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Welcome to St. Peter & St. Paul's

School Aims and Values

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

We aim to:

- Provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning;
- Provide an environment that is safe and secure for all members of the school community;
- Help children fulfil their potential by acquiring relevant knowledge, skills and practical abilities and by developing their confidence;
- Develop lively and enquiring minds by encouraging children's natural curiosity and imagination;
- Reflect and promote the values and teaching of the Christian faith (whilst respecting other cultures and beliefs) and maintain close links to the church;
- Provide high quality education suitable for the needs of each child, using a wide range of teaching methods and experiences;
- Maintain high standards of work, behaviour and self discipline;
- Provide a personal and social education which will encourage children to become independent, confident, self-disciplined and motivated;
- Help children understand the world in which they live, its social and economic order and the interdependence of individuals, communities and nations;
- Promote good physical, emotional and mental health experiences to enable everyone in the school to enjoy a healthy lifestyle;
- Support all members of the school staff to be confident in their respective roles, working together as a team, co-ordinated by effective leadership;
- To establish effective partnerships between home, school, church and the community that are fundamental to the well being of the children and the successes of the school.

"Striving for excellence together in a caring community"

Disclaimer

All information contained within this document was accurate at the time of going to print in May 2011. Changes in arrangements and other details may occur over time and we apologise for any inconvenience these may cause. Please contact the School Office if in any doubt.

Welcome by the Headteacher and Chair of Governors

Welcome to St. Peter and St. Paul's School, Burgh-le-Marsh! We hope you will enjoy finding out more about our school.

As a church school we believe that children grow in mind, body and spirit. Within a nurturing Christian environment we aim for each child to experience true fulfilment and to engage fully in the great adventure that is primary education.

The staff of St. Peter and St. Paul's are very proud of the quality of education we provide for all our children. The team of teachers, teaching assistants, parent helpers and governors all work together to ensure each individual reaches his/her potential.

Partnership with parents, the local community, the church and outside agencies are very important to our success.

Over the last year we have achieved Healthy Schools Status, Active Mark, the Bronze Eco School Award and Financial Management Standards in Schools status. The school is constantly striving for improvement and welcomes contributions from our children through the school council, parents and PTFA. Currently we are involved in some exciting initiatives including Artsmark, Travel Plan and the Skegness Learning Network as well as developing our outdoor learning environment.

If you would like to find out more about our school please come and visit and see us in action.

Miss S. Smith

Headteacher

Thank you for taking the time to find out about our school. Making the decision about which school is the right school for your child can be a difficult one, but we hope that this prospectus will help you make that decision by giving you a flavour of St. Peter and St. Paul's school and the opportunities that we provide here.

The staff and the governors want your child's time at our school to be happy and exciting as well as educational. We believe that learning should be fun and that also by encouraging respect for each other and valuing the opportunities available, we can all grow and learn together.

An up-to-date list of current governors is displayed in the school notice boards. We work in partnership with the Headteacher and staff and make it our responsibility to ensure that the school provides the necessary support and opportunities for every child to fulfil their potential.

If, at any time during your connection with the school, you feel you would like to become involved with the work of the Governing Body, please speak to either ourselves or our Clerk.

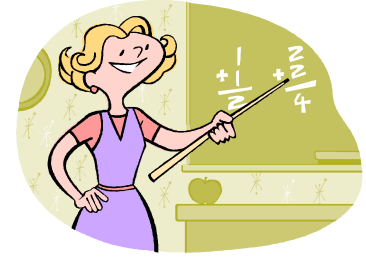
As with most things, teamwork is the key to success, and if pupils, parents, teachers and governors all work together, we will be providing the best possible start in life for our children.

Caroline McKendrick

Chair of Governors

School Staff

School Staff

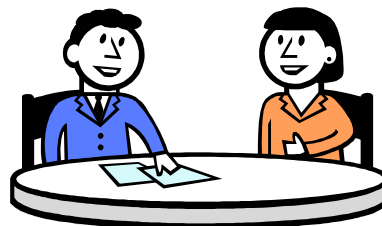


<i>Sarah Smith</i>	Headteacher
<i>Lisa Gould/Katrina Holmes</i>	Reception Class Teachers
<i>Michael Elliott</i>	Year 1 Teacher
<i>Dawn Leetham</i>	Year 2 Teacher/ SEN Co-ordinator
<i>Lesley Arnold</i>	Year 3 Teacher
<i>Liz Millman</i>	Year 4 Teacher
<i>Angela Horton</i>	Year 5 Teacher
<i>David Hurdman</i>	Year 6 Teacher and Deputy Headteacher
<i>Debbie Lammiman</i>	Teaching Assistant
<i>Janette Antoniou</i>	Teaching Assistant with SEN Responsibilities
<i>Clare Sykes</i>	Teaching Assistant with SEN Responsibilities
<i>Jean Robinson</i>	Teaching Assistant, One-to-One Assistant, Mid-Day Controller
<i>Marie Brereton</i>	One-to-One Assistant, School Meals Supervisory Assistant
<i>Sue Holiday</i>	Teaching Assistant
<i>Alison Gray</i>	Teaching Assistant
<i>Laura Dowling</i>	Teaching Assistant
<i>Jayne Winson</i>	Teaching Assistant
<i>Esther Ranyard</i>	One-to-One Assistant
<i>Claire Macklin</i>	One-to-One Assistant
<i>Pauline Holmes</i>	Senior School Meals Supervisor
<i>Angela Holmes</i>	Teaching Assistant, One-to-One Assistant, School Meals Supervisory Assistant
<i>Sandra Hayter</i>	School Meals Supervisory Assistant
<i>Helen Marchant</i>	School Meals Supervisory Assistant
<i>Sharon Bedford</i>	School Meals Supervisory Assistant
<i>Valerie Pickett</i>	Senior Administrator/Bursar
<i>Lesley Allen</i>	Admin. Support Clerk to Governors
<i>Bryan Lockwood</i>	Caretaker



School Governors

<i>Michyla Clark</i>	Chair of Governors (Parent Governor)
<i>Caroline McKendrick</i>	Vice Chair of Governors (Parent Governor)
<i>Father Terry Steele</i>	Foundation Governor
<i>Paul Hayter</i>	Foundation Governor
<i>Sarah Smith</i>	Headteacher
<i>Colin Bowden</i>	L.A. Governor
<i>Claire Dougall</i>	Community Governor
<i>Liz Greenwood</i>	Community Governor
<i>Sarah Parker</i>	Parent Governor
<i>Tracey Paul</i>	Parent Governor
<i>Jayne Winson</i>	Parent Governor
<i>Angela Horton</i>	Teacher Governor
<i>Debbie Lammiman</i>	Non-teaching Governor
<i>Lesley Allen</i>	Clerk to Governors



PFTA Committee

<i>Charly Clarke</i>	Chair
<i>Debbie Toynton</i>	Vice-Chair
<i>Melanie Watson</i>	Treasurer
<i>Claire Brockbanks/Amanda Capes</i>	Joint Secretaries



General Committee:

Michyla Clark
Dawn Leetham
Sarah Smith
Sue Maidment
Sarah Parker
Esther Ranyard
Emma McDonald
Lucy Errington
Gill Dowlman
Suzi Wain
Amanda Capes
Sharon Noble
Nicola Annabel
Beverley Foster
Liz Millman

Day to Day Information

School Uniform

We like all our children to wear school uniform. We believe a uniform looks smart, is easier for Mum and Dad (no arguments over what to wear) and contributes to a feeling of belonging to the school. It also helps when children go out on educational visits to recognise them as belonging to our school.



Girls

Grey skirt/pinafore dress or grey/black trousers with a white polo shirt. Royal blue sweatshirt or cardigan. Flat black school shoes. In the summer girls may wear a blue and white gingham dress or school shorts.



Boys Grey or black trousers with white polo shirts. Royal blue jumper/sweatshirt. Black school shoes. In the summer boys may wear grey or black school shorts.



Girls/Boys P.E. Either a red/green/blue or yellow house team polo shirt, black shorts and plimsolls. Tracksuit and trainers/football boots for outdoor P.E.. Football strips are not permitted.

It would be helpful if the children had a draw string bag in which to keep their P.E. kit.

Items of clothing embroidered with the school logo may be bought from the school office as well as school book bags and caps. Please enquire at the school office for price information. Uniform is available from the office every Monday and Friday.

Please, please, please ensure that all belongings, including shoes and bags are clearly marked with your child's name.



Jewellery

For safety reasons, jewellery is not to be worn in school. Children with pierced ears may wear one pair of studs in the lobes ONLY. No other piercings are allowed.

Please do not allow children to have any piercings during term time, as this causes problems when they need to keep them in.

Day to Day Information

The School Day

The school day begins at 8.45am and finishes at 3.15pm.

Lunchtime for both Key Stages is 12.15pm—1.15pm



In the interests of safety, children with the exception of those arriving on the bus, should not be on the school premises before 8.35 a.m. The school gates are only unlocked between the times of 8.35 a.m. and 8.45 a.m. and 3.00 p.m. and 3.30 p.m.. If you and your child arrive late or you need to collect them earlier, you need to come to the main visitor entrance and inform the school office.

We recommend that in the case of children under the age of 10, a responsible adult whom the child knows should bring them to and collect them from school. Within the times that the school gates are open, parents can normally collect their children outside their classrooms.

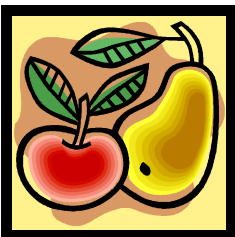
Lunchtime

A hot school meals service is provided by the school, which children can sign up to and pay for on a weekly basis. There is a choice of either a main meal option or a filled baked potato. Further details may be obtained from the School Office.

Alternatively parents may provide their child with a packed lunch. Due to some children in school suffering from food allergies we would ask you not to send your children with nuts or nut based food. Fizzy drinks also are not allowed. Please ensure that lunch boxes and all drinking containers (no glass or cans) are secure. Naming the sandwich boxes would be helpful for all pupils.

The children are supervised while they eat their lunch in the Hall.

Food at Playtimes



We encourage our children to eat healthily and at breaks a snack of fruit or vegetable is encouraged. Please no crisps, chocolate or sweets. Children are only allowed to eat fruit on the playground at playtimes.

As part of morning snack time, all Foundation Stage and Key Stage 1 children receive a free piece of fruit each day as part of the “Healthy School Initiative”. This is normally given to them during the morning break.

There is also a free milk scheme for children under 5. (Please ask in the office for details) All children are provided with a water bottle and have access to water throughout the day.

Security

We wish to have a balanced approach to security in this school. On the one hand we want to restrict entry to unauthorised personnel for the safety of the children, but on the other we want parents to feel that they can come into the school.

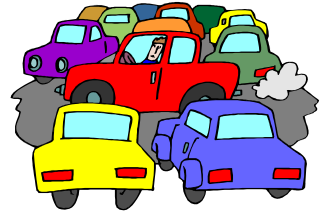
Visitors between the times of 8.45am and 3.15pm should report to the office on arrival as entry into school is only permitted through the main reception doors during this time. All adults in school wear a named badge for this purpose.

Day to Day Information

Car Parking

To encourage healthier lifestyles for our pupils and their families we actively encourage our children and parents to walk to school wherever possible.

Facilities for car parking are limited. Parents are requested not to drive up close to the school when visiting or collecting children from school. Children can be walking to and from the bus, and the taxis need free access to the school. Parents with disability certificates should seek advice from the school office with regards to parking.



Illnesses and Accidents

If your child is taken ill or has an accident in school, we may need to get in touch with you quickly. Please supply a contact number for use in an emergency in addition to your normal home number and please, **please, please let us know if these change.**

Medicines and Inhalers



It is the parents' responsibility to make the school aware of any medical conditions or changes for your child. As part of your child's entry to our school, we require parents / carers to complete a medical form.

Medicines are not allowed to be brought and left in school. If a child is on a short term course of medication, it is considered safer for them to either go home at lunchtime to receive the course, or for you to come into school to administer it. When the child is feeling unwell, then it would be advisable for the child to remain at home until they recover.

Absences

If your child is absent from school, **please notify us each** morning and upon your child's return please send a written note.

Parents are asked not to take their child out of school for unnecessary reasons. Appointments (e.g. dental and medical) should, if possible, be arranged out of school time.

A maximum of two weeks authorised absence is permitted by the Local Authority for children to accompany their parents on holiday outside the normal school holidays. To organise this you need to obtain and complete a holiday request form from the school office.

Whenever possible, parents are asked to avoid taking their children out of school for holidays in term time in the interest of your child's education as this affects your child's learning and often their attitude to school. It is particularly important that all children from Y2 to Y6 are in school for their end of year assessments which usually take place during the second week in May. This date can be confirmed by the office.

Holiday Dates

Lincolnshire Education Authority operates a six term school year . The terms and holiday dates for 2011/2012 are as follows:

Term 1

Start: Thursday 1st September, 2011
End: Thursday 20th October, 2011

Term 2

Start: Monday 31st October, 2011
End: Friday 16th December, 2011

Term 3

Start: Tuesday 3rd January, 2012
End: Friday 10th February, 2012

Term 4

Start: Monday 20th February 2012
End: Friday 30th March 2012

Term 5

Start: Tuesday 17th April, 2012
End: Friday 1st June, 2012

Term 6

Start: Monday 11th June, 2012
End: Thursday 19th July, 2012

Bank Holidays— Monday 26th & Tuesday 27th December. Monday 2nd January. Good Friday 6th April and Easter Monday 9th April, May Bank Holidays- Monday 7th May and Monday 4th & Tuesday 5th June 2012

Training Days

Up to 5 staff training days may be arranged when children are not in. To date 3 have been organised: Thursday 1st and Friday 2nd September and Tuesday 3rd January.

Anti-bullying

We believe that the children in our school have a right to learn in a supportive, caring environment, without the fear of being bullied. Children need to grow up with an understanding of acceptable and unacceptable behaviour.

Bullying is an unacceptable form of aggression. It may be physical, verbal or indirect. It is continued and pre-meditated behaviour rather than an isolated incident. We discuss this in school to prevent and discover occurrences of bullying.

Our advice to parents is:

LOOK for unusual behaviour in your child.

LISTEN to your child if they ever tell you they are being bullied.

REASSURE them and take it seriously.

ADVISE them to talk to a member of staff at school NOT to retaliate.

CONTACT your child's class teacher without hesitation.



As a school we promote Anti-Bullying Week in November when issues around bullying are discussed and our policy and procedures are highlighted.

Child Protection

The school has a legal duty, under the Children Act, to take note of and act upon incidents, which would indicate that a child is subject to experiences that are indicated to infringe the Act. The Headteacher is the named responsible person within the school and will make reference to the appropriate agencies should the need arise.

Day to Day Information

Property

Please help us by labelling everything your child brings to school. We try to return items that are named to the child, but school sweatshirts are the most difficult to return unless clearly marked with the child's name. Name labels can be used or names can be written on by pen, but should be rewritten frequently as they fade through wear and washing. Please also label coats, bags and lunch boxes.



Money—If your child needs to bring money to school, please send it in a named purse or a labelled envelope. Loose change in a coat or trouser pocket can easily become lost.

Toys—Children are asked not to bring toys of any sort or cards to school, unless the teacher asks them to do so in relation to a particular topic they are working on. Toys can cause arguments and can also be broken.

PFTA

All parents, guardians and relatives of children at St Peter and St Paul's are invited to become involved with the Parent, Friends and Teachers Association.

The Association organizes fun and fund-raising events for the children of the school such as school discos, beetle-drives, summer fayres and Christmas competitions as well as a variety of sponsored events. All money raised is used for the children, to fund trips and buy equipment. This last year money was also donated towards the cost of improving the playground environment, prizes and guest speakers.



Anybody able to offer help by way of selling drinks, collecting money, selling raffle tickets or by suggesting wonderful ideas to raise money, or spend it, should contact the PFTA secretary, via the school office.

Burgh Bluebirds

This is the name we give to our volunteer helpers in school. We appreciate the volunteers who come into school to assist in the classroom, sharing skills and talents. If you are able to give a few hours to the school please contact the Headteacher.

All volunteers are required to have a police security check before being allowed to work with the children, in common with all adults working in school.

During their time in this school, your child will grow from being 4 or 5 years to 11 years old. As they do so, they will move through different parts of the school called Stages. The Foundation Stage (Reception Class), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3—6).



Foundation Stage

At our school St Peter and St Paul children receive a well planned and resourced Foundation Stage curriculum to take their learning forward. We provide opportunities for all children to succeed in an atmosphere of care and feeling valued. In Reception, children will work with adults in large groups, small groups and individually, with a continued emphasis on learning through play, indoors and outdoors.

The aim of the Foundation Stage is to lay the basis for the child's future education and life. The curriculum for the Foundation Stage is organised into six areas of learning:

1. Personal, Social and Emotional Development

This area encourages children to become independent learners. They are encouraged to share fairly and take turns with their peers. Opportunities are given for children to discuss their feelings and to consider those of others.

2. Communication, Language and Literacy

This area of the curriculum provides the basis for early literacy teaching and learning. Speaking and listening, phonics, reading and writing are given equal emphasis within the curriculum.

3. Problem Solving and Reasoning about Number (PSRN)

Opportunities are provided for children to develop their understanding of number, measurement, pattern, shape, space and measures in a variety of contexts.

4. Knowledge and Understanding of the World

Early science, geography, history and technology including ICT constitute this area. Children are encouraged to solve problems, make decisions, question and explore their environment.

5. Physical Development

Through this area the children practise their fine and gross motor skills in a variety of ways including PE, dance and outdoor activities. Healthy living is encouraged.

6. Creative Development

Art, DT, music, movement, dance and imaginative role play activities are included in this area of the curriculum. Topics include ourselves, Spring growth, Fairytales, Homes, Minibeasts and People who help us.

Foundation Stage Profiles

Throughout the Foundation Stage adults working with your child will be assessing their progress and development. These assessments are made through accumulating evidence of each child's knowledge and skills. The class teacher keeps an evidence book for each child and these are used to complete the formal assessment document known as "The Foundation Stage Profile". This document is an open document and can be viewed by parents regularly. It will also be discussed as part of Parents Evenings.

Your Child's Education

Foundation Stage continued

Our school has recently developed a fantastic outdoor play area for the children in the Foundation Stage. It is newly established and we aim for our children to spend 50% of their time learning outside. Through working in the outdoor classroom the children have access to all six areas of the curriculum. Some of the best learning takes place outside.

Key Stages 1 and 2

The National Curriculum

When your child enters Year 1 a more formal way of teaching is introduced, whereby they will be taught all the subjects in the National Curriculum – Literacy, Numeracy, Science, Information Technology, Geography, History, Design and Technology, Art, Music, Physical Education, PSHE (Personal, Social and Health Education) and Religious Education. Literacy, Numeracy and Science are the core subjects.

Key Stage 1

After Reception Class, your child will move on to Key Stage 1 (previously known as the Infants), which is Year 1 and Year 2. They will continue to use activities that are familiar to them from the Foundation Stage whilst developing their independence and moving towards a more formal way of working. Throughout Key Stage 1 your child will be encouraged to take increased responsibility for their own learning and belongings.

Key Stage 2

As your child moves into Year 3, and through Years 4, 5 and 6 this is known as Key Stage 2 (previously the juniors). The curriculum contains the same subjects as studied in Key Stage 1, but explores each subject in greater depth, further developing the child's skills and knowledge. As children progress through Key Stage 2 they are expected to develop a range of skills which will enable them to become independent learners as well as responsible members of our school community.

Sex Education and Drugs Awareness

As a school we have policies for the teaching of Sex and Relationships Education and Drugs Awareness. In Year 6 the pupils cover aspects of growth including changes and sex education as part of healthy lifestyles. Children are also taught to value personal relationships through PSHE. This is done within the context of Christian values and the children's questions are answered honestly and openly. Parents are required to give their consent for aspects of the Sex Education programme. Workshops for Drugs Awareness training for both parents and children in Year 6 are delivered with the support of the Local Authority.

After-School Clubs

There is a variety of clubs available for children across the school years. Staff run these voluntarily and appreciate any support and help parents are able to give. If you have a special interest, and would be interested in running or helping to run a club, please see the headteacher. A range of after school clubs run over a school year, and include: Eco-club, Hockey, Football, High 5's, Science, Choir, Indoor Athletics, Bike-Ability, Maths and Cricket.



Secondary Transfer

This part of Lincolnshire has a system of testing in Year 6, called the 11+, to help determine the most beneficial secondary school for each child. These tests can be stressful. You do not have to enter your child. If you are in doubt, please consult their class teacher who will be pleased to advise you, but we do hold a meeting for parents of Year 5 children before the 11+ tests to explain and answer any questions.



All of the local secondary schools have open days to help you and your child, to decide on the most suitable secondary school place.

You may choose to send your child to any secondary school of your own choice provided a place is available and your child meets any educational criteria which that school requires. The Local Authority handles all admissions to secondary schools.

Reporting to Parents

During each year, from Reception to Year 6, you will have the chance to discuss the progress your child is making with their class teacher.

There will be opportunities for a Parents' Evening early in the school year when you will be able to talk about how your child has settled into their new class.

At the end of February, there will be a Parents' Evening when you will be able to discuss your child's progress. At this time, it will give you, the teacher and your child, the chance to celebrate strengths and to focus on areas to develop.



At the end of the school year, in July, your child will bring home a written report, including the results of any statutory tests if applicable. If you wish to discuss this with your class teacher, please make an appointment. At any time, please talk to your child's teacher if you have any concerns.

The Curriculum

“*Burgh Curriculum for the Future*” has been developed to enhance the learning experience of all our children. The curriculum is based upon the National Curriculum attainment targets for all subjects, key skills, the ECM agenda and to reflect our aims and values. A whole school theme has been developed for each term to map progression of skills across the school and to enhance the learning journey for all our children. Each theme has been expanded to cover a wide range of skills using a cross-curricular model to maximise the enjoyment of learning. The whole school themes for this year are: “Through the Ages”, “Machines and Discovery”, “Being Healthy”, “The Environment”, “Citizens of the World” and “Places”.

Literacy

Literacy at Burgh School focuses on developing each child’s ability to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. We aim to enable our children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Children at our school use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Numeracy

Numeracy in our school centres on developing children’s knowledge, skills and understanding of mathematics. We do this through daily lessons which include whole class and group teaching. During the sessions we encourage children to ask as well as answer mathematical questions. Children use a wide range of resources such as number lines, number squares, digit cards and small equipment that support their work. The children gain confidence using number systems, solving problems, data handling, shape, space and measuring in a range of contexts with relevance for everyday life.

Science

Science for our children centres around enabling them to ask and answer scientific questions, able to plan and carry out scientific investigations, using equipment correctly including computers and other ICT technology. Aspects covered include knowing and understanding the life processes of living things, understanding the physical processes of materials, electricity, light, sound and natural forces.

Religious Education

The school works to the Lincolnshire Agreed Syllabus for Religious Education. This includes studying Christianity and other religious faiths – currently Hinduism, Islam and Judaism. The aim is for children to respect and be tolerant of others’ beliefs and cultures. Assemblies are held every day where we meet as a school community. They are broadly Christian though non-denominational, and tend to have a moral emphasis rather than being instructional. Every day children participate in prayers during worship and as part of the daily routine at lunchtime and the end of the school day. On Fridays, the assembly is normally led by Father Terry, and other local religious leaders are invited to lead our assemblies on other occasions. Parents and friends of the school are invited to our assemblies at various times of the year.

It is your right to choose to withdraw your child or children from all or part of the Religious Education and Collective Worship provided. Alternative provision will be made for any children withdrawn. Please contact the Headteacher.

ICT

In ICT we enable the children to develop the skills necessary for selecting and using information. Their ICT skills and knowledge are applied to other areas of learning including through language and communication.

PSHE

PSHE (Personal Social Health Education) encompasses the social, moral and personal issues which are part of living in the world around us. Your child will be encouraged to develop their understanding of the way in which communities learn to live together in harmony, through sharing the values of honesty, caring, truth and respect. An awareness of sex education and drugs will be taught which is in accordance with the school's policies and is age appropriate.

PE and Sporting Provision

Every year since 2006 Burgh School has been awarded the Sports Mark in recognition for the quality of sporting activities being offered to our children. Our school is lucky to have its own playing field. The children have the opportunity to play many ball games including football, high fives, basketball, tennis, kwik cricket and tag rugby. They also practice athletic skills and take part in local competitions. The aims of PE are to enable children to develop and explore physical skills with increasing control and co-ordination, this includes individual and team games. The children are encouraged to recognise and describe how their bodies feel during exercise and to enjoy physical activity. Each week the children will spend up to 2 hours on Physical Education with extra time available through after-school clubs. We have developed strong links with the local secondary schools to provide opportunities for specialist coaching.

In Years 3, 4, 5 and 6 children have the opportunity to receive swimming lessons at the Embassy Pool in Skegness where they are taught by qualified swimming teachers and lifeguards. Parent contributions are sought to contribute towards the cost of these lessons.

French

In our school we teach French to all Key Stage 2 children as part of our curriculum. We teach children to know and to understand how to ask and answer questions, use correct pronunciation and intonation, memorise words and interpret meaning. An important part of our sessions is to develop a greater understanding about life in another culture. The children are encouraged to work in pairs and groups to communicate in another language through fun, exciting sessions.

Music

We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms. Children are encouraged to know and understand how sounds are made and then organised into musical structures. They explore how music is composed, written down and influenced by the time, place and purpose for which it was written.

Geography

Through Geography the children develop and understanding of places and environments. There are opportunities for children to use, draw and interpret maps at a range of scales. Children learn about their local area and study and compare it with contrasting localities nationally and around the world. Environmental issues are also considered at a local, national and global level including what they can do to help.

Your Child's Education

History

The aim of history teaching at our school is to stimulate children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of cultural identity based upon their historical heritage. We teach children to understand how events in the past have influenced our lives today through investigation, enquiry, analysis and interpretation of historical information and artefacts.

Art

Art at Burgh School enables children to record from their observations and imagination using a range of materials. They are shown how to use colour, texture, from pattern, and sculpture to produce pieces of work using a variety of skills and tools. Children work collaboratively as well as on their own through art activities. Our school holds arts days through the school year to work on larger projects and work with the Creative Learning Partnership has established links with artists locally.



Design Technology

Our school provides the children opportunities to develop imaginative thinking when designing and making. They are encouraged to investigate how things work and are taught how to use hand tools safely and techniques for making a product. The children are shown technological processes, products and their manufacture in the real world. The children develop ideas and models through planning, making and evaluating what they have done.

SATs - (Statutory Assessment Tests)



At the end of Year 6, all children will take National Curriculum statutory tests, known as SATs. Children in Year 2 are assessed through teacher assessment. The results for your child and the school, compared to the National Average will be included in the end of year report for your child. Last year's results for the school and the National Average are included at the back of this brochure. Please ensure that your child is in school for these tests in May. Dates can be obtained from the school office.

Assessment

To ensure that all children are taught at an appropriate pace and are stretched to their potential, regular assessments take place throughout their school life. These may involve a member of staff talking to your child, marking their work or occasionally a formal test. These assessments are vital to provide high quality teaching and learning and are used to inform the future planning for the class and to report to parents.

Links between home and school

It is essential that Parents, teachers and children all work together and we encourage good open communication between school and home. We have an open door policy and aim to do our very best for all our families.

If you have any questions or concerns about your child's work please come and speak to us. Usually the first point of contact is your child's class teacher however any member of staff will be happy to help you.

We hold Parents Evenings twice a year where you can make an appointment to meet formally to discuss your child's progress with the class teacher. All teaching staff are willing to talk to parents at other times throughout the year. They will try to see you on the day of your choice wherever possible, however it is preferable not to interrupt teaching times. Staff are not usually available on a Monday after school as there is a weekly staff meeting held on that evening.

We regularly send out Newsletters, at least once a month, to keep Parents informed of school events as well as specific letters. Class teachers also send out termly news sheets of information about particular class events and information. We have also developed a school website where this information is also available www.burghschool.org.uk. The school also has a blog which contains up-to-date information about the curriculum with links to additional information at burghschool.wordpress.com.

Every class also presents a class assembly to which parents are invited which have proved very popular with Parents and are an excellent way to share the work the children have been doing in school.

A number of workshops and meetings take place for parents / carers including induction for reception children, road safety and seatbelt safety, residential trip meetings, SAT's for parents, meet the teacher meetings and subject workshops.

From Reception through to Year 6 we encourage parents and children to play an active role in school. Each class votes for members to join the school council to help make decisions to improve our school. Most recently the children have been involved in the re-development of the quiet area of the playground, as well as prioritising where some money donated to school should be spent.

If you have any suggestions about how we can further improve links between home and school please let us know.

Homework

The most effective way to help your child is the simplest – talk to your child. As children grow older, they will bring work home. This will still include reading, but may also include spellings, number facts, finding information or work linked to the current Literacy, Numeracy or topic lessons. We encourage all children to attempt work that is sent home and if your child (or you) experiences difficulties, please contact the class teacher.

Homework will be given to reinforce work done in class. Children are encouraged to use a book bag to ensure the homework books / diaries and any letters are shared with parents. Your support with homework is appreciated and it is a valuable way to support your child.

SEN Information

Special Educational Needs

Our school provides a broad and balanced curriculum for all the children. The National Curriculum is planned to meet the needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean that they have special needs and require particular action by school.



If our assessments show that a child may have a learning difficulty, we use a range of strategies that make use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will meet with the child's parents to discuss the issues causing concern and offer interventions that are different from those provided as part of the normal class practices and will work with parents / carers to support the child. The Special Educational Needs Co-ordinator (SENCO), Miss Leatham would be involved at this point and would then take the lead in co-ordinating any further assessments of the child's needs. Support is recorded for the child on an individual education plan (IEP) which shows targets set and the teaching strategies and support being given. The IEP's are shared with parents and are reviewed at the end of the term.



If more support is required from outside agencies, we will consult with the parents before any support is put in place. This enhanced level of support is called School Action Plus and any external support agencies involved will provide information for the child's new IEP. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the local education authority. A full assessment will then be made, information

will be gathered from as many people as possible involved with the child including parents, teachers, support agencies. This can result in a statement, which is a legal document that describes the child's needs and the extra provision being made to support these needs.

Children may move up and down the stages as appropriate and although only a small proportion of the children in the school are on the SEN register at any time, it is a valuable way to support all our children.

If you require any further information about Special Educational Needs please approach a member of school staff.

Access to Information

Parents have the right of access to certain information about the school some of which may be available by accessing the school's web site or if not, by making an appointment, in advance, with a written request stating the information required. There may be a charge, considered to be reasonable under the law, to cover administration and copying. This information includes the following:

The Curriculum Policy of the LA

Statutory instruments, circulars and memoranda about the National Curriculum sent to the school by the DCFS.

Reports by OFSTED on the school

Schemes of work and syllabi used in the school – including Religious Education.

Copy of the LA's arrangements for complaints about the school curriculum.

Procedure for complaints regarding curriculum provision.

Admissions Policy

Please see our Admission Policy attached as an appendix at the back of this booklet. At St. Peter and St Paul CE Primary School, children start school in Reception class in the September of the academic year in which they turn five. Admissions to our school are handled by the Local Authority and we have an admission limit of 30 pupils per year group. If the number of applicants exceeds the number of places available then the places are allocated based upon the oversubscription criteria and Parents/Carers are informed of their right to appeal.

Being a church school, we will give priority in an over-subscribed year to those families who regularly attend church as defined in our policy as follows:

“Regular worshippers (defined as at least once a month) at:

- St. Peter & St. Paul or the local Parish Church
- At another Christian Church
- At a place of worship of another faith.

This will be confirmed by a signed letter from an officiating minister at the place of worship. “

Attendance at a pre-school children's group (eg Little Angels or Little Treasures) will not qualify as regular worship.

All applications are considered by the Lincolnshire County Council Admissions Team. Application details and appeal procedure details can be obtained from the Lincolnshire County Council offices in Lincoln. School is happy to offer any help and advice in this area if necessary.

Number on Roll

The total number of registered pupils on role at January 2011 was 207.

Attendance Records

The overall attendance figure for the 2009-2010 academic year was 94.7%. The following figure is taken from the Absence Return Form for the same period:

Total percentage of authorised absences 2009 – 2010, 5.19%

Formal Policies

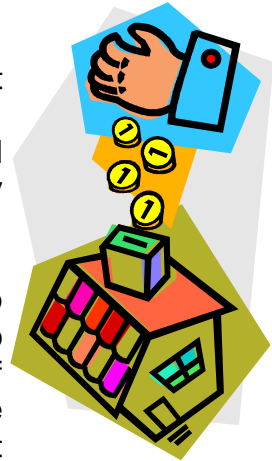
Formal Complaints

The school would expect any concerns or complaints about curricular matters to be resolved in discussion with the staff. Parents are advised to contact the school directly. Should the matter fail to be resolved Parents should address their concerns to the Clerk of the Governors at school. These matters will be brought to the attention of the Governors' sub committee set up for this purpose.

Charging and Remissions Policy

The policy of the Governors as directed by the Education Act is that the school will not charge for materials used by children in the school. After School Clubs are normally free of charge, but any special equipment or clothing required to take part remains the responsibility of the parents.

Certain activities and work undertaken may well require visits to places outside of the school. To fund these, it may be necessary to ask for voluntary contributions. No child will be excluded because of the inability or the unwillingness of a parent to pay. However, the school retains the right to cancel any proposed visit if sufficient voluntary contributions are not forthcoming.



School Policies

All school policies are available for you to look at from the school office. Some of the key policies are also accessible via the school website and parents / carers can be involved in working parties as part of the school's consultation process, which assists members of the school leadership team in the drafting of new policies . If you would like to be involved in this please contact Miss Smith.

We hope that the information contained within this prospectus has been useful. If you have any further queries, please do not hesitate to ask the School Office. (See contact details on the back cover). Any comments you would like to make regarding the contents are welcomed.

SATs Results for Year 2 (Key Stage 1) Pupils

School Results

The table below shows the percentage of pupils at the end of Key Stage 1 achieving each level in the school in 2010.

The number of eligible pupils is 29.

Figures may not total 100% because of rounding.

W represents pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1.

TEACHER ASSESSMENT									
	PERCENTAGE AT EACH LEVEL								
	W	1	2	2C	2B	2A	3 OR ABOVE	PUPILS DISAPPLIED	PUPILS ABSENT
Speaking and Listening*	0	10	72				17	0	0
Reading	3	7		21	17	38	14	0	0
Writing	3	14		34	38	10	0	0	0
Mathematics	0	10		10	31	41	7	0	0
Science*	0	3	69				28	0	

* results for Speaking and Listening and Science are based on teacher assessment only.

National Results

This table shows the percentage of eligible pupils achieving each Level at the end of Key Stage 1 in 2009. Figures may not total 100% because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009							
	PERCENTAGE AT EACH LEVEL						
	W	1	2	2C	2B	2A	3 Or above
Speaking and Listening	2	11	65				21
Reading	3	13		12	22	24	26
Writing	4	15		21	28	20	12
Mathematics	2	8		16	26	27	21
Science	2	9	67				22
Scientific Enquiry	2	11	66				20
Life Processes and Living Things	2	8	66				24
Materials and their Properties	2	9	68				21
Physical Processes	2	10	68				20

W represent the pupils who are working towards a Level 1, but have not yet achieved the standards needed for Level 1.

0 represents some pupils but less than 0.5%

SATs Results for Year 6 (Key Stage 2) Pupils

School Results

These tables show the percentage of pupils at the end of Key Stage 2 achieving each level in the school in 2010.

The number of pupils at the end of Key Stage 2 was 30.

Figures may not total 100 % because of rounding.

TEACHER ASSESSMENT										
	PERCENTAGE AT EACH LEVEL									
	W	1	2	3	4	5	6	PUPILS DIS-APPLIED	PUPILS ABSENT	
English	0	0	0	13	43	40	0	0	0	
Speaking and Listening	0	0	0	23	27	47	0	0	0	
Reading	0	0	0	3	43	50	0	0	0	
Writing	0	0	3	33	43	17	0	0	0	
Mathematics	0	0	0	13	40	43	0	0	0	
Science	0	0	0	0	53	43	0	0	0	

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

* represents pupils who were not entered for the tests because they were working below Level 3 in English,

TEST RESULTS							
	PERCENTAGE AT EACH LEVEL						
	BELOW LEVEL 3*	3	4	5	PUPILS NOT ENTERED#	PUPILS ABSENT	
English	3	10	57	27	0	3	
Reading	3	10	37	47	0	3	
Writing	0	47	37	13	0	3	
Mathematics	0	13	57	27	0	3	

Mathematics or Science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them.

SATs Results for Year 6 (Key Stage 2) Pupils

National Results

These tables show the percentage of Year 6 pupils achieving each level nationally in 2009.

Figures may not total 100% because of rounding.

TEACHER ASSESSMENT									
	PERCENTAGE AT EACH LEVEL								
	W	1	2	3	4	5	6	Pupils Disapplied	Pupils Absent
English	1	1	4	15	49	30	0	0	0
Mathematics	0	1	3	15	46	33	0	0	0
Science	1	1	2	11	48	38	0	0	0

TEST RESULTS						
	PERCENTAGE AT EACH LEVEL					
	Below Level 3*	3	4	5	Pupils Not Entered #	Pupils Absent
English	6	14	51	29	0	1
Reading	7	7	38	47	0	1
Writing	5	27	48	20	0	0
Mathematics	5	15	44	35	0	1
Science	2	8	45	43		1

0 represents some pupils but less than 0.5%

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

* represents pupils who were not entered for the tests because they were working below Level 3 in English, mathematics or science, pupils awarded a compensatory level from the tests, and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests but unable to access them.