application is considered on its merits. Details of charges and conditions of hire are available from the school office. Please note that the hall is not available on Sundays, nor during school holiday periods.

## **SECTION 10 - PARENT-HELPERS IN SCHOOL**

### **Parents & Teachers Association**

We have a large and energetic P.T.A. that raises funds on behalf of our pupils. The association also runs a rich and varied social programme for both parents and pupils. P.T.A. meetings are held on the first Tuesday or Wednesday of each month. All parents are welcome to attend.

### **Parents in the Classroom**

We have a number of parents who help during school hours on a regular basis. We are willing to consider offers of help from parents, subject to the necessary safeguards. We do however, involve parents in a structured way, and usually require parents who help on a regular basis to undertake an informal briefing session. We ask those parents who are interested in working with children on the computer, to have some basic instruction themselves, with the teacher in charge of I.C.T.