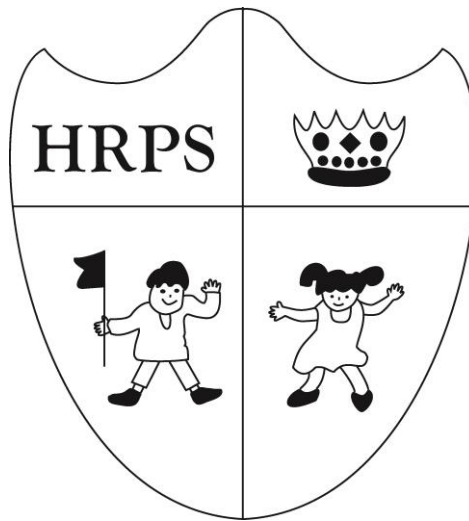
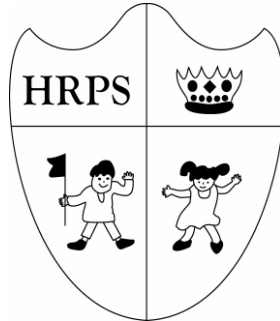


Houghton Regis Primary School Prospectus





**“Where everyone matters
and every day counts”.**

HOUGHTON REGIS PRIMARY SCHOOL

St Michael’s Avenue

Houghton Regis

Dunstable

Beds LU5 5DH

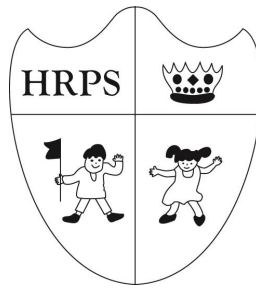
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Welcome to Houghton Regis Primary School

“Where everyone matters and every day counts”.

I have great pleasure in introducing you to our dynamic, positive and aspiring learning community. My colleagues and I are very proud of our school, Houghton Regis Primary is a highly motivated, hardworking school, totally committed to providing an excellent platform for learning.

The warm and happy atmosphere which pervades our school is key to our success, alongside the quality of relationships and the high levels of care which exist between all members of the school community.

The life of our school is driven by enthusiasm and a desire to achieve. We want to give our children a thirst for learning that continues with them throughout their future school experiences and lives. An essential ingredient for this to happen is teamwork. We view education as a joint venture, involving everyone – children, parents/carers, staff, Governors and the wider community.

Home and school work closely together to provide a safe and secure environment in which children grow in confidence and independence. From this foundation children are able to acquire respect for themselves, others and the environment; to use their powers of reasoning and imagination to discover, analyse, innovate, solve problems and to express their ideas confidently and to develop an enjoyment and life-long love of learning.

Mrs B Waite

Headteacher

The School

Our school was built in 1966. It is situated on the north side of Houghton Regis. The grounds include a large playing field, a playground and environmental learning areas. The Foundation Stage Unit has a separate fenced play area which is used for a variety of activities.

The school logo was designed by the children. Regis is denoted by the crown and portrays the time in history when the land was the property of the King. The children on the logo represent the present day and the current role of the school.

All our children have equal access to every aspect of the school regardless of race, gender or ability and we welcome children from a variety of faiths and differing backgrounds.

Admission Arrangements

All parents can choose the school they wish their children to attend. Our school has a designated catchment area and we will admit all children from this area if a place is available.

School places can be applied for by visiting
www.centralbedfordshire.gov.uk/school/admissions

Places are offered in accordance with the school's admissions policy.

If you or your child are registered as disabled, or have special access requirements, please contact the Headteacher prior to school admission to discuss your needs.

Transition Arrangements

Our children transfer from primary to secondary school at the age of 11 years. Early in the year in which transfer is to take place, the Local Authority writes to all parents giving them full details of transfer arrangements.

School Organisation

In our school there are 10 classes for primary school children and a foundation stage unit accommodating children between the ages of three and five years. Classes are arranged according to age group as far as possible and each class is of mixed ability. In some classes we have 2 year groups of children in order to achieve balanced class sizes. The curriculum is organised on a 2 year rolling programme of content which ensures curriculum coverage and continuity for all children. Children are taught according to their ability either as a whole class or in small groups and the curriculum is delivered through a mixture of single-subject and topic-based work.

Parents are encouraged to visit the school with their child, whether at first admission or when transferring from another school. These pre-school visits enable the children to become familiar with the building, the route to school, the teacher and the other children in the year group. Visits to our school are friendly and informal; there is time for parents to ask questions and for the child to meet and play with new friends. Open days are arranged in the foundation stage unit for parents/carers to visit during the school day.

The Foundation Stage Unit

Silver Class (F1)

Parents are encouraged to register their child's name in our Requested Admissions book at an early age. Silver Class has 52 part-time places and children enter the term after their third birthday on a part-time basis, either morning or afternoon, according to places available. We aim to provide each child with a full year of education within Silver Class before they move into Gold class. The amount of time allocated to each child is dependent upon numbers each year but we aim to give each child five morning or five afternoon sessions in the year before they move into Gold class.

Gold Class (F2)

Admission to Gold Class is by once-a-year entry in September and our year group number is 45. Children may enter Gold Class either from Silver Class or from home providing their fourth birthday is on or before 31st August.

We stagger the intake of children into Gold Class during the first three weeks of term. Children then attend school full-time.

The needs of the child are paramount in any decision regarding full- or part-time entry.

The School Day

	Key Stage One (5 - 7 yrs)	Key Stage Two (7 - 11 yrs)
School Starts	8.50 am	8.50 am
Assembly	9.00 am	9.00 am
Morning Break	10.20 am - 10.35 am	10.45 am - 11.00 am
Dinner Time	12.00 noon - 12.45 pm	12.30 pm - 1.15 pm
Afternoon Break	2.00 pm - 2.10 pm	N/A
School Finishes	3.10 pm	3.10 pm

Children in Key Stage 1 and Key Stage 2 gather on the playground at the start of the day and wait for the bell to ring. Parents wishing to enter the school at the beginning of the day should enter through the main entrance door at the front of the school.

Children in Key Stage 1 and Key Stage 2 are collected from outside their own classrooms at the end of the day.

Children in Red Class and Blue & Sapphire Class exit the school via the playground exit door to meet their parents / carers.

Older siblings should walk through the school to leave via the youngest child's classroom at the end of the day to meet their parents/carers. Please inform us in good time if other arrangements for collecting your child are made.

Attendance

In our school regular attendance is given high priority. Certificates and other incentives are given for good attendance at the end of each term. If your child has to be absent, please inform us of the reason why your child is absent, by telephone or email on the first day of absence. If no explanation is given, such absence is considered unauthorised absence and is monitored by the Education Welfare Officer.

If your child requires time out of school for medical appointments, parents are requested to report to the office where their child will be signed in/out.

School Term Dates

Please ask in the school office for an up to date Term Date Calendar.

The National Curriculum

In England the following subjects are included in the National Curriculum for Key Stages 1 and 2:

Core Subjects: English, Mathematics, Science, Computing and Religious Education.

Foundation Subjects: Design Technology, History, Geography, Modern Foreign Language, Music, Art, Physical Education and Personal, Social, Health and Citizenship Education.

Children aged 3 to 5 years follow the Foundation Stage curriculum and an Assessment Profile is completed for each child. All children, at the end of Year 2, are assessed using Statutory Assessment Tests (SATs) in English and Mathematics. All children, at the end of Year 6, are assessed using Statutory Assessment Tests (SATs) in English, Mathematics and Science.

The results of regular formative and summative assessments are used throughout the school to inform teaching and develop learning.

Values Education

At Houghton Regis Primary School every individual is valued for who they are and what they contribute to the school. The Values Education programme is intended to support the spiritual, moral, social and cultural development of every pupil within the school which we hope will then stay with them throughout their lives. The whole staff team and all pupils at our school are involved in promoting the values and recognising where others are 'living the values'. We also value our parents and careers contributions and encourage the values we share in school to be talked about and practiced at home and within the community.

The values developed through the Values Education Programme within our school have been selected by pupils and staff and are recognized as being important within the school community and throughout life. The values we teach help our pupils to work with one another co-operatively and with tolerance and respect. They learn the importance of friendship, understanding and trust and how to approach life with confidence and hope. These values, along with many more, make our school community happy and harmonious, where pupils, staff and parents feel safe and secure.

Our School Policy

Our philosophy is to create and promote a positive, happy, caring atmosphere in an attractive and stimulating environment where each individual can develop their knowledge, skills, experience and understanding of the world. We promote a policy of equal opportunities for all our children. It is recognised that each child is an individual able to achieve his/her full potential through a carefully planned curriculum. The staff work together as a team to provide a high standard of education for each child and encourage the achievement of high standards in work and behaviour in all aspects of school life. Children will be encouraged to develop lively enquiring minds which will enable each child to take full advantage of all the opportunities on offer and achieve success. Our aims are:

- ❖ To help learners communicate with others effectively to establish and develop personal relationships, and to interpret and express ideas, opinions, impressions and experiences;
- ❖ To help learners develop lively, imaginative and creative minds with the ability to question, argue rationally and to apply themselves to tasks with others or independently as appropriate;
- ❖ To establish and develop an understanding of self and the need to develop, care and protect body and mind;
- ❖ To develop skills, interests and enthusiasms which enhance leisure and the quality of life;
- ❖ To develop rational attitudes and values within a framework of respect for the breadth of human achievement, belief, aspiration and creativity;
- ❖ To develop an understanding of the world which appreciates the forces and influences which impact on our lives and the interdependence of individuals, groups, nations and the environment;
- ❖ To develop an understanding of the multi-racial and multi-cultured nature of society and to foster respect for those with different cultures, faiths and ways of life;
- ❖ To develop the ability to interpret experience and use it in considering ultimate questions concerning the meaning and value of life;
- ❖ To develop the capacity within a fast-changing world to apply knowledge and skills relevant to life and employment, a particularly important element being the development and application of information communication and technical skills.

Central to the achievement of these aims is the development of high quality literacy and numeracy skills.

Religious Education

All children attend a daily act of collective worship which is broadly and mainly Christian in content. Our assemblies emphasise the need to care for each other, the need to live together in harmony whilst developing our own moral and social values. On some occasions parents are invited to a special assembly to celebrate particular events. Religious education in our school is based on the County Agreed Syllabus for Religious Education and is part of the basic curriculum for all pupils. Parents do have the right to withdraw their children from Religious Education lessons or collective worship by written request to the headteacher.

English

Language and literacy are acquired through the interaction of listening, speaking, reading and writing. We aim to develop these skills through the enjoyment of books, plays, writing for different audiences and by learning to be responsive listeners. All children participate in a daily lesson to develop their literacy skills. The school has a structured spelling, reading and handwriting programme which helps to develop these skills while at the same time allowing each child to maximise her/his own abilities and strengths. Reading books are regularly taken home and a reading diary creates a valuable regular link for parents. Children also have access to the school library and are encouraged to borrow and take these books home. Whilst developing high standards, we also aim for enjoyment and confidence in all areas of language.

Mathematics

All children participate in a daily lesson to develop numeracy skills. Through mathematics children learn to develop logical thought and spatial awareness. Their ability to assimilate, present and interpret information all contribute to their knowledge skill and understanding of mathematics. Children are taught data-handling, problem-solving, shape and measure as well as the 4 rules of number and mental arithmetic. The outdoor environment is regularly used to deliver the mathematics curriculum and enrich children's learning.

Science

We value science as an exciting subject that encourages children to be curious about the world we live in and to carry out investigations and experiments to answer their questions. Science allows children to think creatively, to generate ideas, to gain a variety of practical experiences and to evaluate and draw conclusions from their findings. We aim to give children the knowledge, skills, language and attitude that will develop their natural curiosity about the world around them using a scientific approach to activate an enquiring mind. We have enrichment areas within our grounds, which are used regularly throughout the year to enhance learning across the curriculum.

Design Technology

Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do. Our aim is to develop the children's confidence and skill in using the right tools and materials for the task while, at the same time, showing due care for safety. Design and Technology is a 'hands on' subject in which pupils have the experience of evaluating, designing and making products of a high standard.

Computing

Computer literacy is an essential aspect of the modern world. It is a means of recording, retrieving and handling information. We enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners. Computers and interactive whiteboards are available in every class including the foundation unit. All children have regular access to our purpose built Computer suite. Children have filtered access to the Internet through the National Grid for Learning and use this resource to enhance their learning in other areas of the curriculum.

History

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Geography

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and computing to report and record their findings. Children learn the importance of caring for the environment in which they live.

Music

All children have the opportunity to sing, play, perform and compose using a variety of tuned and untuned percussion instruments. Singing and performing for musical activities and concerts gives the children a great deal of pleasure and self-fulfilment and adds to the important role that music plays within our school. Children across the school participate in enrichment workshops to encourage their musical development. Peripatetic teachers of music visit the school weekly to teach a variety of instruments, including percussion, guitar and violin, to pupils that express an interest. Children in key stage two are offered the opportunity to learn to play the recorder. The school choir meet each week to rehearse and regularly perform to both the school community and to members of the local community.

Modern Foreign Language

Children in key stage two participate in weekly lessons to learn French. Our aim is to teach the children to communicate using everyday vocabulary and to gradually become more confident in using the French language. Skills and vocabulary are developed through the use of a variety of interactive resources.

Physical Education

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activity throughout their lives.

Children learn teamwork and co-operation; enjoyment in participation; the will to strive for improved performance; the ability to win with magnanimity and lose with grace; all useful attributes for life. Children in key stage one and two have the opportunity to join a variety of school clubs and represent the school in local tournaments. Children in key stage two travel to the local leisure centre for swimming lessons.

Children in key stage two are also offered the opportunity to access the facilities and resources at All Saints Academy.

Art

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Children's work is greatly valued and displayed attractively within the school environment.

Personal, Social, Health and Citizenship Education

The opportunities provided by this area of the curriculum are used to support our school aims of enabling all our children to be caring, contributing members of society. To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We focus upon a different "Value" each month and ask families to join us in celebrating children's achievements. Each age group follows an appropriate programme of work. This includes issues relating to personal safety, caring for others, the environment and behaviour management. We are concerned to provide, in partnership with parents, for the welfare needs of our pupils. Where appropriate we will seek the assistance of outside professionals such as the school nurse to help us deliver the curriculum.

Sex and Relationships Education

Sex and Relationships education is an integral part of our personal, social and health education programme, an area that is considered important throughout our school.

We believe that sex and relationships education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents.

The school's programme of sex and relationships education is embedded within the school's PSHCE curriculum and helps children to respect themselves and others. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Our aim is to prepare pupils to cope with the physical and emotional challenges of growing up. Pupils' questions are answered sensitively by staff, bearing in mind the age and level of understanding of the child.

Multicultural Education

Aspects of multicultural education are incorporated as an integral part of our school curriculum. Children are encouraged to recognise and respect other cultures. Cross-curricular links are identified and explored using a thematic approach. Planned visits, visiting speakers, the celebration of special events and links with other countries complement the curriculum provided.

Special Educational Needs

Every child's progress is carefully monitored. The school has a policy, which allows for early recognition of specific learning needs. Children who require extra support and encouragement with their learning are helped on an individual basis both within the classroom and, if appropriate, by withdrawal into a smaller group to work with a teaching assistant. Parents of such children are consulted and kept fully informed with regular termly meetings to discuss their child's current Individual Education Plan (IEP) and progress made. Children who have a Special Educational Need are allocated additional learning resources and support time as required and as funding will allow. Children who are recognised as having special abilities or talents in a specific area of the curriculum are encouraged to develop those skills, knowledge and abilities to a higher level. Additional opportunities to learn and achieve are offered to identify children both within the school day and through extended school activities.

Teaching and Learning

The curriculum is planned and delivered in both single subject lessons and as part of a wider cross-curriculum topic. The children have the experience of working individually, in groups, or as a whole class according to the lesson planned. Experiences are planned which allow for children's individual learning styles and which promote optimum learning.

Learning consists of practical, investigative and collaborative experiences and teachers deliver the curriculum through their own individual blend of teaching styles. Strategies used are according to the teaching matter, age of children and stage of lessons or series of lessons so that approaches which best match the learning styles and needs of the children are used.

The staff work together to develop a whole school approach to the delivery of the school curriculum with regular staff meetings to discuss school policy and practice.

Planning and Assessment

Assessment, monitoring and record keeping of children's work is undertaken by staff on an individual, class and school basis. The results of all assessments are used to inform future planning. Assessment will be, as far as possible, unobtrusive, constructive and form a normal part of the classroom routine. Records will be easily transferable, of use to the teachers' both compiling and receiving them.

We record each child's progress, abilities and experiences and adhere to the requirements of the National Curriculum legislation in accordance with directives and guidance from the Department for Education (DfE) and the Local Authority (LA). Individuals will be tracked from entry into the foundation unit to transfer to secondary school. The value added will be carefully monitored and will inform future target setting.

In our planning we take account of the requirements of those pupils with differing needs. A combination of differentiation by input, task, resources and/or outcome is used with the emphasis on the child receiving the level of activity that is most appropriate. The performance and response of different groups of children is carefully monitored.

Behaviour in School

We operate a whole school approach to discipline in which children are encouraged to choose appropriate responsible behaviour. An emphasis is placed upon encouragement and praise for good behaviour. Our school rules define the limits of acceptable and unacceptable behaviour. The children are encouraged to consistently follow the rules, to choose responsible behaviour and be aware of the consequences of behaving inappropriately. It is our policy to recognise and reward good behaviour.

A partnership with parents is essential in encouraging children to make good decisions about their behaviour and we ask all parents to sign a home-school agreement with the school. Some of the ways you can help are:

- ❖ By talking to your children about the rules and the consequences of appropriate and inappropriate behaviour;
- ❖ By praising your children if they bring a letter, a sticker or a certificate home about good behaviour;
- ❖ Reinforcing the classroom rules with them if they bring a letter home about inappropriate behaviour.

If a child gives persistent cause for concern it is our policy to invite parents into school to discuss their child's difficulties. Bullying of any kind at school cannot be tolerated.

General Information

Breaktime Snacks

We participate in the Government Fruit / Vegetable Scheme. All children in the foundation stage and KS 1 are offered a piece of fruit or vegetable to eat each day to encourage healthy eating. Children may bring fruit or a healthy snack to eat during their mid-morning break. A tuck shop offers snacks for sale each day. No drinks are allowed to be brought in for playtime. Drinking water is available in every classroom. Children attending school full-time are encouraged to bring a water bottle to school to drink from during the school day.

Consultation Evenings and Open Days

We have parents' consultation evenings each term. During these occasions, parents are encouraged to look at their children's work and discuss their child's progress, strengths and areas for improvement. Open days are held in the Foundation Stage Unit for parents to observe their children at school and speak to the class teacher. The consultation evening in the summer term will allow for discussion on your child's Annual Report, which will be sent home a few days before the meeting.

Extra Curriculum Activities

A variety of school clubs are arranged each term for our children. Peripatetic teachers of music visit the school weekly to teach a variety of instruments.

We offer a Breakfast / After School Club for children attending our school. If you are interested in registering your child for this facility, please ask in the school office for more details.

The Governing Body

The Governing Body of the school holds a formal meeting once a term and sub-committee meetings on a regular basis.

A current list of governors is available from the school office and on the school website.

Homework

Our homework policy is included at the back of this brochure. Teachers set homework either in the form of learning exercises, e.g. times-tables and spellings, or as reading and writing tasks, numeracy tasks or topic work. Your child is expected to complete the task set and we look to parents to offer support, guidance and encouragement in this area.

Children take school reading books home to share their reading with siblings and adults. The parents' role here is invaluable and, if you are in any way unsure of what is expected, please contact the school and speak to the class teacher.

All the children take home a book they have chosen from the school library each week. These should be returned on a regular basis on the "library day" allocated to your child's class. We have a well-organised library with a good choice of fiction and non-fiction books.

Illness

Please do not send your child to school they are unwell. If your child has a rash, temperature, or is on antibiotics it is better to keep them at home. If your child is sick or has diarrhoea, they should be kept at home for 48 hours following the last attack.

Minor accidents are treated by a member of staff but, in the event of a more serious accident or an illness that occurs during the school day, it is essential that we have a telephone number where parents, a friend or relative can be contacted quickly should the need arise. Please keep us informed of any change of telephone numbers.

If your child needs medication while at school you must sign an indemnity form available from the school office. It is important that we are aware of any allergies or conditions which need regular medication, such as asthma. Only prescription medicines can be administered at school by the staff.

Jewellery

We do not allow jewellery to be worn in school. The only exception is if your child has pierced ears, in which case one small stud may be worn in each ear. Earrings will need to be removed (by your child) for P.E. lessons. In addition, no make-up or nail varnish should be worn and we actively discourage the colouring of hair and/or extreme hair styles.

Lost Property

Each class has a Lost Property box. Children are expected to be responsible for their own property and parents can help by naming their child's clothing and property. Every effort will be made to find lost items.

Health Checks

There may be an occasion when your child is called for a Health Check with the school nurse. All school children will have a height, weight, vision and health check during their early years in school. Dental inspections are carried out periodically. If you have any concerns about your child's health which may affect her/his learning, please contact us so that an appropriate appointment can be arranged.

Newsletters

We aim to keep all parents as up-to-date as possible about events going on in school. Regular newsletters are sent home and these are dated so that you will know if you have missed one. The current newsletter will be available on our website along with copies of all general letters sent home.

School Web Site

The site can be accessed at www.houghtonregisprimary.co.uk

We aim to keep the site up to date with information for both parents and children.

Parent Teacher Association

The school is supported by a very strong Parent Teacher Association which organises social and fund-raising events. New members are always welcome and we are grateful for any help regardless of how much time you are able to commit.

Personal Possessions

We do not have insurance cover for valuable personal property; therefore we discourage children from bringing any items of value to school. Please keep precious personal possessions and toys at home. Children get very upset if possessions are broken or lost at school. Only children who walk home alone may bring mobile phones to school, these should be handed to the class teachers for safe keeping although they are in school at your own risk.

Safety

It is for the safety of the children that we do not allow parents to park in the staff car park when they deliver children to school. We ask that if you park on the roadside, you park considerately and do not cause an obstruction. Please drive slowly on all the approach roads to the school.

The school has a security system which ensures restricted access into the school. Visitors to the school must enter through the main entrance when coming into the school and report to the office. All visitors are required to sign in and out of the school. Any adult helping on a regular basis in school will be subject to a DBS police clearance check.

Please bring your child to school and collect her/him at the end of the day. If you are unable to do so yourself, please make arrangements for another responsible adult to do it for you and inform the school. We are very concerned for the safety of young children who walk to and from school alone. Parents of pupils in years five and six who wish their children to walk home by themselves at the end of the day or after participating in an after-school club must inform the classteacher / headteacher in writing.

We operate a strict No Smoking policy within the school building and the school grounds. The school has a CCTV security system installed.

School Activities and Charging Policy

School activities are an important part of the learning programme for all pupils. They are organised to support the work planned by staff for a broad and balanced curriculum. These usually include at least one educational class visit each year. Other visits may be a walk to local places of interest e.g. park, church, library etc. to support class projects. Live drama groups are invited to perform in school to add to the variety of experiences offered to our children.

All educational visits and journeys are made with the approval of the governing body in accordance with the school's own policy.

Planning for educational visits and journeys follow the basic principles that:

- (a) they are educational
- (b) they are linked to the work of the curriculum
- (c) they are suited to the ages, abilities and aptitudes of the pupils in our school.

Parents will be informed by letter explaining the nature of the proposed activity and its likely value in educational terms and if a voluntary contribution is requested.

There is no obligation to contribute and no pupil will be omitted from any statutory curriculum

activity if his/her parents are unwilling or are unable to contribute. Charges are kept to a minimum and fees charged for parents who accompany children and staff on trips are taken from school funds.

If the activity is non-statutory and/or part of the extended school curriculum then it will be stated that participation is optional and dependent upon receipt of payment. Arrangements will be made for children not participating in such activities that take place during the normal school day, to access alternative statutory lessons within school.

A wide range of school fund raising events are held throughout the year and all the money raised goes towards supporting school activities and resources. Many educational visits and visitors to the school throughout the year are paid for wholly or partly through school funds.

School Meals

All children in Gold Class and Key Stage One classes are offered a free school meal every day. Dinners are available to buy at school for older children. The meals are freshly prepared and cooked in the school kitchen. There is a choice available for both first and second courses. A menu is available from the school kitchen.

Parents may pay daily, weekly, half termly or for a full term. The correct dinner money should be sent into school *before* the meal is taken.

All monies should be placed in an envelope clearly marked with your child's name and class. To find out if you qualify for Free School Meals please enquire at the school office.

Your child may bring a packed lunch if preferred, in a suitable leak-proof container with your child's name clearly marked on it. No fizzy drinks, glass bottles, bars of chocolate, or sweets should be sent in lunch boxes. A lunch trolley is provided for these containers to be left on. Water is always available at dinner time but, if preferred, other healthy drinks can be brought to school. These should always be placed in small unbreakable containers. Milk should not be sent as we have no storage facilities to keep it fresh.

Uniform

All children from Gold Class to Year 6 wear school uniform. School uniform can be purchased from Best Look, 66 High Street North Dunstable and on line at School Trends: www.schooltrendsonline.com

Girls	Grey or Black skirt or pinafore dress White blouse and school tie (optional) White polo shirt (no tie) Bottle green sweater or cardigan Green fleece zipped top (for outdoors) White socks or white/grey tights Grey / Black trousers
Summer	Green/white or yellow/white gingham checked dresses Bottle green cardigan White socks

Boys	Grey / Black trousers White shirt and school tie White shirt (no tie) Bottle green sweater Green fleece zipped top (for outdoors) Grey / Black socks
Summer	White polo shirt Grey / Black trousers either long or short Bottle green sweater Grey / Black socks

Children should wear comfortable, sensible footwear to complement the school uniform. Shoes with high heels (over two centimetres) and trainers can cause health problems and are not suitable footwear for school.

Children may wear sandals that give good foot support and are suitable for wearing on the school playground in the warmer months.

All children will require a PE kit kept in a draw-string bag.

Outdoor Black Shorts and Yellow, Jade green t-shirt.
 Children may wear a black tracksuit during the colder months of the year.
 Trainers or plimsolls
 Children participating in P.E. lessons on other school sites should wear a black tracksuit or school sport kit. Branded sports wear should *not* be worn e.g. club football kits, commercial advertising clothing.

Indoor Black Shorts and green t-shirt

It is important that all clothing and belongings should be clearly marked with your child's name.

Complaints Procedures

If difficulties arise, the school, through teachers and the headteacher, should be the first point of contact. If a problem has been highlighted every effort will be made to resolve it as quickly as possible and in an amicable way. The Authority has a procedure whereby complaints about the curriculum and/or collective worship may be dealt with. Should parents find it necessary to consider making a formal complaint, they should bring the matter to the attention of the headteacher and governors of the school. If parents find that they must embark upon the complaints procedure, then the headteacher, on request, will provide them with the relevant details.

Availability of Public Documents

The following information can be made available by arrangement with the headteacher during working hours.

The school's policy documents.
The schemes of work in use.
The school's OFSTED Report.
The LA Complaints Procedure.
The LA Agreed Syllabus for Religious Education.

All the documents relating to the National Curriculum, Management of Schools and other matters relating to Education Reform and current Department for Education legislation which are distributed to schools are available, on loan, from the headteacher.

