



Birch Hill Primary School



Learn, Believe, Achieve

PROSPECTUS



Bracknell
Forest
Council



INVESTOR IN PEOPLE



Healthy Schools



ACTIVEMARK-2008
REWARDING COMMITMENT

2014-2015





BIRCH HILL PRIMARY SCHOOL

Leppington, Birch Hill, Bracknell
Berkshire RG12 7WW
Telephone: (01344) 455815
Fax: (01344) 306573
Email: secretary@office.birchhill.bracknell-forest.sch.uk
Internet: www.birchhill.bracknell-forest.sch.uk

Contents

3	STAFFING
3	THE GOVERNING BODY
4	WELCOME TO OUR SCHOOL
5	THE NURSERY
7	SCHOOL ADMISSIONS POLICY
9	THE AIMS OF THE SCHOOL
9	PARENTS' EVENING AND CONTACTING TEACHERS
10	THE NATIONAL CURRICULUM
10	ENGLISH
10	MATHEMATICS
11	SCIENCE
11	GEOGRAPHY
11	ART
12	PHYSICAL EDUCATION
12	RELIGIOUS EDUCATION
12	COLLECTIVE WORSHIP
13	HISTORY
13	TECHNOLOGY
14	INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)
14	MUSIC
14	SEX EDUCATION
15	CHILDREN WITH SPECIAL NEEDS
15	MORE ABLE CHILDREN
16	BEHAVIOUR MATTERS
17	SCHOOL UNIFORM
17	THE INCLUSION CLASS
18	ADDITIONAL INFORMATION
19	CHILD PROTECTION
19	ATTENDANCE STATISTICS
20	TERM DATES
21	ASSESSMENT STATISTICS

STAFFING

Headteacher:

Alan Harding

Deputy Head:

Len Hughes-White

Reception/Year 1:

Sheila Moss (Key Stage 1/Foundation Stage Manager)

Ann Roper

Julie Keane/ Janet

Radford

Rebecca Aulsberry

Year 2:

Len Hughes-White/

Karen Shore

Cameron McArdle

Year 3/4:

Helen Davis

Matthew Woods

Chloe Hodge

Maisie Bradley

Year 5/6:

Karen Cameron

(Key Stage 2

Manager)

Matthew Neville

Jodi Mistry

Laura Kircough

Special Needs

Coordinator:

Angela Spooner

Nursery:

Becky Giles

Nursery Nurse:

Kate Studer

Teacher Assistant:

Sarah Hartley

Linda Mitchell

Additional

Teachers:

Sam Russell

Malcolm Wellard

Nicole Carrier

Carol Wilson

Beth Ferrari

Lisa Moore

School

Administrator:

Karen Lacey

School Business

Manager:

Val Woods

Attendance and

Family Support

Adviser:

Della Payne

Caretaker:

Sue Sarginson

SEN Assistants:

Sue Bonner

Sarah Franklin

Team Teaching

Assistants:

Maureen Wilson

Brenda Tidy

Steph Crane

Nicky Nicholson

Learning Support

Assistants:

Sharon Kelf

Nicky Austin

Sharon Scrimgeour

Ruth Nutley

Liz Partridge

Sharon Todd

Ashleigh Newbury

Wendy Baker

Shawali Shiva

Lisa Rowe

Julia Atkinson

Gemma Moore

Corinne Sartori

ICT Network/

Library

Lynn Covell

Midday Manager:

Julie Summerfield

Midday Supervisors:

Chris Stephens

Sharon Scrimgeour

Tamsila Chaudhry

Shawali Shiva

Lisa Rowe

Karen Wood

Tracey Cooper

Gail Farrell

Rhona Mosthavy

Cara Cleary

Cleaners:

Sheila White

Linda Mitchell

Jane Brown

Debbie Anthony

Cook:

Tracey Budd

Kitchen Assistant:

Jaymie Trengove

Fran Angus

Crossing Patrol:

Angela Grover

Kennel Lane School

Inclusion Class:

Caroline Jenkinson

Jenny Breeden

Julia Kordbacheh

Athena Pluke

GOVERNORS

Chairperson:

Mr Darren Burgess

The elected Parent-Governors are:

Mr Alastair Lidster

Mrs Karen Bugg

Mr Trevor Liddle

Mr Graham Ferguson

Mrs Clare Bracken

The LEA Governors are:

Mrs Gill Birch

Mr Will Davison

The Headteacher is:

Mr Alan Harding

Telephone: (01344) 455815

Staff Representatives:

Mr Len Hughes-White

Mrs Val Woods

Ms Karen Cameron

Telephone:455815

The Community Governors are:

Mrs Deborah Hage

Mr Iain Bruce

The Clerk to the Governors is:

Mrs Lynn Covell

Telephone: (01344) 645291

If you wish to contact a Governor, please do so via the school.

Welcome

to our school

We would like to extend a warm welcome from the staff and governors to you and your child. We hope that you will have a long and happy association with the school.

This is a county primary school with a nursery for girls and boys of the Birch Hill estate. However, children from other parts of Bracknell may come to our school. Our planned accommodation is for 60 children per year in the primary school and 52 children (part-time) per year in the nursery



About Our Nursery

The nursery opened in 1995. Our aim is to provide a happy, secure and stimulating environment for children and to enable them to develop the skills they need for starting school.

The nursery is based in a modern, purpose-built, self-contained unit, including a spacious playground and large garden, with facilities for many different activities. We have a well-equipped cookery area and a built-in 'home corner'. We provide all the standard nursery activities. These include sand and water activities, modelling, art and craft, computer skills, science, music, mathematical activities, games, puzzles and construction toys. We have a wide selection of books, tapes and materials for reading, drawing and writing. Outside, we have climbing equipment and wheeled toys. The children have access to the outside area on a daily basis and are involved in the development of the nursery garden.

We welcome parental assistance in nursery activities such as cookery, art, crafts and in practical projects to improve the nursery facilities (e.g. the garden area).

SESSION TIMES

We have a morning and an afternoon session each day, with 26 places in each, which are run between the following times:

Morning session: 08:45am to 11:45am

Afternoon

session: 12:30pm to 3:30pm

STAFFING

The nursery has two fully qualified full-time members of staff; a teacher and a nursery nurse.

CLOTHING

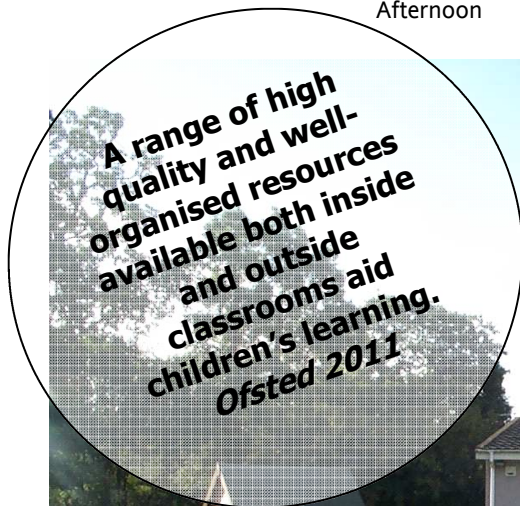
Like the primary school, the colour of jumpers and cardigans is royal blue. A Nursery tracksuit is available from the school uniform supplier for parents who wish to buy one. Clothes should be both practical and suitable for messy and vigorous activities. Shoes need to be safe and comfortable. Fastenings which your child can manage themselves will encourage independence. The school provides waterproof aprons and other protective clothing for water play and painting.

PARENTAL INVOLVEMENT & PARENTS' EVENING

We welcome parental involvement in a range of projects and activities.

We have regular parent-teacher consultation evenings where the progress of individual children can be discussed.

Parents are welcome to contact the nursery staff at any other time if they need to see them about their child. At the end of each term, parents are invited to join us for part



of a session, during which the children have the opportunity to show their parents what they have been doing.

NURSERY ADMISSIONS

Parents of prospective nursery children are welcome to complete an application form, which is available from the main school office. Visits are welcomed (by appointment with the Headteacher). Please contact the school secretary for further information.

The minimum age of admission will be 3 years.

All places will be on a part time basis i.e. either mornings or afternoons.

In general the optimum length of stay will be 3 terms. Four or five terms may be possible in some cases but two terms will be regarded as a minimum length of stay. One term is not regarded as being of real educational benefit and will, therefore, only be offered in response to an emergency or in exceptional circumstances.

Where a child is registered within the optimum length of stay, which means within the three terms before starting at

Infant school, he/she will be offered a place at the Nursery if possible.

In cases when a child has been on a waiting list in another area every effort will be made to transfer the child to our waiting list according to the date at which he/she was first registered at the other school. Registration for more than one Nursery will not be accepted. (For your information, registration details can be shared with other schools).

Applications will be grouped into termly admission by age. If the size of the group is greater than the number of places available, then places will be allocated in the following order.

Criteria for admissions - if there are more applications than there are places available then all applications will be put into rank order. The order that they are put into is determined by the admissions criteria as set out below. The criteria have been kept as simple as possible so as to comply with the requirement to be clear, fair and objective. Children with a Statement of Special Educational Needs that names the school must be admitted to that school. After this requirement has been satisfied the following rules will apply;

A. children who are in the care of the local authority or provided with accommodation in that authority in accordance with The Children Act 1989;

B. Children who will have an older brother or sister in the nursery at the time of the applicant's admission. These siblings include children living as siblings in the same family unit and at the same address as the child and for whom the applicant has parental responsibility.

C. oldest children first (date of birth order); If there are insufficient places for all the children in one of the above categories, priority will be given to children who fulfil more than one of the admissions criteria, using a combination of higher criteria. After this, if there are still insufficient places, and no distinction can be made between the applicants, a final decision will be made on the radial distance between the home and the school. Radial distance will be



based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

No priority can be given to those pupils likely to transfer to Birch Hill Primary School. Admission to Birch Hill Nursery does not guarantee admission to the main school.

Where a child has been attending a Nursery unit in another area and their circumstances change such that they cannot reasonably continue to do so, every effort will be made to admit them to Birch Hill Nursery at the earliest opportunity.

Nursery places will be held open for three weeks for un-notified absences and for half a term for notified absences. Children returning after this period will then take their place on the waiting list.

Registration information is available at the School Office during school hours.

Children who attend Birch Hill Nursery unit should not attend any other nursery classes or playgroups.

School Admissions Policy

NEW INFANTS PARENTS' EVENING

Shortly before your child is due to begin school you will be invited to a new parents' evening. This evening is arranged for you to meet informally with both staff and governors of the school.

The curriculum will be explained to you, as well as how you will be able to help.

Arrangements such as school meals and uniform will be discussed, along with any questions or problems you may have.

STARTING SCHOOL

Towards the end of the term prior to your child coming into school, he or she will have the opportunity to spend a session in school to meet the class and class teacher, to learn where the coats and lunch boxes are kept, where the toilets are and the general routine of the school.

If your child is not yet of school age, admissions to the primary school must be made to the Bracknell Forest School Admissions Team, Education & Libraries, Seymour House, 38 Broadway, Bracknell RG12 1AU. They will send you an

application form at an appropriate time for the age of your child. The Bracknell Forest "Information for Parents and Carers" leaflet and the "Guide to Early Years Provision and Primary Education in Bracknell Forest" booklets will also be given to you. They provide detailed information about the admissions process. We will ask you to complete a "Birch Hill Primary School First Contact Form". This is not an application form and is for our records only.

If you are transferring from another school, admissions are dealt with by the LEA.

Admissions Criteria:

If the number of requests exceeds the number of places the following criteria apply, in order of priority:

1. Children who live in the "designated appropriate" area of the school;
2. Children who have brother(s) or sister(s) at the school, and who will still be attending school at the time of the child's admission. In circumstances where: (a) the sibling is an older sibling and is attending the school because he or she was not able to secure a place at his or her designated school; and (b) as a consequence is attending the school which is in an adjacent designated area; the applicant will be treated as a 'preferential sibling' and will be considered before other non-designated area applicants who have siblings at the school. For the purposes of this criteria, the term sibling refers to children who are living in the same family unit, at the same address and for whom the applicant has parental responsibility. This will be checked as necessary before an offer is made.
3. Children who have either strong medical or strong social grounds for admission to a particular school. (for example, a chronic medical condition affecting the pupil or any serious social problems in the family). These grounds must make it essential that they attend the preferred school rather than any other. These reasons must be fully supported in writing by the professional person involved in the case. Documentation must be attached to the application form. The LEA's decision in these matters is final.

School Admissions Policy

4. In the case of a junior school, children who have attended an infant school with close links with the school.
5. Children whose parents have any other reason for their choice.
6. Government regulations require that from 2001 schools have infant classes no larger than 30. To achieve this, Birch Hill's standard number indicates that two classes of 30 will be admitted during an academic year.

For the school year 2011-2012, Birch Hill Primary School will admit children into the school in September, at the start of the Year in which they will become five years old,.

The Secretary of State has defined the dates in the year by which a child becomes of statutory school age as 1st September, 1st January and 1st April. A child's fifth birth date has to fall before one of the dates to be of compulsory school age.

- If a child's birthday falls between 1st April and 31st August he/she will become of compulsory school age on 1st September.
- If a child's birthday falls between 1st September and 31st December he/she will become of compulsory school age on 1st January.
- If a child's birthday falls between 1st January and 31st March he/she will become of compulsory school age on 1st April.

Please note that the length of time an admission application has been held by the school has no bearing on whether a place will be offered or not. All applications will be considered in accordance with the LEA timetables.

Lessons are imaginatively planned to ensure that teaching meets the wide range of pupils' needs, interests and abilities

Pupils respond very well to teachers' high expectations of behaviour and learning and they say that they enjoy their lessons; one described them as 'fun learning'.
Ofsted 2011



The Aims of the School

Birch Hill is an inclusive school. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their full potential. We aim to bring about a sense of community and belonging for pupils, parents and staff.

Our school will promote:

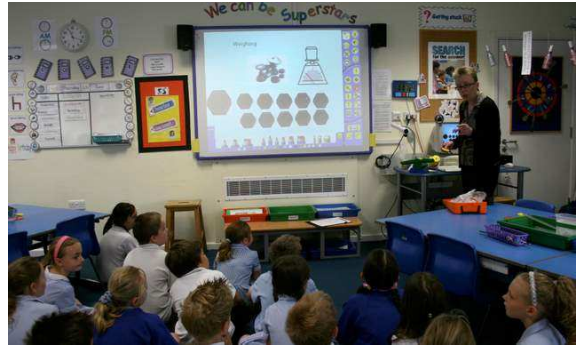
- the highest standard of achievement by all pupils, regardless of ability, ethnic origin or gender;
- pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens of the future;
- a working partnership with the family, providing regular opportunities for the reporting of pupils' progress and attainment.

In order to achieve these aims, we will provide a curriculum which;

- is broad, balanced and which develops pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities;
- offers challenge, leading to the highest standards of personal achievement, taking account of ability, aptitude and special needs;
- promotes the importance of healthy living, emphasising the value of personal relationships based on mutual respect and develops an understanding of the rights of others;
- prepares the pupils for the responsibilities and opportunities that arise throughout life in a multicultural and technological society;
- provides children under the age of five with a range of educational experiences, including planned talk and play, develops their early knowledge, understanding, skills and attitudes to provide a sound basis for later education and enables them to make an effective transition from home to school;
- develops constructive attitudes and a capacity for enjoyment through spiritual and aesthetic appreciation, and fosters respect for the environment.

HOW THE SCHOOL IS ORGANISED

The class structure of the school may



change from year to year. The Headteacher and the governors will decide on an appropriate organisation to meet the needs of the children and the demands of the National Curriculum within budget constraints. Currently, The school is organised into four teams:

- Foundation Stage
- Year 1 & Year 2,
- Year 3& Year 4-Lower Juniors,
- Year 5 & Year 6-Upper Juniors.

At Key Stage 1, mathematics and reading skills are taught in ability groups for regular periods during the week.

At Key Stage 2, mathematics, English and science are taught in ability groups, with the Upper Junior pupils spending more time in single year groups. Ability groups are determined by the results of the Key Stage 1 SATs, teacher assessments and test results. Groupings are regularly evaluated.: children are able to change groups during the year as their performance improves.

PARENTS' EVENING AND CONTACTING TEACHERS

We hold a parents' evening once a term, when your child's work and progress will be discussed. In addition, members of the governing body are available to discuss any aspect of the school that concerns you. If

Pupils' good behaviour, harmonious relationships and the way in which they care for each other make a strong contribution to the extent to which they feel safe in school. They are confident that adults take their concerns seriously.

Ofsted 2011

The National Curriculum

The National Curriculum is being taught in accordance with the 1988 Education Reform Act. Once children have started a programme of study and attainment targets for a National Curriculum subject, they will continue with them until the age of sixteen. The National Curriculum spans four Key Stages. As a primary school, Birch Hill is

concerned with Key Stage 1 and Key Stage 2. Pupils who start school in the Reception class in January or April do not enter Key Stage 1 until the following September: they remain in the Foundation Stage, and their work is a bridge between the Nursery and Year 1. They take a full part in the life of the Infant department: there are only minor differences in the curriculum they follow.

Years	Ages	Key Stage	Core Subjects	Foundation Subjects
Reception	5	Foundation	<ul style="list-style-type: none"> • Personal, social & emotional development • Communication, language & literacy • Mathematical development • Knowledge & understanding of the world • Physical development • Creative development 	
Years 1 & 2	5-7	1	<ul style="list-style-type: none"> • Mathematics • English • Science • ICT 	<ul style="list-style-type: none"> • History • Geography • Design Technology • Music • Art • PE • RE
Years 3, 4, 5 & 6	7-11	2		

The Aims of the Curriculum

ENGLISH

In both the Infant and Junior Departments, this includes Literacy work.

Speaking and Listening

Our aim is to develop each child's understanding of the spoken word and the ability to express themselves effectively.

Children will experience a range of situations, audiences and activities that are designed to develop their competence, precision and confidence in speaking and listening.

Reading

Our aim is to develop each child's ability to read, understand and respond to all types of writing. Skills that enable children to locate information from a variety of sources will also be taught.

Writing

Our aim is to develop the ability to construct and convey meaning in written language, matching style to various audiences. As they become familiar with the conventions of writing, pupils will be introduced to punctuation, spelling, English

grammar and the correct use of the dictionary. Children will be taught the conventional ways of forming letter shapes, lower case and capitals, through a purposeful guided practice in order to foster a comfortable and legible handwriting style. It is important however to be aware that English occurs in all areas of the curriculum.

MATHEMATICS

In both the Infant and Junior Departments, this includes Numeracy work.

The aim of the school is to deliver the National Curriculum for mathematics in an exciting and purposeful way. We will help every child to reach his or her full potential in maths, learning through a varied programme of teaching and activities. This will include a basic foundation in number skills, the knowledge of how to make and interpret graphs, the ability to use and read many types of measuring equipment and a good understanding of shape, space and angles.

The teaching staff are committed to making Mathematics work throughout the school interesting and enjoyable and relevant to

every child's needs in this fast moving technological society. The type of work set and teaching methods used will be varied and will include problem solving, investigational work, practical activities, oral work and written work.

SCIENCE

Science for the children in the primary school means exploring, discovering and investigating the world around them. These "finding out" activities help the pupils to gather the experience which they need to understand the world in which we live. The children will be given the opportunity to develop and use communication skills and techniques involved in obtaining, presenting and responding to information. The younger children will express their findings and ideas orally, and through drawings, charts, models, actions and writing. Older children will be expected to convey their ideas to an audience of pupils, teachers, parents or other adults. In giving an account, they will be encouraged to present information in an ordered manner, through the use of diagrams, tables, charts, symbols and models. Pupils will be introduced to books, charts and other sources from which they can gain information. They will also be able to use computers to store, retrieve and present their work. As the children's knowledge increases they should gain an awareness of the importance of science in every day life, including its relevance to personal health and safety and the use of micro electronic devices to control appliances in the home. This awareness will be encouraged and developed through investigations, secondary sources of



Assessment is used well to inform teaching and teachers' marking is of a high standard.

Rigorous tracking systems ensure that ... progress is closely monitored.

Ofsted 2011

information and visits.

GEOGRAPHY

Children will be given opportunities to investigate their immediate surroundings and the wider world. Geography is taught in discrete lessons or as part of a cross-curricular topic. Studies are planned to enable the development of geographical skills, knowledge and understanding about places and themes.

The programme of study for Key Stage 1 is linked to the children's' own interests and experiences and includes the study of their immediate environment in the area around the school and Birch Hill. Simple comparisons are made with a contrasting locality in the United Kingdom or Europe.

In Key Stage 2 a further, more detailed study of the local area is undertaken, together with the study of a contrasting locality in the United Kingdom. In addition, a contrasting locality in the Caribbean is studied. The human, physical and environmental geography of each locality is included in these studies.

In both Key Stages, children will undertake field work and use maps, plans and globes as well as secondary sources of evidence such as pictures, photographs, videos and books. They will be encouraged to observe, ask questions, collect and record evidence and draw conclusions from their evidence.

ART

Art, craft and design plays an important part in the development of children's perception and understanding of the world around them.

The main aim of the school is to enable children to develop their sensitivity to the enjoyment of art, craft and design, both in their work and that of other artists.

The programmes of work are based on two

closely related areas of activities. The first, investigating and making, develops the use of various techniques, materials and tools. The second, knowledge and understanding, develops the skills of appreciation of art, craft and design in the world around us. Through careful planning, the two areas are linked by themes that the children follow in Key Stage 1 and Key Stage 2, gaining a wide variety of knowledge, skills and understanding.

PHYSICAL EDUCATION

The school's physical education programme is designed to enhance each child's physical and emotional health through a carefully planned combination of individual and team activities. It aims to provide the children's increasing self-confidence through an ability to manage themselves in a variety of situations. In Key Stage 1 and Key Stage 2 children will have regular sessions of educational gymnastics, games and dance. During these stages, children's developing motor skills, control and co-ordination will be extended and refined. Swimming will be taught in Year 5 when the

children will learn the principles of water safety, develop water confidence and effective and efficient front and back strokes.

RELIGIOUS EDUCATION

Religious Education in Birch Hill is based upon the Berkshire Agreed Syllabus. The teaching reflects the fact that religious traditions in Great Britain are in the main Christian. By the time they leave the school, we expect the children to have a broad understanding of the main Christian festivals and beliefs and also be aware of other religions. The teaching is non-denominational but parents have the right to withdraw their children both from RE and the daily act of collective worship. The moral and spiritual well being of the children are important aspects of their development and we endeavour to create an atmosphere throughout the school where children and adults alike care for and respect one another.

COLLECTIVE WORSHIP

In accordance with the law, we have regular assemblies led by the Headteacher, deputy head, team leaders, class teachers or appropriate visitors, where moral issues will be addressed through stories, drama, poetry or



readings. Children will be encouraged to take part in assemblies to celebrate their own and others' successes.

HISTORY

The children need to acquire knowledge and understanding of history and be able to describe and explain change and cause, analysing different features of historical situations.

At Birch Hill School this is covered either in a cross-curriculum manner using topic-based themes or as individual history lessons.

Pupils are encouraged to make use of historical sources to form judgements about reliability and value.

Pupils at Key Stage 1 are given opportunities to develop an awareness of the past and the ways in which it was different from the present. They are encouraged to investigate changes in their own lives and those of their family or adults around them. They hear about the lives of different kinds of famous men and women. They are also taught about past events of different types and encouraged to develop a sense of chronology.

Pupils in Key Stage 2 are taught six study units which include:

- 1 Romans, Anglo-Saxons and Vikings in Britain;
- 2 Life in Tudor times;
- 3 Victorian Britain;
- 4 Ancient Greece;
- 5 Ancient Egypt;
- 6 Local history.

TECHNOLOGY

Technology is about designing, making, testing and evaluating - encouraging children to go beyond their first ideas and seek alternatives so they may influence and control the environment in which they live.

A high priority is given to the development of problem solving and thinking skills. Children from five onwards will be given the opportunity to follow through design technology tasks. They will be faced with assignments in which they will design and make products. Focused lessons will be given to develop and to practise particular skills and knowledge. Activities will take place when children will investigate, disassemble and evaluate simple products. Throughout Key Stage 1 and Key Stage 2 children will work with a wide range of

materials and components, selecting appropriate tools and techniques which they will learn to use correctly and safely. Design technology work will cross all curriculum areas from planning, precise measuring and researching skills to formal descriptive writing.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

This strand of Technology is concerned with storing, processing and presenting information by electronic means. At Birch Hill, children are encouraged to use IT to extend learning across the whole curriculum. By doing this, they will gain confidence and the capability





to use IT in later life. When children possess IT capabilities, they will also have knowledge of tools such as word processors, databases, spreadsheets and a variety of software. To develop our work we use many resources such as computers, televisions, videos, radios, tape recorders, programmable toys (such as the "Roamer"), calculators and musical instruments.

MUSIC

The main aim of music at Birch Hill is to foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, appraising, composing and performing. Pupils participate in a range of activities which include singing, playing instruments and exploring, experimenting and organising sounds. They learn how to share compositions by the use of signs, symbols, tape recorders and computers. As well as learning to evaluate their own

compositions, children are encouraged to listen to music from different periods and cultures. Children wishing to learn a particular string, brass or woodwind instrument are taught by peripatetic teachers.

SEX EDUCATION

Sex education is part of our "Lifeskills" programme which gives personal, social and health education to children in a developmental way, which is appropriate to their age, and stage of maturity.

During Years 1 to 6 the class work includes an overall view of health and hygiene, outlining the various body systems, the senses, personal hygiene, smoking and drug abuse. Health professionals may visit the school to talk to the children and relevant visual aids may be used.

As part of this work the children may be asked to bring to school a photograph of themselves as babies, together with details of weight, length, hair and eye colour. Comparisons will be drawn with classmates on growth and development, from which some interesting graph work can develop (e.g. birth weight).

Throughout the work, emphasis is made on caring relationships, with an assumption that family bonds are bonds of love. The children will be encouraged to develop their personal and interpersonal skills, their awareness and respect for themselves and others, and also responsible attitudes and caring relationships. In Year 6 only, the children will follow the sex education part of the "Lifeskills" programme.

The sex education is based on the following television programmes recorded on video:

- *Some of Your Bits Ain't Nice*: This covers aspects of health and hygiene.
- *Growing Up - A Guide to Puberty*: This covers conception, puberty and adulthood.
- Extracts from three other television programmes, covering conception and foetal growth.

Prior to the introduction of this topic in the classroom, parents are invited to a preview of the programmes and are given an opportunity to discuss with the teachers their feelings on the subject and any concerns they may have.

The video programmes cover the main points of conception, foetal growth, child development, puberty and adulthood. Following each programme, relevant classroom discussion takes place ensuring that the children have understood the programme and that any questions they have are answered.

The schemes of work to be covered in school and at home are also available for inspection.

CHILDREN WITH SPECIAL NEEDS

The governors of the school believe very strongly in supporting children with learning difficulties. When constructing the annual budget, funds are allocated for this purpose. Berkshire has many services and specialist teachers who can be called upon to help children with physical and sensory impairments.

Bracknell has a Language and Literacy Centre where we send some pupils by taxi each week to receive extra help. We have a local Educational Psychologist, an Education Welfare Officer, a School Nurse and a School Doctor who are in regular touch with the



Pupils demonstrate good skills, particularly in literacy, team building and information and communication technology (ICT), which are effectively contributing to their future economic well-being.

Teaching is typically good, especially in the older year groups, where some is outstanding.

Ofsted 2011

Headteacher to help when specialised problems arise. There are also other sources of help available.

Some children may need a Multi-Professional Assessment (MPA) in order to receive extra professional help. This requires reports from the educational psychologist, the school doctor and the Headteacher. Parental consent is sought before an MPA is carried out and parents are kept informed at all stages.

When constructing the annual budget, funds have been allocated to provide children with special needs the opportunity for working in small groups, or on a one-to-one basis as part of the daily timetable.

MORE ABLE CHILDREN

Throughout the year, teachers are requested to identify those children who show high ability in artistic, mechanical, creative, leadership, numerical or intelligence areas. Regular assessment should confirm this high ability in particular children. A register of the more able children is maintained so that they can be easily tracked through the school and individual progress plans are used. Where particular talents (e.g. musical ability or gymnastic agility) need assistance from outside agencies to develop fully, then parents will be involved to ensure such assistance can be sought.

Behaviour Matters

The school aims to:

- encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour;
- foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued;
- have a consistent approach to behaviour throughout the school;
- make boundaries of acceptable behaviour clear and ensure safety;
- raise awareness about appropriate behaviour and promote it through positive reinforcement.

The school believes that the responsibility for good behaviour is shared between the staff, children and parents.

We use techniques of positive encouragement and a merit system to reward those who behave and work well.

There are clear discipline procedures used for children who behave badly and are consistently disruptive. Full details of all procedures are contained within the school's behaviour policy which is available from the office.

ANTI-BULLYING POLICY

Bullying is unacceptable to this school and will not be tolerated. We aim to promote anti-bullying values, co-operative behaviour and problem solving in collaboration with others.

Children who feel that they are being bullied by anyone should tell their class teacher or the Headteacher immediately. A report of this nature will be investigated carefully and, if substantiated, taken seriously and acted upon.

Bullying is one of those secrets which needs to be told.

HOME SCHOOL PARTNERSHIP

Birch Hill is committed to working in close partnership with parents. We believe that the children will derive the greatest benefit from their school years if the home and school work closely together. We have a partnership agreement which we ask all parents to read and discuss with their children and to sign and return to the school as a sign of their commitment to support the school.



Uniform

SCHOOL POLICY ON DRESS

The school policy is that all pupils come to school dressed in the school uniform.

UNIFORM

The school uniform consists of a royal blue jumper or cardigan, white shirt or blouse, royal blue or white Birch Hill T-shirt, grey trousers or skirt and blue and white dress. A games and PE kit is also required, consisting of a T-shirt and shorts in white or royal blue and plimsolls or soft soled trainers. For safety, indoor PE is always undertaken in bare feet. PE is an important part of the curriculum and children must bring the correct kit for PE. Please ensure that you know when your child's class do PE and that they have the correct kit in school. An apron or old shirt is required for art and craft work.

The games kit and apron should be kept in a small named shoe bag.

All items of uniform should be clearly marked with the child's name.

Some items of uniform can be purchased from or ordered through the school secretary.



The school now provides a good standard of education and care for its pupils and has a good capacity to build on this in the future.

The school provides a broad and balanced curriculum which effectively meets the needs of pupils

There is a strong sense of team work throughout the school

The quality of care, guidance and support is a strength because systems to ensure pupils' safety and well-being are effective and rigorously applied.

The Inclusion Class

The Inclusion Class is an additional class of children who are on the roll of Kennel Lane Special School who are considered by Kennel Lane staff to be likely to benefit from spending time in a mainstream school. The children spend Monday to Thursday learning in Birch Hill Primary School, sometimes in their own classroom sometimes in the mainstream classes. They enjoy playtime and

lunchtime with the mainstream children and they Birch Hill school uniform. On Friday, they go to the Kennel Lane site to use some of the specialised facilities there.

The selection of children for the Inclusion Class is entirely carried out by the staff at Kennel Lane Special School.

Additional Information

HOME LEARNING

Reception

Book with sounds and sight vocabulary words to practise

Reading book as and when ready

Year 1

- Book with sounds and sight vocabulary words to practise
- Phonics lists for reading sounds
- Reading book: at least twice weekly
- Spelling book: weekly lists given and tested every Friday
- Numeracy sheet: every Friday reflecting the class numeracy learning for the week (we encourage this to be done alongside an adult)

Year 2

Children will be expected to learn a weekly list of spellings. They are given a spelling book and we encourage them to write the words 3 times each to promote the spelling and to work on handwriting. They should be able to use these words in a sentence.

Children will also be expected to complete the one maths sheet that is given out every Friday. They are able to complete and return the homework any time over the next week.

Children will be reading an appropriately levelled book from the reading scheme. The parents are expected to listen to their children read. They will be receiving one to one reading with a teacher or teaching assistant once per week as well as a guided reading session (a group reading with discussion) to improve a variety of reading skills. Guided reading books will also be sent home for further practice.

Years 3 and 4.

- Reading activities, every night.
- Weekly spelling lists.
- Times tables, including division facts, every night.
- Half Term grid-includes maths & science: cross-curricular
- Half Term project

Years 5 and 6.

- Reading activities, every night.
- Weekly spelling lists.
- Times tables, including division facts, every night.
- Half Term grid-includes maths & science: cross-curricular
- Half Term project

Further details can be found on the school website in the Home Learning section.

SCHOOL LUNCHES

Children may have a cooked meal, packed lunch or go home.

A choice of three, well-balanced meals is offered each day. These are of a very high standard and at £2.00 represent excellent value. The menus are on a three-week rota which may be obtained from the secretary's office or on the website.

Packed lunches should be brought in a container which is stored in class areas until children are called for lunch. Please do not include cans of fizzy drink or glass bottles. Lunches may be supplemented by purchases from the food counter. These items include fruit drinks, home made cakes and biscuits. You may vary your eating pattern during the week if you wish as meals are paid for daily. However, some consistency would be appreciated to make the ordering and catering a little easier.

If you are receiving income support,, income based job seeker's allowance or child tax credit your family qualifies for assistance with school meals. The Headteacher will authorise receipt of free school meals. Application forms are available from the school office.

Breaktime Snack

Children may bring in a snack of fresh fruit or raw vegetables to eat during morning break. In order to continue to support healthy eating, no other form of snack will be allowed. Infant children will be able to eat theirs seated in the amphitheatre in the lower playground, Junior children will sit under the pergola in the main playground. Bins will be provided and all litter must be placed in them.

EXTRA ACTIVITIES AND EXCURSIONS

Trips, Journeys and Activities

During the school year various visits and activities may be arranged as part of your child's education. We also occasionally have productions from visiting theatre groups and talks and presentations from appropriate experts. In addition, day trips and visits may be organised in relation to school work

We will give you advance notification of such events and will usually request a voluntary contribution to cover our costs.



Year 6 children have traditionally had the opportunity to go on an extended school journey. This has been in the form of a visit to an activities centre in Great Britain, where the children work with fully qualified staff at such exciting activities as abseiling, horse riding and canoeing.

Peripatetic music teachers for brass, violin and woodwind visit the school. A charge is made for these activities.

The school undertakes many extra activities, both at lunchtime and after school, when pupils can enjoy sport, dance, choir, artwork, technology and musical opportunities. There is also cycling proficiency for upper junior children.

Relevant information and a consent form for signing will be sent to parents whose children are interested in taking part in out-of-school activities.

SCHOOL PARENT-TEACHER ASSOCIATION

The school has an active PTA which arranges fund raising events to help the school financially. All parents are welcome. Our main fund raising activity is the Summer Fair, but we also hold a Christmas Bazaar, family discos, children's discos and regular car boot sales. Other events occur throughout the year and we are always ready to try new ideas. Come and join us - just ask the Headteacher or the school secretary for the date of the next PTA meeting.

CHILD PROTECTION

The welfare of children who attend the school is very important to all staff. All staff have a duty to pass on any concerns they have. The Headteacher is the designated member of staff for Child Protection. Any child protection concerns should be directed to the headteacher. The school's child protection policy can be downloaded from the school website. A paper copy can be obtained from the school office.

ATTENDANCE RECORD

Period: September 2012 to 31st May 2013
PUPIL INFORMATION IN THE PERIOD
AUTHORISED ABSENCE IN THE PERIOD

Number of pupils of compulsory school age (i.e. excluding reception children) on the roll for at least one session:	362
--	-----

Number of pupil sessions:	112632
---------------------------	--------

UNAUTHORISED ABSENCE IN THE PERIOD

Number of authorised absences:	1997
---------------------------------------	------

Number of pupils with at least one authorised absence:	387
---	-----

Number of unauthorised absences:	304
---	-----

TERM DATES

2014/2015

Autumn Term Tuesday 3rd September –
Friday 19th December 2014
Inset Day 24th October 2014
Half Term 27th October – 31st October 2014

Spring Term Tuesday 6th January –
Thursday 2nd April 2015
Half Term 16th February - 20th February 2015
Inset Day 13th February 2015

Summer Term Tuesday 21st April –
Wednesday 22nd July 2015
Inset Day 20th April 2015
Half Term 25th May - 29th May 2015

KS2 Assessment 2012

These tables show the percentage of year 6 pupils achieving each level in 2012, compared to national end of key stage 2 teacher assessment levels and test results for 2011.

The number of eligible children is: 54

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	0	17	56	28	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	4	22	48	26	0	0	0
	National	1	1	3	14	47	34	1	0	0
Science	School	0	0	0	15	59	24	2	0	0
	National	1	0	2	12	50	35	0	0	0

TEST RESULTS									
		Percentage at each level							
		Below level 2*	2	3	4	5	6	Pupils not entered [#]	Pupils absent
English	School	0	0	22	50	28	0	0	0
	National	5	1	12	52	29	-	0	1
Reading	School	4	0	15	46	35	0	0	0
	National	8	-	8	41	42	-	0	0
Writing	School	2	0	22	56	20	0	0	0
	National	5	-	20	55	20	-	0	0
Mathematics	School	2	0	24	46	28	0	0	0
	National	4	1	14	45	35	-	0	0

ASSESSMENT

KEY STAGE 1 2012 (7 YEAR OLDS)

This table shows a summary of the National Curriculum assessment results of pupils in the school (2012) and nationally (2011) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 59 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disap- plied Children	Absent Children
Speaking & Listen- ing	Boys	School	0	7	-	63	-	30	0	0	0
		National	3	13	.	66	.	18	0	0	0
	Girls	School	0	0	-	75	-	25	0	0	0
		National	1	8	.	66	.	25	0	0	0
	All	School	0	3	-	69	-	27	0	0	0
		National	2	11	.	66	.	21	0	0	0
Reading	Boys	School	0	15	11	22	19	33	0	0	0
		National	3	15	13	24	23	22	0	0	0
	Girls	School	0	3	13	25	34	25	0	0	0
		National	2	9	10	22	26	30	0	0	0
	All	School	0	8	12	24	27	29	0	0	0
		National	3	12	12	23	25	26	0	0	0
Writing	Boys	School	0	19	19	33	19	11	0	0	0
		National	5	19	23	28	16	9	0	0	0
	Girls	School	0	9	13	31	25	22	0	0	0
		National	2	11	17	29	24	17	0	0	0
	All	School	0	14	15	32	22	17	0	0	0
		National	4	15	20	29	20	13	0	0	0
Mathematics	Boys	School	0	4	7	33	22	33	0	0	0
		National	2	9	15	26	24	23	0	0	0
	Girls	School	0	3	16	34	28	19	0	0	0
		National	1	7	16	28	29	18	0	0	0
	All	School	0	3	12	34	25	25	0	0	0
		National	2	8	15	27	27	20	0	0	0
Science	Boys	School	0	7	-	59	-	33	0	0	-
		National	2	11	.	66	.	21	0	0	.
	Girls	School	0	3	-	78	-	19	0	0	-
		National	1	8	.	71	.	19	x	0	.
	All	School	0	5	-	69	-	25	0	0	-
		National	2	10	.	68	.	20	0	0	.

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.