



Pulloxhill

Lower School

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Dear Parents/Carers,

Whether you are a prospective parent of the school, a new parent to the school or a well established one, we warmly welcome you and thank you for your interest in Pulloxhill Lower School.

It is intended that this school prospectus will provide you with some basic and useful information about our school. This prospectus is available in alternative formats on request.

We are a federated school and work in close partnership with Greenfield Lower School.

Children are encouraged to take positive attitudes towards learning and to achieve the highest standards in all that they do.

Pulloxhill prides itself on having a happy, hardworking family atmosphere. Our supportive parents/carers, together with our professional and experienced staff, have high expectations with regard to work and behaviour. We encourage self discipline and good working habits which, in their turn, foster a feeling of self esteem, a pride in ourselves and our school, as well as consideration for others. We hope this will be reflected within the home and community.

Yours sincerely

Annette McCullion
Headteacher

The Sculptor

I dreamed I stood in a studio
And watched the sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher;
The tools they used were books, music and art.
One a parent;
With a guiding hand, and a gentle loving heart.
Day after day the teacher toiled
With a touch that was loving and sure,
While the parent laboured by their side,
And polished and smoothed it o'er.
And when at last the task was done,
They were proud of what they had wrought.
For the things they had moulded into the child
Could never be sold or bought.
And each agreed they would have failed
If they had worked alone.
For behind the parent stood the school,
And behind the teacher,
The home.

Anon.

GOVERNING BODY

Chairman of Governors (Parent)	:	Mark Britton
Vice Chairman of Governors (Local Authority)	:	Sheilah Williamson
Ex-Officio		Rev. Stephen Holroyd
LA Appointed Governor	:	Councillor Vic Lee
Foundation Governors	:	Sue Smy Gareth Ellis
Community Governors	:	David Motion David Slade Gary Young Simon Sadler
Parent Governors	:	Natalie Tillett Ann Webb Nigel Colclough Julia Burkett Paul Meads
Staff Governors	:	Heather Pickering Jane Staff Irene Jenkins
Headteacher	:	Annette McCullion
Clerk to the Governors	:	Wendy Shuttle Chris Clifton

SCHOOL STAFF : ACADEMIC YEAR 2008-2009

Senior Management Team

Mrs A McCullion	Headteacher
Mrs H Pickering	Senior Teacher

Class Teachers

Mrs H Pickering
Mr B Oxley
Mrs S Rumpal

Special Needs

Mrs C Wardell

High Level Teaching Assistant

Mrs K Ashby

Teaching Assistants

Mrs M Burton
Mrs J Cherry
Mrs D Smith

Office Manager

Chris Clifton

Mid-day Supervision Manager

Mrs I Jenkins

Mid-day Supervisors

Mrs L Slade

Site Agent

Mrs I Jenkins

Kitchen Manager

Mrs S Manning

ETHOS AND VALUES

We will strive to provide a secure environment with which children enjoy their learning and, through a values-based education, will thrive and develop into confident and caring citizens.

Values are principles, fundamental convictions, ideals, standards or life stances that act as general guides to behaviour or as reference points in decision making.

Values education is a community activity and not an imposition from one person or a pressure group.

We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which included a staff/governor/parent meeting. Most groups produce very similar lists of values as they are not dependent on race, culture, class or religion. A set of universal positive values will emerge that may include: honesty, peace, humility, freedom, co-operation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

Our aim is to encourage self discipline in the children. They are expected to display good manners, courtesy and thoughtfulness towards others at all times. We have a very positive Behaviour Policy which includes school values discussed and agreed by staff and children.

Our Aims

- We aim to promote and provide a secure, happy working environment in which your child can acquire a firm academic and social foundation.
- We will help your child acquire the knowledge and skills relevant to adult life in a rapidly changing environment.
- We will help them to build on their language skills, to use numbers effectively and develop a lively and enquiring mind.
- We aim to ensure that the children in our care learn to respect and understand our values in order to have a better understanding of the world in which we live.
- The ethos of the school will reflect the care and concern we have for each other as individuals. High standards of behaviour, responsibility and mutual respect will be positively reinforced. To this end we aim to boost self-esteem and confidence, ensuring that the children form positive attitudes towards themselves and others.

ADMISSIONS

We admit children in the term following their fourth birthday offering full-time education. The school will be responsible for the allocation of places to those children starting school in January and April and has adopted the LA Standard Admission Policy. We have been asked to make it clear that any places offered in nursery classes i.e. for January and April admissions will not guarantee a place in the reception year. Our admission number per year group is 12.

The LA has also introduced a standard application form which can be obtained from the school and needs to be returned to County Hall Bedford.

If the number of places in a particular year group at a school is not sufficient to meet the requests of all the parents, then the following County criteria will be applied (in the rank order shown) to determine how the places will be allocated:

1. To children 'looked after' in the care of Bedfordshire County Council or resident within the catchment area.
2. To pupils living in the catchment area.
3. On 'very exceptional' medical grounds.
4. To siblings currently attending the school.
5. To any other children.

THE SCHOOL DAY

School Times

Morning Session	8.55 am – 12.05
Afternoon Session	1.15 – 3.30 pm

We ask that children should arrive in the playground after 8.45 am. To avoid being marked late children should be ready to come into school by 8.55 am.

If a child is absent, a phone call to the school office before 9.30 am on the first day of absence is required. Please follow up any period of absence with a letter on the child's return. Please notify us in advance about appointments for doctors, dentists, hospitals and clinics.

Absence from School

There is no automatic entitlement for pupils to be absent. We are required by the Department for Education and Skills to monitor pupils' absence and to report whether it is authorised or unauthorised.

Please think carefully about taking your child out of school. Permission for this should be sought at least four weeks prior to the holiday being taken. A relevant form is available from the office.

If a child is absent, a phone call to the school office on the first day of absence is required by 9.30 am. Please notify us in advance about appointments for doctors, dentists, hospitals and clinics.

Medicine

If your child needs medicine to be administered during the school day, please notify the school office. You will be required to sign an indemnity form. Many children are on long term medication and/or need the medication at different times. We are willing to assist with the administration of these medications but require parents to complete the necessary paperwork.

It is the parents' responsibility to ensure that any medicines held in school are in date and that complete instructions for its use are available.

School Meals

Children can choose to have either a cooked school meal or a packed lunch provided by you.

If you choose a cooked lunch, the money should be brought into school on Monday morning, in a sealed envelope, with your child's name written on the front. Alternatively, you may pay in advance for the full half-term. Cheques should be made payable to Eden Foodservice Ltd.

If you wish your child to bring a packed lunch then it must be brought in clearly marked with their own name.

Children may bring a cold drink to have with their packed lunch and these should be brought in unbreakable plastic leakproof containers.

At morning break the children may bring a piece of fruit or raw vegetable to consume in the playground. No sweets, crisps or biscuits are allowed to be consumed at play-time. Children in Reception, year one and year two are provided with a piece of fruit each day as part of the Government-funded School Fruit and Vegetable Scheme.

The Foundation children can have milk each morning in school. This is paid termly in advance. Cheques should be made payable to Pulloxhill Lower School. Years 1 to 4 children have access to water at all times of the day.

Starting School

A carefully planned system of induction takes place for all our new entrants. A meeting is held for parents before a child's entry to explain our induction process. Individual visits to meet the Headteacher and/or tour the school may be made by appointment at any time.

The school caters for all pupils from the age of 4 to 9 years old. Children are invited to join the 4+/Reception class during the term after their fourth birthday. In the September following their ninth birthday, children transfer to Middle School.

School policy documents, OFSTED Reports, DCFS requirements, curriculum policy documents and L.A. guidelines are all available for parents to see if they wish.

The school profile report is available on www.schoolsfinder.direct.gov.uk/8202154/school-profile. The School Profile is a way for schools to report annually to parents. It replaces the Governors' Annual Report. All schools use the same simple format, designed to provide information about the school's performance and its broader achievements, both in and beyond the classroom.

The School Profile is intended to give parents the information they need to understand the school's performance, strengths and areas for improvement.

Each Profile contains the following information:

- the school's successes
- details of extra-curricular activities
- health and safety information
- the school's response to the latest Ofsted report

Children are divided into three classes:

Ladybirds	Foundation Stage
Butterflies	Key Stage 1 - Year One/Two
Bumblebees	Key Stage 2 - Year Three/Four

SCHOOL UNIFORM

At Pulloxhill we encourage all pupils to wear the school uniform so that they feel an integral part of the school and are able to show pride in belonging to it.

As part of developing the whole school ethos, parents are encouraged to provide their children with the following uniform:

GIRLS

Winter:	Grey skirt, trousers or pinafore dress School polo shirt or white polo shirt Royal Blue school sweatshirt or cardigan Sensible shoes
Summer:	Blue and white check/striped dress, white socks, sensible shoes or enclosed sandals
P.E.	Black/Dark Blue Plain shorts, royal blue school 'T' shirt, plimsolls and socks Track suit bottoms for outside games during cold weather Trainers are to be worn for outside games

BOYS

Winter/Summer:	Grey trousers, long or short School polo shirt or white polo shirt Royal Blue school sweatshirt Sensible shoes
P.E.	Black/Dark Blue Plain shorts, royal blue school 'T' shirt, plimsolls and socks Track suit bottoms for outside games during cold weather Trainers can be worn for outside games

Sweatshirts, polo shirts, pe shirts, book and bags with the school name on are available from the school office. PE bags are also available. All items of uniform, outer clothing and P.E. kit must be clearly named.

THE FOUNDATION STAGE

The Foundation Key Stage applies to children from three years of age to the end of the Reception Year. In the Foundation Key Stage there are six areas of learning called Early Learning Goals:

1. **Personal, Social and Emotional development**, including dispositions and attitudes, self-confidence and self esteem, making relationships, behaviour and self-control, self-care, and sense of community.
2. **Communication, Language and Literacy**, including language for communication, language for thinking, sounds and letters, reading, writing and handwriting.
3. **Mathematical development**, including numbers as labels and for counting, calculating shape space and measures.
4. **Knowledge and Understanding of the World**, including exploration and investigation, designing and making skills, information and communication technology, a sense of time, a sense of place, cultures and beliefs.
5. **Physical development**, including skills in movement, sense of space, health and bodily awareness, using tools and equipment.
6. **Creative development**, including exploring media and materials, music, imagination and responding, expressing and communicating ideas.

KEY STAGE 1 AND 2

Key stage One begins for all children at the beginning of Year 1. Key Stage Two starts at the beginning of year 3. We are required to teach a broad and balanced curriculum including Religious Education and the ten National Curriculum subjects.

The ten National Curriculum subjects are:

English	Music
Maths	Art
Science	History
Information Communication Technology	Physical Education
Geography	
Design Technology	

As part of the curriculum we also aim to promote the social, spiritual, moral, cultural, mental and physical development of the pupils, and therefore have a Personal, Social, Health Education curriculum including citizenship. (P.S.H.C.E.)

To further broaden the curriculum we offer French to all children.

Literacy and English

At Pulloxhill pupils develop skills in speaking and listening, reading and writing. They learn to speak confidently and to listen to what others have to say thus enabling them to express themselves creatively and imaginatively. Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. As their love of books, stories and poems develop they can explore their own experiences and imaginary worlds.

We teach children to write in a joined style as soon as they enter school. They are encouraged to take a pride in their writing and are given opportunities to express themselves in different ways for different purposes. Simultaneously the children are being taught the more formal skills of spelling, grammar and handwriting.

We ask that parents read to and with their children, answer their questions and talk to them about everyday happenings.

Each class room has a class library and the whole school has a reference library. This has been recently refurbished. Books of different genre are available with a wide variety of texts and range of ability.

Numeracy and Maths

It is vital that the children should not only learn and understand processes involved in Mathematics but also be able to apply them to everyday situations. We employ a varied approach using a variety of resources and materials linking with our topic work where appropriate. Teaching and learning are based on the National Numeracy Strategy framework involving investigations, problem solving activities and development of skills in mental arithmetic. The Abacus Mathematics Scheme is used as a basis for our work.

Science

Through scientific activities the children acquire and develop the skills, knowledge, concepts and attitudes which they need in order to understand more about themselves and their environment. Science is about children asking questions about the real world and finding the answer through first hand experiences. Much of our science work is linked with technology so that children are able to solve real problems and use their newly acquired skills.

Information and Communication Technology

This is evident in many aspects of our school life and is usually approached in a cross-curricular way. Each classroom is equipped with its own interactive whiteboard. We also have a number of laptop computers available for group project work. In our computer suite children gain first hand experience of all the latest technology, are taught skills and develop expertise. Other technological skills are constantly catered for and we always encourage originality, enterprise and capability when designing and making.

R.E.

Religious Education is part of the basic curriculum as required by the Education Reform Act of 1988. We teach R.E. in accordance with the Bedfordshire Agreed Syllabus. Parents have the right to withdraw their child from religious education and collective worship.

History and Geography

These subjects are approached mainly through topic work. Our topics are organised in a two year rolling programme to enable all children to cover each topic during their time in school. We seek to create an awareness and understanding of the world and its people and of social progress and change so that the children can relate to other people, places and times.

P.E.

Young children should be active and it is important that we cater for the development of physical control, mental alertness, self-confidence and social co-operation. P.E. in our school consists of gymnastic activities, dance, games skills, swimming and Outdoor and Adventurous Activities.

Music

Children are musically involved on an individual, group and class basis. They sing, play instruments and compose in class and in assemblies. Some children are offered the opportunity at Year 3 to play the violin and are taught by a member of the County Music Team who visits the school weekly.

Art and Technology

Children are given the opportunity to work with a variety of media and are taught many techniques. They look at, and are taught to appreciate, the work of famous artists.

Personal, Social and Health Education including Citizenship(P.S.H.C.E)

Whilst P.S.H.C.E. and Citizenship is non-statutory, we see it as an important part of our school curriculum. Children grow up in a complex and ever fast changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values, attitudes and awareness of society. We aim to work in partnership with parents/carers in developing children personally and emotionally and as young citizens.

Sex Education

We believe that sex education is a fundamental part of the education of the whole child. We believe that every child has the right to have their questions answered in a sensitive and accurate way to enable them to develop healthy attitudes towards their natural development. It is incorporated into the curriculum to provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils.

School Council

The School Council was introduced to develop an understanding of citizenship and to involve all children to some extent in the running of the school.

Healthy Schools

Pulloxhill is part of the National Healthy School Standard initiative and has been awarded the status of a 'Healthy School' after successfully meeting all the agreed criteria. The standard offers an integrated whole-school process.

As part of our Healthy Schools initiative we participate in the 'Fruit and Vegetable Scheme'. This is a government programme which entitles all Foundation and Key Stage One children to a free piece of fruit or vegetable each school day. The aim is to increase fruit and vegetable consumption in order to reduce the risk of heart disease. The children have a positive and enjoyable experience of eating fruit and vegetables and the school encourages positive attitudes to healthy eating.

At Pulloxhill we also encourage parents to walk to school, or use methods of transport other than the car. The benefit of this is the reduction of cars on the roads as well as the improved health, fitness and safety of the children.

Extra Curricular Activities

At Pulloxhill a range of activities take place as part of our extended curriculum. These include Choir, Recorders, Football, Netball, Art, Science and Maths Club. Some of these clubs run at lunchtimes and some are after school. Some activities are only available to the older year groups.

Equal Opportunities

At Pulloxhill we aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential irrespective of race, religion, gender, language, disability or family background. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. We aim for all parents/carers and visitors to our school to be treated in the same vein.

Additional Educational Needs including Special Needs

Every child in our school is valued as an individual and is encouraged to develop at their own pace to meet their potential. The school, in line with the DfES Code of Practice, will identify the needs of each child and will provide an education plan by which to meet these. The Special Educational Needs Policy is appended to this document.

Over the past few years, we have made a number of alterations to our premises to make them more accessible to people with disabilities

As we have replaced lighting around the school, we have incorporated daylight type fluorescent tubes and improved blinds.

Gifted and Talented Pupils

We perceive that each child is a unique individual and of great value. At Pulloxhill, academic and creative achievement is expected and celebrated. It is the aim of the school to provide a secure yet challenging educational environment which will stimulate the development of all children and enable them to maximise their potential. It is recognised that within the school community there are children who are Gifted and Talented and that they have special requirements that need to be addressed by the school.

Aims

To ensure each pupil develops his or her own abilities to the full.

For our Gifted and Talented Pupils the school aims to:

- Have opportunities to work at a higher cognitive level
- Provide opportunities to develop specific skills and talents

- Have a concern for the whole child both social and intellectual
- Promote and encourage parental support
- Promote staff development of innovative teaching strategies to benefit all students

Collective Worship

This takes place daily and the basis of each assembly is the value of the month and it follows Christian principles. It is an important part of our day when children and staff come together to reflect and pray as a community. Parents have the right to withdraw their child from the Collective Worship and should put this in writing to the Headteacher.

Voluntary Contributions

Parents will be invited to make voluntary contributions towards the cost of an activity for which a charge may not be made, such as concerts and educational visits, which take place during school hours. There will be no obligation to contribute and no pupil will be excluded or treated differently because a parent has not contributed. However, should we not receive enough to cover the cost, then the activity will not take place but no child will be excluded because of an inability to pay. In such circumstances please contact your child's class teacher.

HOME AND SCHOOL PARTNERSHIP

P.T.A

The school has a very busy and supportive association (The Friends of Pulloxhill School) of which every new parent or guardian is a member. Fund raising events are a regular occurrence in school as are the many social events that F.O.P.S. organise. Your support and help will be very welcome.

Classroom Help

Parents are also actively involved with the school with visits and assisting in classrooms. We welcome parents (and Grandparents) to help in the classroom with:

Reading
Computers
Art
Needlework
Cooking

If you are interested, please contact us to arrange CRB clearance and a suitable time when you will be available.

Open Evenings

It is our practice to hold parental consultation evenings for parents on a termly basis.

The focus for each term is as follows:

Autumn Term

We wish to discuss with you how your children have settled into school or their new classes and iron out early problems.

Spring Term

We will talk about your child's progress across the curriculum.

Summer Term

You will receive your child's Annual Report. If you have any concerns, you may discuss this with the class teacher.

This does not mean that you cannot contact us should you have concerns at any time, we always welcome parental contact.

Autumn Term Curriculum Evening

This is held for all parents. An overview of the curriculum is explained with a focus on the teaching of Maths and English and how parents can help.

Homework

Children will be encouraged to read and learn spellings and tables at home. Learning logs form the basis of our homework. They reinforce the work that the children are doing in school and keep parents informed about what their children are learning. Learning logs are sent out on a Friday and need to be returned by the following Wednesday. Children should keep their log in their book bag at all times as teachers will monitor their progress.

Discipline

Our aim is to encourage self discipline in the children. They are expected to display good manners, courtesy and thoughtfulness towards others at all times. We have a very positive Behaviour Policy which includes school values discussed and agreed by staff and children. The strong influence of our values programme is intrinsic to the development of good behaviour and discipline.

Complaints

If you have a complaint, a 'Complaint Policy' is available on request from the school office.

PULLOXHILL LOWER SCHOOL

POLICY FOR THE EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

This policy has been written in line with the Education (SEN) (Information) Regulations 1999, the Code of Practice 2001 and the SEN and Disability Act.

The School's Education provision

Many children may experience difficulties – learning, social, behavioural, physical or a combination of these, at some time in their school life.

We define these difficulties as Special Educational Needs.

Children have special educational needs if they have a difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local educational authority.

We believe that educational provision should be made for children with Special Educational Needs.

Special education provision means:-

- Educational provision which is in addition to, or otherwise different from, the educational provision made generally for other children of their age in schools maintained by the LEA, other than special schools, in the area.

Objectives

- To offer a broad and balanced curriculum to all children.
- To identify children early and make provision to meet those needs.
- To use strategies that will be based upon the child's abilities and strengths and will result in improving the quality of education for all children.
- To work in partnership with staff, pupils, parents and outside agencies, to be involved in the planning and implementation of the strategies when appropriate and possible.
- To provide a network of support for children with special needs, which is sensitive, flexible and suited to individual needs and to provide a challenging curriculum for talented and gifted pupils.

The school ensures that the aims can be met by ensuring that staff have clear understanding as to their responsibilities in relation to SEN.

Policy

Our aim is to enable pupils to:

- Be self motivated and facilitate their own learning whenever possible
- Become partners in their own learning
- Be supported in their difficulties and encouraged to extend their strengths

- Feel that their learning is important
- Progress within a broad and balanced curriculum, including the National Curriculum
- Value their own development
- Overcome potential barriers to learning
- Experience learning in a secure, supportive, challenging, interesting and calm environment

The person responsible for the co-ordination of Special Needs is Mrs Cathy Wardell.

Admissions

These are in line with the schools admissions policy.

Facilities for Inclusion

The main part of the school has access for pupils with physical difficulties and there are ramps to the mobile classrooms and the After School Club.

The main school building has disabled toilet facilities.

Placing children with difficulties of this nature will be made sensitively with regard to their needs (see Inclusion Policy)

The procedures which will be followed in the identification and assessment of special needs are available on request or are listed in full on the school website.

Reviewed September 2007

Accepted by staff and governors October 2007