



ST PIRAN'S

**PARENTS'
HANDBOOK**

2009-2010

CONTENTS

	Page
Mission Statement	4
Statement Objectives	4
Introduction	5
Main telephone numbers, e-mails and website details	6
Teaching and Administrative Staff	7-8
Board of Governors	9
Entry to the School	10
Nursery	10
Lower School	10
Middle School	10
Upper School	10
Special Needs	10
Scholarships	10
Disability and Accessibility Policy	10
School Routine	11-14
Car Parks, Pick Up and Drop Off	11
Daily Registration Procedures	11
Late Arrivals to School and Children Leaving During the Day	12
The School Day	12
Snacks During the Day	13
Birthdays	13
The End of the School Day	13-14
Extended Day	14
The First Day of the School Year	14
The First Day of Term	14
The Last Day of Term and Start of Half Terms	14
School Organisation	15
Teaching and Learning Policy	16-20
Introduction	16
Values	16
Aims	17
Learning Processes	17-18
Organisation and Planning	18-19
Pupils with Special Needs	19
The Foundation Stage	19
Key Skills	19
Curriculum Booklets	20
Curriculum Management	20
General Curriculum Policies	21-22
Presentation Policy	21
Marking Policy	21
Handwriting Policy	22
Industry Marks	22
Prep Sessions	23
Homework (Lower and Middle School)	24
Activities	25-28
The Sports Programme	25-26
Boys Sports Teams	26
Girls Sports Teams	26
Protective Equipment	27
Assessment	28-29
Introduction	28
Aims and Objectives	28
Planning for Assessment	28
Upper School Exams – Specific Detail	29-29
Reporting to Parents	29

Parents' Evenings	29
Feedback to Pupils	29
Choosing a Secondary School	30-31
Girls' 11+ Common Entrance	30
Boys 11+ Entrance Exams	30
11+ Grammar School Entrance	31
Pastoral Care	32-33
The Role of the Class Teacher	32
Tutors and the Tutor System – Upper school	32
Anti - Bullying Procedure	33
Child Protection Officer	33
Discipline Policy	34-35
Middle and Upper School	34
Use of Study Period	34
Disciplinary Procedures in the Classroom	34
Lower School Discipline	35
Serious Incidents	35
If a Child is Missing	35
School Office and Secretaries	36
Clan System	36-37
Staff Allocation to Clans	37
Clan Points	37
Middle and Upper School	37
Lower School Reward System	38
Pupil Responsibilities	39
Head of School and Deputy Head of School	39
Leadership	39
Procedure for Handling Parental Complaints	40
Security Arrangements	40
Termly Calendar	40
Chapel	40
Catering	40
Parking and Dropping Children	40
Newsletter	41
St Piran's Society	41
School Uniform	41
Second Hand Uniform Shop	41
Matron and Medical Care	41
Music Lessons	41
Extended Day and Holding	42
St Piran's Association – Past Pupils	42
Appendices	43
Procedure for Handling Parental Complaints	43-48
Map of the School	
Anti-Bullying Policy	
Expectations Booklet	
Disability and Accessibility Policy	
Uniform Lists	
Industry Cards	
Curriculum booklet	

Mission Statement

We pride ourselves on being a warm and friendly school and wish to bring out the best in every child in our care. We aim to give each child a first class academic education as well as offering a full range of sports and activities.

Courtesy and consideration for others and a sense of responsibility for the school community underpinned by Christian principles are of paramount importance at St Piran's. By the time the pupils leave the school we sincerely hope that they have contributed as much as they can and feel a sense of pleasure in what they have achieved. We think it is important to foster a happy and natural relationship between pupils, parents and staff so that everyone has a pride in being part of the school.

Statement of Objectives

- 1 To be the first choice for parents in its catchment area seeking private education for children aged 3-13 in a co-educational, mixed ability day school.
- 2 To teach a programme that encompasses and exceeds the National Curriculum.
- 3 To safeguard and promote the welfare of every child whilst in the care of the school.
- 4 To assess and address the educational needs and potential of every child, including special needs in order to lead fulfilling lives.
- 5 To provide a foundation for children's spiritual development and for an understanding of right and wrong, within a clear Christian ethos.
- 6 To develop children's enjoyment and understanding of music and the arts, and to provide high-quality tuition, experience and performance opportunities in those areas.
- 7 To provide a wide range of opportunities for children to develop their physical fitness and sporting ability, and to grow in social and leadership skills.
- 8 To prepare children for successful transfer to their first choice of senior school.

Introduction

The purpose of this handbook is to provide as much information as possible to enable parents at St Piran's to know as much as possible about what happens at school. We all hope that this handbook will help, but if you need any more help, please do not hesitate to ask. We hope that you will be very happy at St Piran's. We will make every effort to keep you informed about what is happening in school.

Key aims of the handbook:

- 1 To provide information for new parents about key aspects and procedures of the school.
- 2 To remind existing parents about policies and procedures in operation.
- 3 To provide a reference base of information for all parents so that a consistent approach is followed by everyone.
- 4 To maintain a high standard of communication.
- 5 To help us achieve our Mission Statement.

Main telephone numbers, emails and website details

School Office

Tel: 01628 594300
Fax: 01628 594301
e-mail: office@stpirans.co.uk

Matron

For booking extended day & informing school regarding absence due to illness or medical appointments

Tel: 01628 594311
e-mail: matron@stpirans.co.uk

Deputy Head/ Director of Studies

For academic and general day to day issues

Tel: 01628 594314
email: deputyhead@stpirans.co.uk

Bursar

For general financial matters

Tel: 01628 594308
e-mail: chrismurray@stpirans.co.uk

Financial Bursar

School bill enquiries

Tel: 01628 594310
e-mail: carrierogers@stpirans.co.uk

P.E. & Games

Tel: 01628 594327
e-mail: games@stpirans.co.uk

Swimming Pool

For extra-curricular swimming and other swimming related issues

Tel: 01628 594341

St Piran's Centre

For St Piran's Centre bookings

Telephone: 01628 594343
email: centre@stpirans.co.uk

Nursery

Telephone: 01628 594338

Website

www.stpirans.co.uk

TEACHING AND ADMINISTRATIVE STAFF

Headmaster

J A Carroll Esq *BA(Hons), B.Phil.Ed., PGCE, NPQH*

Senior Management Team

Deputy Head & Director of Studies: G Das Gupta Esq *B Com, BSc (Hons), PGCE*

Head of Middle School: Ms B Jones *BEd*

Head of Lower School: Mrs A Lewis *Cert Ed CFPS (PE)*

Bursar: Mrs C Murray

Middle and Upper School Teaching Staff

Mrs S Bahra-Morgan

E Barnett Esq *BA (Hons), QTS(Head of Boys'Games)*

Mrs A Burnage *NVQ (Child Care & Education) (Head of Swimming)*

Mrs M Christie *BA (Hons) Cert Ed (Head of RE)*

Mrs R Coope

Mrs S Forster *Dip Ed, AMBDA, RSA & Dyslexia Institute Dips SpLD*

Mrs J Fricker *BEd (Hons)*

Mrs M Fry *BA (Hons), QTS*

Mrs D de la Fuente *BSc (Hons), PGCE, FRGS (Head of Geography)*

Miss K Gibbs *BSc, QTS (Head of Girls' Games)*

A Gaze Esq *BEd*

Miss J Gibson *BA (Hons) PGCE (Head of English)*

A Haughey Esq *BAI (Hons) PGCE*

Mrs C Haziné *BA (Hons) PGCE (Head of Modern Foreign Languages)*

D Holdway Esq *BEd (Head of History)*

Mrs J Hopkins *BSc (Hons), PGCE (Head of Science)*

Mrs M Knibbe *BA Dip Ed RSA Cert SpLD (SENCO)*

Mrs L Martin *BMus (Director of Music)*

Mrs F M'Crystal *HDE*

Mrs J Peppiatt *Cert Ed, AMBDA (Teaching)*

Ms J Quinn *Cert Ed (Head of ICT)*

Mrs K Rayfield *BA (Hons), PGCE*

Mrs J Scrace *BEd, Cert Ed (Head of Art)*

D Tooze Esq *BEd (Head of Maths)*

Mrs M Wilson *Cert Ed*

Miss A Wyatt *BSc, PGCE*

Lower School Teaching Staff

Miss A Ansell *NVQ*

Mrs A Brown *BA (Hons), PGCE*

Mrs J Crick *NNEB*

Mrs C Heron *BEd MA*

Mrs T Hornett *MA (Hons), PGCE, DipSpLD*

Miss J Kurpiel *NNEB*

Mrs T Robinson *BEd (Hons)*

Miss D Shellis *NNEB*

Miss Z Starr *BA (Hons)*

Miss V Sultana *NNEB*

Miss R Vomiero *NNEB*

Mrs S Warman *BEd (Hons)*

Mrs N Williams *HDE*

Nursery Teaching Staff

Mrs D J Roberts *BEd (Hons) (Head of Nursery)*
Mrs J Ashcroft *Diploma of Teaching, Dip RSA*
Miss M Hall *NVQ*
Mrs J Sears *NNEB*
Mrs K Mullins *NNEB*

GAP Students

H Moore Esq
Miss S Monk
W Evans Esq

Music Staff

Mrs J McCulloch – *Flute*
L Frankel Esq *LRAM, ARCM DipGSM – Oboe*
Mrs D Head *LLCM – Clarinet, Saxophone*
J Davis Esq – *Percussion*
G Sculpher Esq - *Guitar*
Miss H Burnley *BMus - Violin*
Miss K May *GRSM (Hons) ARCM – Piano*
N Henley Esq *ALCM LLCM- Piano*
Mrs E Douglas *ARCM - Piano*
Miss K Gilbertson – *Piano, Violin*
G Power Esq - *Guitar*

Financial Bursar

Accountant

Headmaster's P.A.

Registrar

School Secretary

Administrative Assistant

Matrons

Mrs C Rogers
Mrs C Howard-Vyse *BSc (Hons), ACA, QTS*
Mrs J Newton
Mrs D McLelland
Mrs J Errington *BA (Hons)*
Mrs S Stewart
Mrs L Highy *RGN*
Mrs M Lunnon *Dip OT*

Grounds Maintenance

Mr P Webb
Mr C Bradfield
Mr R Smith

School Maintenance

Lunchtime Supervisors

Mrs D Bradfield
Mrs J Griffiths
Mrs A Jones
Mrs K Rayfield
Mrs B Underwood

St Piran's Centre Manager

Mr S Barker

St Piran's Centre Assistant Manager

Mr M Dale

Extended Day

Mrs J Badger Sakal
Mrs B Underwood



ST PIRAN'S

BOARD OF GOVERNORS

BOARD OF GOVERNORS

Chairman

Edward Parrott Esq

IT Consultant

Mrs Alex Acton

Deputy Head, Bradfield College

Nick Bevan Esq MA

Former Headmaster

Mrs Hilary Buckle

Solicitor

Robert Davis Esq

Marketing Consultant

Mrs Judy Forrest

Retired Headmistress, Chandlings Manor School, Oxford

Mrs Jan Stannard

Public Relations Consultant

Revd Will Stileman

Vicar, St Mary's Church

Mr Robert Vaux

Bursar, St Joseph's Convent School, Reading

ENTRY TO THE SCHOOL

Pupils are accepted in the following ways:

NURSERY

All parents are seen by the Headmaster and the Head of Nursery. There are no assessments for applicants to Nursery.

LOWER SCHOOL

All parents are seen by the Headmaster and the most recent report is requested from the child's current nursery school or play group. All the children are seen by the Head of Lower School and a little assessment is given. We may ask the child to spend a morning in a Transition class before making a decision.

MIDDLE SCHOOL

All parents are seen by the Headmaster and a Maths and a Numeracy test along with reading and spelling tests are given to the pupil. A report may be requested from the previous school and the child may be asked to spend some time in the class into which he/she might go.

UPPER SCHOOL

All parents are seen by the Headmaster and reports requested from the child's current school. Pupils will spend a day in the class into which they would start. During the day, a variety of assessments will be set, including an English assessment and an NFER Maths test.

ADDITIONAL NEEDS

If there are signs that a child has special needs, then the SENCO will be asked to assess the child to see if the school can meet these needs. A decision will then be made.

SCHOLARSHIPS

Entry by scholarship usually involves testing and interviewing the pupils. Verbal reasoning, reading, writing, and mathematical skills are usually tested during a morning in school.

DISABILITY AND ACCESSIBILITY POLICY

The full Disability and Accessibility Policy can be found in the Appendix.

SCHOOL ROUTINE

CAR PARKS, PICK UP AND DROP OFF

Children in the Nursery can be dropped off from 8.35a.m. at the Nursery. There is a Nursery car park which is used by all families but is in close proximity to the Nursery itself. Children in the Lower School can be brought to school from 8.00a.m. but parents must stay with their children until a teacher is in the classroom from 8.30a.m. Children in Middle and Upper School can be dropped off at 8.00a.m. and staff are on duty to supervise them until all teachers are in their classrooms from 8.20a.m.

Car parking at St Piran's is limited and leaving cars in the car park for an undue length of time can cause considerable frustration to other parents. We operate a 'Kiss and Drop' system at the front of the school for the older ones to keep the traffic moving. The first few weeks of the new school year and Monday mornings are the most pressured times on car park space.

Please do not park cars on the yellow zig-zag lines at the front of the school or double park cars.

The staff car park at the back of the school is for staff only.

At the end of the day, please be on time to pick up your children. If children in Lower and Middle School are left for more than 15 minutes after the designated end of the school day, they will go to Extended Day and you will be charged. Children in the Upper School left after 6.15p.m. will be sent to the Headmaster's house to be collected from there.

DAILY REGISTRATION PROCEDURES

MORNING

Nursery Department	9.00a.m.	
Lower School	8.35a.m.	(Transition classes 9.00a.m. in Christmas Term, 8.35a.m. on Thursday and Friday in Easter and Summer Terms)
Middle and Upper School	8.25a.m.	

AFTERNOON

1.20p.m. Lower School
2.05p.m. Middle and Upper School

LATE ARRIVALS TO SCHOOL AND CHILDREN LEAVING DURING THE DAY

Children who arrive late to school must report to Matron's room beside the main entrance, to sign in. If you are taking children out during the day for an appointment, please notify the school in advance and then sign out your son/daughter in Matron's room, signing them back in on your return. This ensures we keep a fire register up to date at all times.

THE SCHOOL DAY

	Upper & Middle School		Lower School	
8.25am	Registration			
8.35am	Assembly Bell		Registration	8.35am
8.40am	Assembly		Assembly	8.40am
9.00am	End of Assembly		End of Assembly	9.00am
9.05am	Lesson 1		Lesson 1	9.05am
9.45am	Lesson 2		Lesson 2	9.45am
10.25am	Lesson 3		Break	10.25am
11.05am	Break		End of Break	10.45am
11.20am	End of Break Bell		Lesson 3	10.45am
11.25am	Lesson 4		Lesson 4	11.25am
12.05pm	Lesson 5		Lunch	12.05pm
12.45pm	Lunchtime		End of Lunch	1.15pm
1.40pm	End of Lunch Bell			
1.45pm	Quiet Time & Reading		Registration	1.20pm
2.05pm	Registration Bell		Lesson 5	1.30pm
2.10pm	Lesson 6		Lesson 6	2.10pm
2.50pm	Lesson 7		Lesson 7	2.50pm
3.30pm	Lesson 8		End of School	3.30pm
4.00pm	Middle School home			
4.10pm	Break			
4.25pm	End of Break Bell			
4.30pm	Prep			
5.10pm	Prep Ends			
5.15pm	Activities			
5.55pm	Activities End			
6.00pm	End of School Day			

SNACKS DURING THE DAY

Children in all sections of the school have snacks provided for them at morning break. Fruit, homemade biscuits and cakes, water and milk are generally on offer. Children should not bring in any snacks of their own.

Nursery, Lower and Middle school children staying on until 6.00pm in Extended Day are provided with a snack. All Upper School pupils have Little Tea at 4.10pm. This is a range of homemade cakes, homemade wraps and sandwiches as well as drinks.

BIRTHDAYS

Children can celebrate their birthdays in school by bringing in cakes for their class and friends. This can be given out with the help of the class teacher at break time. Please do not allow your children to come in with sweets to share around as this can cause problems with litter and inappropriate food being given out and eaten at the wrong time!

THE END OF THE SCHOOL DAY

Nursery Department:

Midday and 3.30pm

Parents wait outside the front door and the pupils are handed over to them by the Staff.

Lower School:

3.30pm

Transition and Year 1: Parents wait outside the classrooms and the pupils are handed over to them by the staff.

Year 2: Parents collect children from the front of the school. A member of staff will be on duty.

If children are not picked up by 3.45pm they will be sent to Extended Day and the parents will be charged

Holding Group:

Children in Lower School with siblings in Middle School may be looked after from 3.30-4.00pm in Extended Day.

Middle School:

4.00pm

Pupils are collected from the front of the school by parents. A member of staff will be on duty.

If children are not picked up by 4.15pm they will be sent to Extended Day and the parents will be charged

Upper School:

6.00pm: Monday, Tuesday, Thursday, and Friday.

4.00pm: Wednesday, or later after matches.

Year 5 and 6

There is greater flexibility for Years 5 and 6 at this stage as they make the transfer into Upper School. On a Monday, Tuesday and Thursday there are different options. Pupils may be collected at 4.10pm and take their prep home. They may go home at 5.10pm having completed prep but before activities start, or they can go home at the end of the school day as normal. Decisions can be different for each day but once they have been decided

upon, they have to remain for the whole term. Pupils need to sign out through matron before going home.

Pupils are collected from the front of the school by parents. A member of staff will be on duty. If children are not picked up by 4.15pm on a Wednesday, they will be sent to Extended Day. If they are not picked up by 6.15pm on other days, they will go to Hillside with the Headmaster and the parents must pick up from there.

Emergency Number: If you have been unavoidably delayed after 6p.m. please ring 07747 025284.

Breakfast Club

Breakfast club will take place from 7.30am in the Lower School Hall. Nursery & Lower School children will be taken to their rooms at 8.30am. Upper School children will be sent to the LRC and Middle School children to the appropriate classroom at 8 a.m.

Extended Day

Parents of Nursery, Lower and Middle School children may request that their children stay until 6.00pm in Extended Day. Parents must contact Matron directly for a place.

THE FIRST DAY OF THE SCHOOL YEAR

This is always a busy day and systems vary for different parts of the school.

Nursery information is contained in their Handbook.

New children to the main school should come to the School Office from 8.15am onwards and children from their class or Classroom Assistants if they are younger, will take them to their classrooms. New children will have received a joining pack with details of what you will need to bring in the way of PE and Games kit, stationery etc. If there are any queries please contact the school.

The normal programme is for there to be a longer registration period for all classes before an assembly at about 9.15am. Lower School will have their own assembly led by the Head of Lower School. Middle and Upper School children will go to the Tippet Hall for an assembly led by the Headmaster. Normal lessons will generally start after morning break.

THE FIRST DAY OF TERM

The start of the other terms are generally more straightforward. There will be a longer registration period and then separate assemblies at 9.15am for Lower School and Middle/Upper School. Lessons will then start straight after assembly has finished.

THE LAST DAY OF TERM AND START OF HALF TERMS

The last day of term finishes at 12.00noon for Nursery and Lower school children and their older siblings. The others finish at 12.45pm. This alleviates some of the potential congestion in the car parks.

Half terms start at the end of the Thursday. The Friday before each half term is set aside for staff training days and as such there is no school.

SCHOOL ORGANISATION

The school has four main age groups:

Nursery	A separate unit for children aged 3 to 4
Lower School	For children from 5 to 7; Transition and Years 1 and 2
Middle School	For children from 7 to 9; Years 3 and 4
Upper School	For children from 9 to 13; Years 5 to 8

The school facilities include:

Nursery Unit:

- 2 Classrooms
- 2 Playrooms
- 1 Painting, water, sand and creative room
- Outside play areas for winter and summer
- Kitchen area

Main school:

- 19 Classrooms
- 2 Science Labs
- 1 Design and Technology workshop
- 1 Art Studio
- 1 Children's Kitchen
- 2 Libraries
- 1 Learning Resource Room
- 1 Lower School Hall & Play area
- 1 Chapel
- 2 Dining Rooms
- 1 Matron's Room
- 1 Staff Room
- Grass playing fields
- Boys' and Girls' Changing Rooms
- All Weather\Astro pitch
- Children's Adventure Playground
- Offices and meeting rooms

St Piran's Centre:

- 1 Sports Hall
- 1 Indoor 20m Swimming Pool and changing rooms
- 1 Dance Studio
- 1 Music teaching room
- 5 Peripatetic music rooms
- 3 Music Studios
- 1 Assembly Hall and Stage

TEACHING AND LEARNING POLICY

Introduction

We need to prepare children to meet the challenges of a rapidly changing world. If thinking is how children make sense of the world then helping them to become more effective thinkers will help them make more sense of learning and life.

At St Piran's we will establish ways to teach all children to think, to understand and develop their learning styles, and to take responsibility for their learning.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum' or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We strive to create thinking children and thinking classrooms in a thinking school.

Values

- i. Our school curriculum is underpinned by Christian values.
- ii. Our school is in full agreement with the values and statements included in the introduction to the National Curriculum Handbooks for Primary and Secondary teachers in England.
There are the main values of our school, upon which we have based our curriculum:
 - We value the way in which all pupils are unique, think and learn in different ways and make progress at different rates. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the pupils in our school.
 - We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims

The aims of our school curriculum are:

- 1 to enable all pupils to understand how they think and learn;
- 2 to enable all pupils to develop their skills to the best of their ability;
- 3 to prepare our young people to become effective learners throughout their lives and thus have the ability to survive, succeed and achieve their full potential in this changing world;
- 4 to teach pupils the basic skills of literacy, numeracy and information technology (IT);
- 5 to enable pupils to be creative and to develop their own thinking skills;
- 6 to teach pupils about their developing world, including how their environment and society have changed over time;
- 7 to help pupils understand Britain's cultural heritage;
- 8 to enable pupils to be positive citizens in society;
- 9 to fulfil the requirements of the National Curriculum and those of the Common Entrance examination for Senior Independent Schools;
- 10 to teach pupils to have an awareness of their own spiritual development, within a clear Christian ethos, and to understand right from wrong;
- 11 to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- 12 to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Learning Processes

'Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.'

(John Holt)

Knowing how to learn is one of the key skills in life.

Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge or understanding, a deepening of values or the capacity to reflect. Effective learning will lead to change, development and a desire to learn more.'

Learning to learn is a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is a belief that learning is learnable.'

(Campaign for Learning)

Our objective, through our curriculum, is to develop in each child the 5R's listed below:

1. Readiness

Pupils will know how:

- to assess own motivation
- to set goals and connect to the learning
- to achieve a positive learning state, including their preferred learning environment
- to use a 'learning to learn' language.

2. Resourcefulness

Pupils will know how:

- the mind works and how humans learn
- to assess their own preferred learning style, including how to take in information
- to seek out and use information, including through ICT
- to communicate effectively in different ways
- to use different approaches to learning.

3. Resilience

Pupils will know how:

- to apply learned optimism and self-efficacy approaches
- to empathize and use Emotional Intelligence approaches
- to proceed when stuck
- to ask critical questions.

4. Remembering

Pupils will know how:

- to use different memory approaches
- to make connections
- to apply learning, including in different contexts.

5. Reflectiveness

Pupils will know how:

- to ask questions, observe, see patterns, experiment and evaluate learning.

Organisation and planning

- i) We plan our curriculum in three phases. We agree a long-term plan incorporating National Curriculum material and that required for Common Entrance. This is reviewed as changes occur in these documents.
- ii) In our medium-term plans, we give clear guidance term by term, year group specific, on the objectives and teaching strategies that we use when teaching each topic. Where we have felt it helpful we have adopted the national schemes of work produced by QCA and used those guidelines in planning. Numeracy and Literacy strategies have been incorporated into our curriculum as appropriate.
- iii) Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- iv) In the Foundation Stage and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

- v) At Key Stage 2 the curriculum at our school places a greater emphasis on subject teaching and planning incorporates the demands of Senior Independent Schools both at 11 and 13 years.

Pupils with special needs

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. For pupils with a special need, we attempt to meet this within our Special Needs Policy.

The Foundation Stage

- i) The curriculum that we teach in the Nursery and Transition class meets the requirements set out in the Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing pupils' skills and experiences, as set out in this document.
- ii) Our school fully supports the principle that young pupils learn through play and by engaging in well-planned structured activities. Teaching in the Transition class builds on the experiences of the pupils in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.
- iii) During the pupil's first term in the Transition class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. At the end of the summer term a further assessment is made so that progress can be monitored.
- iv) We are well aware that all the pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the pupils are being taught and how well each child is progressing.

Key skills

- i) The following skills have been deemed 'key skills' in the revised National Curriculum:
- communication;
 - application of number;
 - information technology;
 - working with others;
 - improving own learning and performance;
 - problem-solving.
- ii) In our curriculum planning we highlight these skills, so that the pupil's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all pupils need to make good progress in these skill areas in order to develop to their true potential.

Curriculum Booklets

Every term, curriculum information is given to parents for each year group with details on the content of the curriculum to be followed in each subject. An example of a curriculum booklet is in the appendix.

Curriculum Management

The Headmaster is responsible for the management of the curriculum assisted by the Director of Studies. The day to day running of the curriculum is managed by the Heads of the various departments.

GENERAL CURRICULUM POLICIES

Presentation Policy

1. All work should be dated and named. In younger classes this may be done by the teacher. Specific details about each subject and their approach to setting out work can be found in the subject handbooks.
2. All individual sheets should be filed by the teacher or placed in a pupil folder. These folders should be kept tidy with current work at the front.
3. Where pupils write in ink then only blue washable ink is to be used. Writing in pen usually begins in Year 4 and is the norm from the end of Year 4. Continuous cursive script is used throughout the school. Full details of the handwriting policy are contained in this handbook.
4. No biro is to be used in formal work.
5. The use of white correction fluid is not permitted

Marking Policy

1. All work must be marked. Even notes must be acknowledged by a tick to show that they are correct and have been checked.
2. Upper and Middle school work is marked in green ink. Lower School work is marked in red.
3. Marking should be focused on the ability and developmental stage of the child and linked to the learning objectives of a lesson. Particular attention should be given to those on the Learning Support register.
4. Marking should inform the next stage of planning for each child's needs.
5. As pupils move through the school the correct use of English should be encouraged by all the staff and all marking should support the teaching of basic English skills.
6. Incorrect spelling should be corrected where appropriate and a number of words appropriate to age and ability may be listed at the bottom of a piece of work for the child to copy out. Technical words for a particular subject should be corrected where appropriate. Word books and word lists should be used to support weaker spellers in specific subject areas.
7. In Upper School, teachers must have a consistent scheme of levels or marks and this must be explained to the pupils in the most appropriate way.
8. Marking should be accompanied by comments that are helpful in directing or encouraging the pupil as to how they can make specific improvements. All comments that require a response must be followed up. Older children should be encouraged to initial comments made by staff.
9. Wherever possible work should be marked and returned to the pupils by the following lesson.

Handwriting Policy

The school operates a policy of teaching a continuous cursive handwriting scheme throughout the school.

Pupils entering the school at Year 5 or above will keep their current style if it is neat and legible. Pupils entering lower down will be encouraged to adopt the St Piran's style.

Work on letters begins in triangular pencil and then normal HB. In Middle School 2H pencil is used. The move to pen is made when ready. Any ink pen is permitted provided it does not have a hard ball tip that prints through the paper, i.e., NO ball point pens. Ink colour is to be BLUE. The move to pen is made when ready. The school suggests a Parker reflex pen be purchased. Moving to pen requires consistent work in pencil. Pupils will normally move to ink pen during Year 4. At this point the Head of Middle School will see the work and a certificate is awarded. This will be given out to the pupil in assembly with a "first" pen.

Please note that left-handers should use the same grip but angle the paper appropriately.

Pupils will normally move to ink during Year 4.

INDUSTRY MARKS

Upper and Middle School pupils are assessed for effort each week in the following subjects: English, Mathematics, Science, French, Geography, History, RE, Art, Music, PE, ICT, DT & PSHCE. Pupils in Years 6, 7 and 8 are also assessed in their second Modern Language of either Latin or Spanish instead of PSHCE.

The following scale is used:

- 5: outstanding effort, awarded rarely
- 4: hard work throughout the week, producing good results
- 3: satisfactory work and effort
- 2: consistently poor work and/or little effort
- 1: a deliberate lack of effort
(If a '1' is given, extra work, to be completed in Study, will be set.)

As a general rule, the marks 1 & 5 should be used sparingly.

All Industry Marks are recorded on a weekly basis by the subject teacher for each class or set that they teach. The marks are to be entered by 6.30p.m. on Thursday evening; work on Friday counts towards Industry the following week.

- Marks not recorded by 6.30p.m. on Thursday are awarded '3'.
- Children who are absent, should be recorded as 3 in red – if there are more than two such marks, then the Deputy Head has responsibility for changing the overall total to 'A' – a mean average mark can then be awarded at the end of the term.

Form teachers will transfer these marks to the individual Industry Cards on Friday. Pupils take the cards home for their parents to sign at the weekend. Cards are returned to school on Monday morning to be discussed with their Tutor.

Marks of pupils in Years 5 to 8 gaining high Industry marks, currently 46 or above, are read out by the Deputy Headmaster during Assembly on Mondays. The two classes with the best average marks receive a shield to display in their classrooms for the week. There are trophies at the end of term for the best pupils in each age-group, and for the winning clan. Pupils with consistently low marks (33 or less) are initially placed on a Tutor Card. They are assessed each lesson for a period of three-five days to ensure that they are making more effort, particularly in their weaker subjects. They may also attend the Study Period.

Middle School Industry marks should be entered by 4.00pm on Friday and are given out on a Monday.

Pupils in Years 3 and 4 with Industry marks of 46 or more have their names read out on a Tuesday in the Middle School assembly. The Class with the best average mark receives a shield to display on the Middle School Information Board for the week. Achievement Awards are awarded by Middle School staff to a pupil in their class who has achieved in any area of school life, whether it is social or academic.

Industry cards

A copy of the Industry Cards appears in the Appendix.

PREP SESSIONS

Prep takes place for children in the Upper School between 4.30p.m. and 6p.m. Pupils in Year 5 staying in school, will have their prep in one session from 4.30 – 5.15p.m. Pupils in Years 6, 7 and 8 can choose whether they do prep between 4.30 & 5.15p.m. or 5.15 & 6p.m. Their chosen activity will take place in the other time slot. Taking prep in school is optional for children in Years 5 & 6.

Prep is seen as a very important part of the school day and as such staff have a responsibility to ensure that this session is both orderly and beneficial. Prep sessions enable pupils to develop an independent learning approach to work and it raises the academic emphasis in the school.

Pupils need to be able to experience opportunities to work independently on a wide range of tasks. These may be:

- 1 Timed
- 2 Open ended work that is a continuation of class work
- 3 Undertaken without any adult help
- 4 Requiring some guidance by the subject teacher
- 5 ICT based preps taken in the ICT Room
- 6 Research based preps taken in the Library/Learning Resource Centre
- 7 Learning of key facts as necessary on some occasions
- 8 Written tasks
- 9 Exam practice in senior years
- 10 Taught sessions by subject/class teachers
- 11 Opportunity for Scholarship / CE (girls) group work

Prep that is set must be appropriate to the individual needs of the pupils and should be sufficient for the allocated time. A prep session is 40 minutes long.

The Director of Studies prepares a detailed prep allocation rota each term. Only Year 7 and 8 have prep on a Wednesday which is taken home to do. Years 7 & 8 may need to take prep home during the week as well. The pupils must write down the set task in their Homework Diary. Prep sessions should always be quiet and work should be handed in at the end of each session and taken to the appropriate subject/class teacher.

HOMEWORK (Lower and Middle School)

Transition has a weekly phonic sound, flash cards and reading every day.

Years 1 and 2 will have reading every evening and at weekends. Along with this, in Year 1 spellings and reading are sent home and in Year 2 spellings, reading and tables are sent home.

Years 3 and 4

Year 3

In school pupils read from the Ginn Reading scheme or a general reading book from the library, as appropriate. They will take home this reading book. Parents are encouraged to hear them read a little every day and encourage them to read alone. There will be reading sessions on the timetable during the week.

On Tuesdays spellings and tables will be set to be learned for the following week. Spellings and tables are tested on the following Monday.

On Tuesdays, a 10 minute numeracy activity will be set. This should be returned the next day.

On Friday, a 10 minute Literacy activity will be set. This should be returned on the Monday. Pupils should spend no more than 20 minutes on the homework activities set. Please stop after that time and sign the homework diary.

Year 4

In school pupils read from the Ginn Reading scheme or a general reading book from the library, as appropriate. They will take home this reading book. Parents are encouraged to hear them read a little every day and encourage them to read alone. There will be reading sessions on the timetable during the week.

On Mondays spellings, and where appropriate, tables will be set. Spellings and tables will be tested on Fridays.

On Tuesdays a 15 minute maths activity will be set.

On Fridays a 25 minute literacy, history or geography based activity will be set. This should be returned on the Monday.

Pupils should spend no more than 30 minutes on the homework activities set. Please stop after that time and sign the homework diary.

ACTIVITIES

Every pupil from Year 5 upwards takes part in an activity programme on Mondays, Tuesdays and Thursdays. There are no activity sessions on Wednesdays or Fridays. Pupils are encouraged to take part in a variety of activities over the course of a year.

There are a variety of activities available to the pupils. In the past, these have included:

- Language: Italian, Latin, Japanese, Mandarin
- Hobbies: Computing, Cookery, Chess, Art and Craft, Cushion Making, Touch Typing, Dungeons and Dragons
- Cultural: Orchestra, Drama, Plays, Lamda
- Sporting: Judo, Swimming, Rugby, Football, Pop Dance, Rounders, Fly-Fishing, Sub Aqua, Sailing, Tennis, Golf, Badminton, Water Polo

Some activities will require a small charge if outside agencies are used.

Middle School children are given the opportunity to take part in some activities, for example, Mindlab, Golf, Judo, Chess and Trampolining. These activities will be charged for as outside agencies are used.

Flexible end to the Day

Pupils in Year 5 and Year 6 may leave at 4.10p.m., 5.10p.m. or at 6.00p.m. Children must select the times they go home at the start of each term.

THE SPORTS PROGRAMME

Growing children need exercise. It is for this reason that sport plays an essential part in life at St Piran's.

The importance of physical education

Physical education develops pupils' physical competence and confidence. All children have a minimum of a PE lesson, a swimming lesson and one games session a week. The emphasis in Physical Education and swimming sessions are on developing a child's health and fitness. These lessons are aimed at educating the children, about the key components of fitness and a healthy lifestyle in a non-competitive learning environment. This can include raising the children's awareness of what the body is capable of achieving and the benefits of leading an active and healthy lifestyle. The Physical Education curriculum at St Piran's is intended to develop a child's balance, co-ordination, strength, agility and flexibility. Due to our wonderful facilities we are able to offer a very broad and varied Physical Education curriculum within a challenging, yet safe environment.

The Games Department ethos is slightly different to the Physical Education Department in that it is both selective and competitive. The wide range of sports includes Rugby, Hockey, Swimming, Netball, Rounders, Riding, Soccer, Cricket, Athletics, Gymnastics, Cross-country and Tennis. The purpose of games sessions is to develop and improve the children's skills that are required to play sports. Such key attributes include spatial-awareness, sportsmanship, determination, teamwork and co-operation. During games sessions children are coached in small groups and to a high standard. It is the aim of the games department to enable the children to experience all the major team games, and to extend their natural abilities to the full.

Ultimately the children will have the opportunity to put these skills to the test by competing in inter-school fixtures. At present girls play about sixteen different schools among all age groups and the boys about twelve. Sports fixtures are arranged for boys from Year 3 (under 8) up to Year 8 (under 13) and for girls from Year 4 to Year 8. The sports department endeavours to get every child involved in at least one competitive fixture each term. In order to get the best out of each individual's ability, fixtures are arranged to challenge the children. This generally means that teams are selected on ability. However there are other factors such as attitude, effort and behaviour that may influence selection. We also try to arrange as many competitive fixtures for the top teams as possible. With the growth in the number of teams playing competitive matches, there are plans to increase the number of fixtures played at the weekends. This would require the support and transport assistance from a large number of parents. This extra commitment from parents, children and staff is greatly appreciated and crucial if we are to offer greater sporting opportunities to more children at St Pirans.

BOYS SPORTS AT ST PIRAN'S

<u>AUTUMN TERM</u> Rugby	<u>SPRING TERM</u> Football	<u>SUMMER TERM</u> Cricket
1st XV	1st XI 2nd XI	1st XI 2nd XI
Colts A XII Colts B XII	Colts A XI Colts B XI	Colts A XI Colts B XI
Under 10 A IX Under 10 B IX Under 10 C IX	Under 10 A VIII Under 10 B VIII Under 10 C VII Under 10 D VII	Under 10 A XI Under 10 B XI
Under 9 A IX Under 9 B IX Under 9 C IX	Football/Hockey Under 9 A VII Under 9 B VII Under 9 C VII	Under 9 A XI Under 9 B VIII Under 9 C VIII
Under 8 A VII Under 8 B VII Under 8 C VII Under 8 D VII	Under 8 A VI Under 8 B VI Under 8 C VI Under 8 D VI	Under 8 A VIII Under 8 B VIII Under 8 C VIII

GIRLS' SPORTS AT ST PIRAN'S

<u>AUTUMN TERM</u> Netball	<u>SPRING TERM</u> Netball/Hockey	<u>SUMMER TERM</u> Rounders
Senior Colts VII	Senior Colts VII/XI	Senior Colts
Colts A VII Colts B VII	Colts A VII/XI Colts B VII/XI	Colts A Colts B
Colts C Squad	Colts C Squad	Colts C Squad
Under 9 Squad (Hi Five)	Under 9 Squad	Under 9 Squad

PE FOR BOTH BOYS AND GIRLS

<u>CHRISTMAS TERM</u>	<u>SPRING TERM</u>	<u>SUMMER TERM</u>	<u>ALL YEAR</u>
Dance & Movement	Cross Country (VI's)	Athletics	Swimming
Badminton	Basketball	Tennis	Water polo
			Synchronised Swimming
			Personal Survival

Protective Equipment

- All boys and girls at St Piran's from Year 3 - 8 must have a heavy-duty dental mouthguard, which can be supplied by O-Pro unless otherwise instructed. The moulding and ordering will be organised by The Games Department for the end of the Summer term in order for the mouthguards to be ready for the first week back in September.
- Although not compulsory at the moment, I would recommend that boys wear IRB approved head guards whilst playing rugby. Details from the Games Department.
- All boys and girls from Year 3 - 8 must have either plastic moulded football boots, or football/rugby boots with kitemarked safety studs - either rubber or aluminium.
- Boys and girls in Year 3 are recommended to purchase the football boots with the Velcro straps, as laces can cause a long delay in changing at this age. Details at www.myfirstboot.co.uk
- All boys and girls must have shin pads for both hockey and football matches.
- All boys playing cricket must wear a helmet whilst batting or wicket keeping, regardless of ability.

At St. Piran's we offer many opportunities to participate in a wide variety of sports. There are many sporting clubs, outside school, within the local area that will enable your child to develop and progress further in their favourite sports. The Sports department has forged links with many of these clubs and will be happy to recommend those that have excellent youth sports programmes.

Contact Details of Games Department:

Miss Katie Gibbs – Head of Girls' Games

Mr Ed Barnett – Head of Boys' Games

Email: games@stpirans.co.uk

Office telephone: 01628 594327

ASSESSMENT

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, pupils and parents are all working together to raise the standards of the children.

Aims and Objectives

The aims and objectives of assessment in our school are:

- 1 to enable our pupils to demonstrate what they know, understand and can do in their work;
- 2 to help our pupils understand what they need to do next to improve their work;
- 3 to allow teachers to plan work that accurately reflects the needs of each child;
- 4 to provide regular information for parents that enables them to support their child's learning;
- 5 to provide the Headmaster and Governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

- i) We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject and teacher to teacher.
- ii) We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- iii) We use the National Literacy Strategy, National Numeracy Strategy and the national schemes of work produced by QCA to support our teaching where appropriate.
- iv) We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson and the level of fulfilment of these outcomes determines the planning for future lessons.
- v) At various points key assessments will be made in the form of tests or exams, which may be external or internal.

Upper School Exams – specific detail

Year 5: English, Maths and Science exams take place in late November. There is on-going assessment of History, Geography, RE and French. All subjects will have exams towards the end of the summer term, which will be based on the most recent work that they have done during the Summer and Easter terms.

Year 6: English, Maths and Science exams take place in late November. These will constitute mock 11+ Common Entrance exams for the girls. On-going assessments will take place for History, Geography, RE and French. In the Summer Term a full set of exams are taken in June.

Year 7: A full set of exams will be taken in January and June.

Year 8: A full set of exams will take place in November and March. The March exams will be CE mocks. The full Common entrance exams will take place as usual in June.

REPORTING TO PARENTS

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. These strategies will include parents' meetings, written reports, exam summaries and informal contacts as required. For new pupils to the school joining from Year 3 and above, staff write New Pupils' Settling In Reports at the end of their first half of term.

Reports are sent out twice a year to children in the main school. Upper school reports are written in December and July. Middle and Lower school reports are written in February and July.

PARENTS' EVENINGS

Various Parents' Evenings are held during the year. These are detailed in the termly calendar and information is sent out to you as a reminder in the weeks preceding each meeting.

There are termly evenings in Lower and Middle School for parents to meet teachers and discuss their child's progress.

In Upper School there are two formal parents' evenings a year for each year group with the exception of Year 8 who have just one.

FEEDBACK TO PUPILS

- i) We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.
- ii) We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the pupil's work during marking.

CHOOSING A SECONDARY SCHOOL

The decision making process in choosing a secondary school is one of the hardest for parents. Ideally you want to get it right first time and because of that, the process starts fairly early on at St Piran's. The times that most children leave St Piran's is at the age of 11, i.e. at the end of Year 6 and at the age of 13, i.e. at the end of Year 8. As a school, we have no specific Public School we feed on to, rather there is a whole range. A list of these schools is available from the office.

Girls' 11+ Common Entrance

Girls entering Independent schools at 11+ take either an individual entrance exam for a school or the 11+ Common Entrance Exam. There are generally 3 papers, English, Maths and Science, with Verbal Reasoning a possibility at some schools. Because the Common Entrance syllabus is different, to some degree, to the National Curriculum, the girls are prepared specifically for these entrance papers during the Summer Term in Year 5 and the Christmas Term in Year 6.

If your daughter is going to leave at the end of Year 6, a decision needs to be made by the end of October as to which Independent school you will be entering her for. At this stage a comprehensive report is sent to the schools on each child and this can be crucial to a child's acceptance by a Senior school. After the entrance exams, results and offers of places are generally made two to four weeks later.

During Year 4 and 5, parents are advised to try to visit a variety of schools which appeal. Draw up a short list and then it is sensible to have a meeting with the Headmaster early in Year 5 to discuss the choices.

Boys 11+ Entrance Exams

Boys moving onto other Independent schools at the age of 11 are not prepared in a specific way. These schools indicate that their entrance papers are set to test National Curriculum Key Stage 2, Level 5 work, which is covered in the normal way in class based teaching.

11+ Grammar School Entry

At the age of 11, a few children move on to Grammar Schools in Buckinghamshire and Berkshire. Parents wishing their children to sit the 11+ Verbal Reasoning Entrance Papers for Buckinghamshire Grammar Schools need to contact the LEA directly, during Year 5, prior to taking the exam in the Christmas Term of Year 6. You will need to indicate on the application form that the school is happy for the exams to be taken at St Piran's. These exams consist of two separate Verbal Reasoning papers and are normally scheduled for the last week before half term in October. The results are given back to you by the end of November but a decision on the allocation of a place at a Grammar School is not finalised until March. The school at present doesn't do any formal preparation for the 11+ exams, but the children do take Verbal Reasoning papers during Year 5, which the school use for their own diagnostic purposes. Once your child's name has been entered you will receive familiarisation and practice papers which you will be able to use during the summer holidays, prior to coming back into Year 6. Many parents undertake private tuition as well for these papers, although the recommendation by the LEA is that this is not necessary.

The system for the Berkshire Grammar Schools is similar, but parents have to contact the individual schools directly to have their child's name entered on the lists. The examination procedure is slightly different, in that these exams are taken at the individual schools.

St Piran's makes no recommendation that children are either a Grammar School child or not, although at a meeting with the Headmaster guidance will be given.

Boys and girls 13+ Common Entrance

Those children who stay at St Piran's to the age of 13 are fully prepared for the 13+ Common Entrance exams and Scholarship exams that are required. If this is the path you wish to follow, it is important to have an idea which school your son or daughter will be going by the end of Year 5. Some Senior Public schools are heavily oversubscribed, e.g. Eton, Charterhouse, Wellington and Marlborough College. These schools, in particular, will need to have names on their lists as early as possible, ideally by the end of Year 4, or early in Year 5 at the latest.

It is important to have a discussion with the Headmaster at an early stage to confirm which school you are likely to be heading towards, so that appropriate guidance can be given. The school holds a lot of prospectuses for Senior Schools, which parents are able to borrow. Alternatively, lists can be given out which contain phone numbers of the Registrar's office and some brief details about the school for parents to phone up and receive their own prospectuses. Because the process can be quite long winded it is important to have a fairly broad mind initially, with maybe six or so schools in mind that you like the look of. After a meeting with the Headmaster, whittle these down to three or four that you would like to go and see on either an Open Day or a specific personal visit. Again a further conversation with the Headmaster would confirm whether your child has the right academic background for the chosen school and in conversation we would talk through the various possibilities and the best school for your son or daughter.

The deadline for entering children for 13+ Common Entrance in June is March 1st of Year 8, but children will need to be registered with their Senior Public Schools well before that to ensure that they are eligible for a place. Common Entrance exams are typically held in the first week of June, straight after half-term and take place over three or four days. Results are then sent back to St Piran's a week later, when parents are informed. If the right discussions have been held, generally speaking, children have been matched up with a school that is accessible to them. However, it is possible that children will fail Common Entrance, in which case, the Headmaster will spend a considerable amount of time endeavouring to find a second place school. The Common Entrance papers themselves, are marked by staff at your first choice school. Each school will have slightly different marking criteria, although this is becoming more uniform. Each school, therefore, will set a slightly different percentage pass mark for their candidates.

The Common Academic Scholarship papers are sat in the February of Year 8. The school will discuss with you, well in advance and probably during Year 5, whether or not your son or daughter would be a Scholarship candidate for a Senior School. Scholarships exist in many forms and each Senior School will offer a different range. Some will purely offer Academic Scholarships, others will offer a variety of Academic, Music, Arts or All-rounder Scholarships. Sometimes these are only eligible for children from certain backgrounds, e.g., old pupils of senior schools etc. The Headmaster holds a list of all the various possible Scholarships that are available to Senior Schools and this will be discussed with you if it's deemed appropriate that your son or daughter has Scholarship potential.

Above all else, keep the school informed of what your thoughts are about a choice of senior school and we will be able to advise you along the way.

PASTORAL CARE

Each class teacher has the responsibility for the pastoral care of the pupils in his/her class. There is a member of staff responsible for the specific welfare of the girls.

In addition, pupils in the Upper School are placed in Tutor Groups. These groups meet for one lesson each week.

THE ROLE OF THE CLASS TEACHER

The class teachers oversee the day-to-day running of their classes. They deal with issues that relate to the specific age group of the class. They complete the Industry Cards each week and ensure that these are taken home to parents. They are the first port of call on a daily basis for parents who need to discuss any problems, particularly within the peer group. They liaise with parents on a formal basis at parents' evenings and arrange further meetings with parents, should these prove necessary. Upper School class teachers take the weekly PSHCE lesson for their classes. A class teacher's report, for Lower and Middle School pupils, is written half yearly, in February and July.

TUTORS AND THE TUTOR SYSTEM - Upper School

At the weekly tutor group meeting, tutors discuss matters of concern both with individual pupils and with the group as a whole.

Tutors monitor the pupils' Industry Marks and discuss the marks individually with the pupils. Tutors encourage the senior pupils to be leaders within the group and take some responsibility for the well-being of the younger pupils.

Tutors monitor the behaviour of their pupils through the clan mark system and give advice and encouragement to pupils who consistently get 'minus' marks.

At the end of the Christmas and Summer Terms the tutor writes a report to the parents on the pupils in his/her group. The reports contain information about academic and sporting achievement, general behaviour and also about extra-curricular achievements (plays, music, choirs, activities etc). Pupils in Year 7 receive a Mid Year Report in the Easter Term which indicates the results from the January exams. There is a brief comment on this from the Tutor and the Headmaster. Tutors will make contact with their tutees' parents either at The Meet the Tutor evening, parents' evenings or at mutually convenient times during the year.

Pupils are encouraged to share any concerns they have with the Headmaster, class teacher, or their tutor. Pupils must feel that they can talk to any member of staff that they choose.

ANTI - BULLYING PROCEDURE

All pupils are issued with a leaflet outlining the school's policy on anti-bullying (see appendix). Form teachers/tutors discuss this with their pupils on a regular basis.

A pupil who feels that he/she is being bullied must feel able to approach any adult. It is the responsibility of that adult to follow up any concerns according to the procedures laid down in the bullying book.

CHILD PROTECTION OFFICER

For all matters relating to child protection issues the Child Protection Officer should be notified. This is the Headmaster and in his absence one of the Deputy Child Protection Officers - Matron or the Deputy Head.

DISCIPLINE POLICY

Middle and Upper School

There will be occasions on which a 'minus' mark is considered an insufficient or inappropriate punishment for a particular offence. In such cases the procedure is as follows:

If the offence is very serious, the child must be reported immediately to the Headmaster, or, in his absence, the Deputy Headmaster.

For other offences, staff may choose a suitable form of punishment to administer themselves. Such punishments may include one of the following:

- 1 staying in at free time
- 2 copying neatly from a book
- 3 litter picking
- 4 additional classroom jobs

Persistent offenders should be mentioned at a staff meeting for all staff to discuss.

See Expectations leaflet in Appendix.

Use of Study Period

Pupils whose class work or prep is inadequate may be sent to Study from 5.15pm on Monday, Tuesday and Thursday, to complete their work adequately. Pupils who are given a '0' on their Industry card will also be sent to Study to catch up on missed work.

Disciplinary Procedures in the Classroom

Staff exercise firm but fair discipline at all times in the classroom. In general, most offenders are quickly dealt with, by being admonished, set apart from the rest of the class, or set work in the particular subject. However, if further backup is necessary, the procedure is as follows:

The member of staff reports the incident initially to the Deputy Head, if a disciplinary matter, or, in the case of continued bad work, Director of Studies. They will then arrange to see the offender and administer a suitable punishment. If there is direct conflict between a pupil and a teacher (e.g. insolence or deliberately refusing to do work) the teacher should report directly to the Headmaster.

Lower School Discipline

The Form Teachers of Lower School will be responsible for the discipline of pupils in their classes. If other staff have cause to punish a Lower School pupil, they will report the fact directly to the Form Teacher.

However, if further support is needed, the procedure is as follows:

The Head of Lower School will arrange to see the offender and administer a suitable punishment.

Punishment may include:

- 1 staying in for a short period during break
- 2 having to hold the duty teacher's hand for a period
- 3 spending a short time in one of the Transition classes (if a Year 1 or 2 child)
- 4 having to sit away from other class members

Possible alternatives,

- 1 using 'circle time' to discuss relationships or problems
- 2 speaking quietly with the child about difficulties
- 3 keeping all members of staff informed of difficulties, particularly lunch time supervisors
- 4 having the child observed - observations reported back to class teacher and Head of Lower School.

Serious Incidents

If, in a teacher's view, a serious incident takes place, it must be reported verbally to the Headmaster at the earliest opportunity so that appropriate action can be taken. A written report will be asked for by the Head explaining what exactly happened.

If there are matters of serious concern raised during parents' evenings, they should be reported in writing to the Headmaster.

In the course of a term, teachers will regularly discuss pupil's progress with the pupil's parents. If, however, a matter of serious concern arises, this should be reported in writing to the Headmaster.

If a Child is Missing

If a child is missing, the Headmaster will be told immediately. Pupils who were most recently with the missing child will be closely questioned and a search made of the school buildings and grounds.

If the missing pupil cannot be found quickly, the pupil's parents will be notified in case he/she has gone home. Failing this the police must be informed. Once the child is located, he/she will immediately report to the Headmaster. The child's parents will be contacted and also be seen by the Headmaster.

SCHOOL OFFICE AND SECRETARIES

The School Office is situated opposite the Headmaster's Office and accommodates the Headmaster's Secretary, Registrar and School Secretary. The Office is open from 8am to 6pm each day (except Wednesdays when it is open until 5pm). The Bursar and Financial Bursar have their own offices at the top of the stairs by the main school office.

CLAN SYSTEM

There are four Clans, named North, South, East and West. Each new pupil is assigned to a clan and his younger brother or sister will automatically be placed in the same clan.

Each Clan has its own colour:

Red (SOUTH), Green (EAST), Yellow (WEST), Blue (NORTH)

The Senior Boys and Girls take on the responsibility of leading a Clan. All staff are assigned to a clan with one particular member of staff being the Clan Supervisor ("Super").

Clan meetings for pupils in Middle and Upper School take place two or three times a term on a Monday during assembly time when staff and the senior pupils can lead the worship aspect as well as Clan matters. The senior boys and girls are expected to take a major part in this.

Other assembly items may be:

- 1 Focusing on inter-clan competitions and selecting who will participate when.
- 2 Talking about pupils who are being successful in their Industry Cards and Pluses/Minuses and developing a Clan identity and loyalty.
- 3 To motivate the members of the Clan to give of their best.
- 4 Listening to results of Inter Clan events and practising for forthcoming events.
- 5 Discussing a Clan Charity that they could support.

A possible division of clan activities might be as follows:

<u>Christmas Term</u>	<u>Easter Term</u>	<u>Summer Term</u>
Rugby	Hockey	Cricket
Netball	Football	Athletics
Music	Cross Country	Tennis
Academic	Debating	Rounders
	Music	Academic
	Academic	Music
	Quiz	Chess
	Swimming	Water Polo

Staff Allocation To Clans

The division has been totally arbitrary except that games staff have been split up and a gender balance encouraged as far as possible!

NORTH	SOUTH	EAST	WEST
A Wyatt	D de la Fuente	C Hazine	J Quinn
J Gibson	L Martin	J Scrace	B Jones
M Wilson	J Fricker	A Burnage	A Lewis
N Williams	T Robinson	A Gaze	T Hornett
S Warman	M Christie	F M'Crystal	G Das Gupta
R Vomiero	Z Starr	J Crick	D Tooze
D Holdway	A Brown	V Sultana	A Ansell
J Kurpiel	E Barnett	A Haughey	
		A Robertson	
		K Gibbs	

Clan Points

Middle and Upper School

Pupils receive a 'plus' clan point for performing helpful tasks around the school; these are generally given by staff for jobs such as tidying the classroom or collecting books etc, but they may also be awarded for finding an item of lost property or doing a particular duty very efficiently. Staff record the plus mark by putting their initials against the child's name in the clan points list. At the end of each term an outing is arranged for the 36 children receiving the highest number of pluses. These are the 6 highest scores in each Year group from Years 3 – 8. This might take the form of a bowling or a cinema trip. In addition, children in Years 3 – 6 receiving 45 plus points or more will receive a badge, in their Clan colour, which they can keep in recognition of their achievement. Children in Years 7 & 8 need 90 plus points to receive a badge.

Clan points (plus or minus) may be awarded for significant pieces of academic work and effort. Effort (or lack of it) is reflected more importantly in the weekly Industry Mark given to each pupil in each subject.

Pupils receive a 'minus' clan point for misbehaviour during non-lesson times, e.g., poor behaviour in changing rooms, in queues and waiting outside classrooms. He/she may only receive **one** minus clan point for a particular offence.

The minus mark should be noted as soon as possible on the clan points list. Pupils receiving three or more minus clan points in any one week (regardless of the number of pluses he/she may have gained) must report to the Deputy Headmaster, who will take further action.

Pupils who consistently accrue too many minuses over a term are sent to the Headmaster.

In practice, almost all pupils end the term with considerably more 'pluses' than 'minuses'. The system is intended to encourage the majority, while acting as a clear deterrent to those who cannot behave in a socially acceptable manner.

Lower School Reward Systems

Each year group has their own reward system which is explained to the class groups at the beginning of the year.

Transition

- i) Smiley faces for effort and achievement and an annotated comment.
- ii) Stickers will be on-going as daily reward.

Year 1

- i) Effort blocks - this is a whole class reward system given for all areas of development.
- ii) Stickers for individual rewards.
- iii) Spelling certificates at the end of each term.

Year 2

- i) Star charts for spelling and times tables. The pupils with gold stars receive a certificate at the end of each term.
- ii) Stickers will be on a daily basis.

Lower School Awards

- i) Golden Book Award - the pupils' names are placed in the book and a golden badge is awarded for the week (this is to highlight all areas of achievement).
- ii) Handwriting Award - the pupils are awarded a pencil for continuous and well-formed cursive script.
- iii) Swimming certificates.

These awards are given out during Assembly by Head of Lower School.

PUPIL RESPONSIBILITIES

This aspect of the school is currently being looked at closely by management and staff with a view to improving the Leadership training that we offer the senior pupils in the school.

However, currently the system runs as set out below:

Head of School and Deputy Head of School

Pupils from Year 8 are chosen to be Head of School and Deputy Head of School by the Headmaster in consultation with the staff. The announcement is made on Speech Day prior to the start of the summer holidays. They wear a crested tie to denote their status. At the beginning of the Christmas term, the Head of School and Deputy Head of School will be given support in how to carry out their duties along with the other Prefects that may have been appointed. The post of Head of School or Deputy Head of School is open to both boys and girls.

Leadership

Prefects

Pupils in Year 8 may be eligible for the position of Prefect. This is decided by the Headmaster in consultation with the staff. These pupils have particular strengths in areas of the school and certain expectations of behaviour and conduct expected of them. The Prefects wear the Prefects tie to differentiate them from others in Years 7 and 8. Privileges that are given to these prefects include a weekly tea for Prefects with the Headmaster, a special treat at the end of each term, the ability to go to the front of the lunch queue and also to be acknowledged at all times by the staff as children of a particular status and standing. In return they need to have high organisational skills of presentation, time management and communication. They need to be courteous and positive with adults, have self discipline and integrity.

Children entering Year 7 begin a structured programme of activities, visits and instruction in order to prepare them for entry into senior independent schools after 13+ Common Entrance.

The three overriding tenets of the programme are:

Confidence – so that they leave school sure of their own abilities;

Integrity – being honest;

Potential – and recognising their ability to develop in the future

On one day every fortnight, children miss Prep (which must be caught up in their own time) and activities, to follow a structured programme of instruction in skills which, in addition to leadership, include key teamwork, communication, empathy, honesty, etc. These skills are taught by a mixture of external instructors and teachers involved with the programme. Children are able to build a portfolio of their achievements over the two years.

Within the school day, children in the programme are given specific responsibilities which they should carry out. These include being seconded to different younger forms each half term. Here, they hear readers, help with written tasks and build up a rapport with the younger boys and girls in the form. Senior pupils also have duties to carry out around the school, including helping with Little Tea, the lunch queue, in the changing rooms and outside during break times.

Senior pupils are expected to set high standards in their appearance, as well as in manners, courtesy and general conduct around the school. Only by doing this can they expect younger children to respect them if asked to do a job.

Progress is monitored through the use of the 'Leadership Card'. This card is carried around by each child on a day-to-day basis and monitors three areas of each pupil's school life: industry, Clan points and use of individual initiative.

PROCEDURE FOR HANDLING PARENTAL COMPLAINTS

The full Parents' Complaints procedure is set out in the appendix. Copies are available from the school office.

SECURITY ARRANGEMENTS

The school has installed CCTV at the front of the school and a number of keypads on entrance doors around the school. These serve to provide a safer environment for the pupils.

It is the responsibility of all employees of, and parents of children at, St Piran's School to challenge strangers not wearing a visitors' badge. If there are any serious concerns, please notify the Headmaster immediately.

TERMLY CALENDAR

Each term, the school produces a calendar of events. This includes as much information as possible that will help parents organise their family life in conjunction with school events.

CHAPEL

There is a Chapel Service every Friday afternoon at 5.15pm. All children in Years 5 to 8 will attend. The Headmaster takes the service and staff on duty for the Chapel Service will also attend. There is a visiting speaker. It is a family style service and parents are more than welcome to attend.

CATERING

All food is prepared and cooked on the premises by a catering company. There is a full lunch provided for all the children in the Dining Room. A four weekly rotating menu is prepared, a copy of which can be requested from the office. Break time snacks and drinks are provided for the children in the Dining Room. Parents are expected to provide packed lunches for day trips and visits.

PARKING AND DROPPING OFF CHILDREN

Children are expected to be in school according to the times as set out in the daily routines. Children in Middle and Upper School should be dropped off at the main entrance of the school from where they can get to their classrooms. Children in Nursery and Lower School should be escorted to their classroom by parents. Children in Year 2 will become increasingly confident during the year and may be dropped off at the main entrance during the summer term. Only staff members park in the staff car park opposite the Library.

NEWSLETTER

A weekly newsletter is compiled through the office for distribution to parents. Parents and staff are asked to have all information for that week's newsletter handed in to the office by Thursday lunchtime.

ST PIRAN'S SOCIETY

This is the society for parents in the school to be involved in fundraising and social events. They meet as a committee once a month during term times. There are parent representatives from each class as well as three staff members. The Headmaster is also on the committee.

SCHOOL UNIFORM

Our school uniform can be purchased from John Lewis in Reading and Hawkinsport in Bourne End. Our full uniform lists are in the Appendix.

SECOND HAND UNIFORM SHOP

The second hand uniform shop is located in the room next to the Cookery Room (use the Main School entrance, by Matron, and take the corridor behind the Deputy Head's office). It is open every Tuesday and Thursday morning, from 8.30 – 9.30 a.m. and is run by volunteers from the parent body. Items of uniform of good quality can be left there by parents. A price will be fixed by the second hand uniform team and proceeds will be split with some money going to school and some going to the parent. Clothes to be left should be clean and ironed and blazers dry cleaned.

MATRON AND MEDICAL CARE

A full time Matron is employed by the school. Her room is situated alongside the main visitors' entrance into the main part of the school building. Her responsibilities are to look after the physical well being of the children during their day at school, dealing with most minor injuries and complaints. A comprehensive medical record is kept on all the children and parents are encouraged to inform the school of any changes that the children might undergo with regard to their medical requirements. If children require medication to be given to them during the day this should be handed in to Matron in a bottle which is clearly labelled with the name of the child and the appropriate dose to be given out. A form giving permission for medication to be administered needs to be completed at the same time. If children require more serious medical attention then they will be taken to the nearest accident and emergency hospital. Parents are expected to have completed a medical form enabling this to take place. Matron can be contacted on 01628 594311.

MUSIC LESSONS

All children in the school receive Music lessons as part of their curriculum studies. Individual peripatetic lessons are arranged generally from Year 3 upwards. At the current time 12 peripatetic teachers visit the school and well over 100 lessons are taught. A variety of musical instruments are played which include the piano, oboe, violin, saxophone, electric guitar, percussion, to name but a few. A separate charge is made for this payable on the termly account. Further information can be gained from the Head of Music, Mrs Linda Martin, who can be telephoned on 01628 594344.

EXTENDED DAY AND HOLDING

Children who are in Lower School who need to wait for a pick-up at 4p.m. with their siblings are looked after in a holding group by members of staff. From 4p.m. we operate an Extended Day facility in the Lower School Hall. Children receive a light tea of fresh juice, sandwiches, fresh fruit and crisps and have the opportunity to play outside, to do homework, to read quietly, to watch videos, play games, etc under the close supervision of two members of staff. Parents are requested to contact Matron should they require their children to attend Extended Day. There is a charge for Extended Day which is added on to the termly bill. Further information on this can be obtained by phoning the school office.

ST PIRAN'S ASSOCIATION – PAST PUPILS

This is an association of past pupils. A comprehensive data base is kept of all those who have left the school since the Society was started. An increasing number of events are held throughout the year to encourage past pupils to return and to reminisce about the good old days at St Piran's. On leaving St Piran's at the end of Year 6 or Year 8, pupils are asked if they wish to pay a very small joining fee for the association. Full members will receive an annual newsletter and invitations to a variety of events that occur. The current chairman of the association is Mr Charles Tippet, son of a previous Headmaster. Further information about the association can be gained by contacting the Headmaster at school.

APPENDIX

PROCEDURE FOR HANDLING PARENTAL COMPLAINTS

Introduction

St Piran's School aims to educate and care for its pupils in a way that fully meets the expectations of their parents. But difficulties and misunderstandings may occur from time to time with the result that parental expectations are not met. St Piran's has established this procedure with the intention of meeting the concerns of parents before they develop into complaints and of resolving complaints that do arise as effectively as possible.

This procedure also meets the requirements of the Education (Independent School Standards) (England) Regulations 2003¹.

Background and summary of process

St Piran's is responsible with parents for the welfare of its pupils and for enabling them to develop in a happy environment and reach their full potential. The communities of teachers and of parents of pupils at St Piran's comprise individuals who inevitably have differing views of how best to discharge this responsibility, based on different experiences. These differences of view are to be expected both within the teaching community and within the parental community and between parents and teachers, despite the shared interest in the welfare and development of pupils. Given that there will be such differences, it may not always be obvious when a parent should express a concern or make a complaint.

St Piran's would prefer the parents of its pupils to raise any concerns they may have about the education and development of their children or about any aspect of the running of the School or any part of it, at the earliest possible time. Addressing a concern before it becomes a complaint is in the best interests of pupils, parents and the School, but it can only happen if the School is aware of the concern.

St Piran's sees a complaint as an expression of dissatisfaction about a real or perceived problem in relation to which a parent thinks that the school or one of its staff has done something wrong, has failed to do something it should have done, or has acted unfairly or impolitely. Most parents will have concerns of some sort about their children's education at some stage. To ensure that such concerns do not become complaints St Piran's wants parents to make use of this procedure to resolve concerns as well as complaints.

The procedure is in three stages. The first stage is an informal stage in which parents should raise their concerns orally with a teacher or with the Head. The second stage is a more formal stage, in which parents may raise their concern or complaint in writing with the Head. The third stage is intended for matters that cannot be resolved through the first two stages and is a reference to a Complaints Panel. These stages are described in more detail below.

Stage 1 – Informal Resolution

St Piran's hopes that most concerns and complaints can and will be resolved quickly and informally.

Parents with a concern or complaint should normally raise it with their son or daughter's form teacher. If the teacher cannot resolve the matter alone he or she may refer it to the Head. A parent may raise the matter directly with the Head if this seems appropriate (for example if the matter concerns the conduct of the form teacher).

Where a matter is referred to the Head he may ask a Deputy Head or another member of the teaching staff to handle it.

The person handling the complaint on behalf of St Piran's will make a written note of the concern or complaint and the date on which it was raised. St Piran's aim is that concerns and complaints raised informally should be addressed within seven days of being raised.

Stage 2 – Formal Reference to Head

If a concern or complaint cannot be resolved informally within seven days or if the way in which the concern or complaint is addressed is not satisfactory to the parents who raised it, then the parents may put their concern or complaint in writing to the Head.

The Head will decide, after considering the concern or complaint, the appropriate course of action to take. In most cases the Head will speak to the parents. It is likely that the Head will need to investigate the matter or to arrange for a Deputy Head or other member of staff to conduct an investigation on his behalf. The nature of the concern or complaint and of the investigation that is required will determine when the Head will speak to the parents and whether it is necessary to discuss the matter with them on more than one occasion.

Receipt of a formal reference of a concern or complaint to the Head will be acknowledged immediately in writing. St Piran's will aim to complete Stage 2 references within fourteen days of their receipt whenever possible and will complete them within twenty eight days of receipt.

The Head will keep or arrange for the keeping of written records of all meetings and interviews held in relation to a Stage 2 reference.

The Head's proposals for resolving the concern or complaint will be put in writing to the parents who raised the matter, with reasons for the proposals.

Stage 3 – Reference to a Complaints Panel

If a complaint cannot be resolved through the first two stages of this procedure, or if parents are dissatisfied with the proposals for resolving their complaint made through those stages, then they may apply in writing to the Head for the matter to be referred to a Complaints Panel.

A Complaints Panel shall be appointed by or on behalf of the Head within seven days of receipt of the application for a referral to it and shall consist of a chair person who will be independent of the management and running of the school and at least two other people drawn from the governing body or teaching staff who were not directly involved in the matters detailed in the complaint.

A Complaints Panel shall ensure that the parents bringing a complaint have the opportunity to meet the Panel on one or more occasions to present their complaint. The parents may be accompanied at such hearings by up to three advisers or friends of their choice provided that the Panel may agree to additional representation if requested by the parents.

The proceedings of a Complaints Panel shall be recorded in writing.

A Complaints Panel may adopt such additional procedures and conduct such investigations as it sees fit for considering a complaint.

A Complaints Panel may make such findings and recommendations as it deems appropriate in the light of its consideration of the complaint, of the response of St Piran's to the complaint and of its investigations.

A Complaints Panel shall give a written copy of any findings and recommendations it makes and of its reasons for such recommendations to the parents bringing the complainant, the Chairman of Governors, the Head, and, where relevant, the person complained about within six weeks of its establishment.

Confidentiality

Correspondence, statements and records relating to individual complaints will be kept confidential by St Piran's except where the Secretary of State or a body conducting an inspection under section 163 of the Education Act 2002 requests access to them or where disclosure is necessary for the purpose of disciplinary or related proceedings in relation to staff of St Piran's or is otherwise necessary in the interests of pupils in the reasonable opinion of the Head.

Further Records and Provision of Information

In addition to the records referred to above, St Piran's will keep a written record in relation to each concern or complaint dealt with under this procedure of whether it was resolved at Stages 1 or 2 or proceeded to a Panel hearing.

St Piran's, on request, will provide to parents of pupils and of prospective pupils, the Chief Inspector of Schools, the Secretary of State or a body approved for the purposes of section 163(1)(b) of the Education Act 2002 the number of complaints recorded under stages 2 and 3 of this procedure during the preceding school year.

Disability and Accessibility Policy

Admission to St Piran's depends upon the criteria set out in our Admissions' Policy. The school must feel sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers so that there is every chance that the pupil will have a complete, happy and successful school career.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The school asks parents to complete a disability form in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards appropriate. Subject to this the school will be sensitive to any requests for confidentiality.

One of the obvious problems which the school has, in common with many other schools, is its layout which covers a wide area and consists of many separate and older buildings of several stories and without lifts, which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the resources for one subject in one place. This requires pupils to go from classroom to classroom, often up and down stairways in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

The school has set up a Disability Policy Review Committee who also meet as the Health and Safety Committee and consists of the Headmaster, the Bursar, the Head of Games, Matron, Head of Activities and the Head of Science. Other staff may be co-opted as additional members whose experience may be of assistance. The committee's terms of reference are:

- (i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- (ii) to make recommendations with a view to improving the accessibility of its education in its many aspects to pupils and prospective pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- (iii) to prepare the school's disability Policy;
- (iv) to prepare the school's Accessibility Policy;
- (v) to review such plans and policies as necessary and at least every 2 years.

The following areas have been considered in detail by the Committee with the results set out below:

Admissions:

The Committee has reviewed the school's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) and has introduced a form (to be treated as confidential if the applicant or parents require) giving the school details of the nature and effect of any disability so as to enable the Headmaster to open discussion with parents about the problems that would be faced and any reasonable adjustments the school might be able to make.

As already indicated, because of the limitations of the reasonable adjustments that can be made, it will be made clear to parents of prospective pupils the problems facing a pupil with disabilities as they progress through the school, especially the transfer from Lower to Middle and Upper School.

The school is not suitable for children with serious mobility problems.

Physical layout of the School

The Committee has considered these areas and identified the following problems:

- an old building
- several floors
- unsuitability for lifts
- a considerable distance to cover between classrooms
- the number and steepness of stairs
- different floor levels

Adjustments that cannot be made:

- Can't be a lift in the main school on the grounds of cost
- Cost implication of the construction of a large number of ramps in the school and the impact on other integral routeways.

Adjustments that can be made:

- Ramps to certain classrooms/facilities but not all e.g. Ramps to Dining Room, Matron and the Office.
- Hand rails alongside stairs

Long term plans:

- Any new buildings that are planned will take into consideration all of the legal requirements for accessibility.

Recreational Activities

The Committee has considered the following areas and identified the following problems:

- The school runs Residential trips for pupils in Years 4 to 8 in September every year. While there are facilities for disabled pupils at the centres, it will be too expensive to provide specialist coach travel to these centres for individual pupils.
- After school activities. While some activities are available to all pupils some are not appropriate and would be prohibitive on the grounds of the extra supervision costs to make them accessible.
- Swimming. There is no hoist for seriously disabled pupils nor staff to manage these pupils.

- Access to playground space. While most areas are accessible, due to the nature of the site it would be too costly to make all areas accessible.

Adjustments considered:

- The recruitment of specialist staff would be prohibitive on the basis of cost.
- Specialist equipment would be too expensive to purchase to meet the needs of the pupils in our environment.

Long term plans:

- There are no current plans to improve the recreational facilities but any new plans would take into consideration legal requirements.

Welfare

The committee has met and has considered the following areas:

- The school employs a Matron who is on site during the school day to deal with matters relating to the general health and welfare of the children. It would be impossible for the school to provide further specific medical support on the grounds of cost.

Adjustments considered:

- The school will continue to develop its anti-bullying policies and ensure that staff and children are aware of the school's approach to bullies and bullying.
- The school will give children the opportunity to gain an awareness of the needs of disabled children and adults and also how disabilities in a family can impact on others in the family group.
- Our PSE programme will cover many issues relating to disability.
- Staff Inset will be provided to ensure that staff are aware of the needs of disabled children.
- Telephone numbers of Helplines will be made available.
- The complaints procedure will highlight the opportunity that parents have to make a complaint on the grounds of accessibility.

Long term plan:

- The school will regularly review its provision for children's welfare and make adjustments where appropriate.

Awareness and observance of the policy

The Committee has considered the existing machinery in the school for ensuring awareness and observance of the policy:

- The policy will be entered into the Staff Handbook.
- The policy will be reviewed at the Health and Safety Committee meeting on a termly basis.
- It will be raised as an item at the Governor's meeting under Health and Safety.
- In the PSE Subject Work Group meeting, there will be regular and ongoing discussion on the content of the Schemes of Work and provision for making children aware of disabled people in society.

