

MEADFURLONG SCHOOL

PROSPECTUS

2012/2013

HEADTEACHER: MR.J.K.BAILEY

CHAIR OF GOVERNORS: MR D WENHAM

This information has been produced by Milton Keynes Council on behalf of the Governing Body in accordance with the requirements of the Education (School Performance Information) (England) Regulation 1994 and the Education (School Information) (England) Regulation 1994.

Any changes to existing arrangements which have already been decided and which are to take effect after 1 September 2012 are mentioned in this information. It may, however, be necessary to make changes, either before September 2012 or during the 2012/2013 academic year, which could affect this information. It should not be assumed that the arrangements and details will necessarily be the same for subsequent years.

Meadfurlong School has compiled this booklet to introduce to you the life and the work within it.

We are a thriving and lively Junior School that opened in Fishermead in 1980 and now has 300 children. There is a staff of 15 teachers, aided by 18 teaching assistants and 3 learning mentors.

A part of Fishermead and Oldbrook, our aim is to help children and their families to establish themselves in the city.

As governors, our purpose is to consider and support the school's aims. To do this we consult with the Head teacher and his staff, Parent Governors, the local council, and others, about the running of the school.

We are happy that the staff provide the best, possible education for the children. With support from you, the parents, we the governors will seek to keep up to date and improve the social and learning surroundings for the children during this stage of their school life.

Meadfurlong School welcome all parents of present and future pupils into the school to see it at work. We would like to see parents who wish to become governors.

The Headteacher and his staff are rightly proud of their progress and achievements and look forward to welcoming you and your child in to the school.

We are proud of our progress and achievements at Meadfurlong, particularly over the past three years where each successive year has improved on the previous year. This is due in no small part to the earnest endeavour and the work ethic shown by the children. We expect all of our pupils to demonstrate this positive quality and look forward to welcoming your child into our school community.

Don Wenham
Chair of Governors

TEACHING STAFF

| | |
|------------------|--|
| Mr.J.K.Bailey | Headteacher |
| Mrs J Cayley | Assistant Headteacher, Assessment Coordinator |
| Mrs C Wilson | Assistant Headteacher, Literacy Coordinator |
| Mr K King | Year 6 Leader, Science Coordinator |
| Mrs T Horne | Year 6 Teacher, Numeracy Coordinator |
| Mr N Maharaj | Year 6 Teacher, EAL, More Able and Talented Co-ordinator. |
| Mrs N Ramlugan | Year 5 Leader. PSHE, SEAL, Healthy Schools Co-ordinator |
| Mr E James | Year 5 Teacher, Design and Technology Coordinator |
| Mrs M Diebolt | Year 5 Teacher, MFL, Music Coordinator |
| Mr A Ramlugan | Year 4 Leader, ICT Coordinator |
| Mr D Davis | Year 4 Teacher, Extra Curricular activities, Art Coordinator |
| Miss R Hatto | Year 4 Teacher, History/Geography* Co-ordinator |
| Mrs B Nagra | Year 3 Teacher, 0.5 (From Feb 2012) |
| Ms K Hussain | Year 3 Leader, Religious Education Co-ordinator |
| Mrs J Hinchliffe | Year 3 Teacher, History/Geography Coordinator |
| Miss K Sales | Year 3 Teacher, NQT |
| Mr P Lockwood | Part Time Music Teacher |
| Mrs M Meade | Part time PE Teacher, PE Co-ordinator |
| Mrs T Tarrier | Trainee Teacher |

NON-TEACHING STAFF

| | |
|-----------------------|---|
| Mrs C Lynn | Personal Assistant & Bursar |
| Miss T Marshall | Family Support Officer/Admissions |
| Mr N Thompson | Site Agent |
| Mrs P Lampard | Learning Mentor |
| Mr A Perkins | Learning Mentor |
| Mrs C Ierides | Learning Mentor |
| Mrs A Godfrey | Year 6 Teaching Assistant, SENCO |
| Mrs E Webb | Year 6 Teaching Assistant, ROLF |
| Mrs C Hobbs | Year 6 Teaching Assistant. Music |
| Mrs P Allen | Year 5 Teaching Assistant, Cover Supervisor |
| Mrs Nicola Beckley | Year 5 Teaching Assistant |
| Mrs V Goswami | Year 5 Teaching Assistant |
| Mrs J Coates-Palgrave | Year 4 Teaching Assistant. Cover Supervisor |
| Mrs S Sale | Year 4 Teaching Assistant |
| Mrs J Green | Year 3 Teaching Assistant |
| Mrs B Hawkins | Year 3 Teaching Assistant, Nurture Group |
| Mrs P Bartlett | Year 3 Teaching Assistant |
| Mr A Bailey | Year 3/4 Teaching Assistant |
| Mrs F Saeed | Year 3 Teaching Assistant |
| Mrs S Qadeer | EAL Teaching Assistant |

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|-----------------|-------------------------------------|
| Mrs S Kapoor | EAL Teaching Assistant |
| Mrs P Parmar | EAL Teaching Assistant |
| Mrs S McCaffrey | Library Manager, First Aid, Display |
| Mrs D Pearl | Mid-Day Meals Supervisor |
| Mrs B Reeves | Mid-Day Meals Supervisor |
| Miss S Reeves | Mid-Day Meals Supervisor |
| Mrs L Ayers | Mid-Day Meals Supervisor |
| Miss R Ierides | Mid-Day Meals Supervisor |
| Mrs K Salmon | Mid-Day Meals Supervisor |
| Mrs C Rawlings | Mid-Day Meals Supervisor |
| Mr V Street | Cleaner |
| Mrs B Reeves | Cleaner |
| Miss S Thompson | Cleaner |
| Mrs L Ward | Cleaner |

“The school is a welcoming and cohesive community that is successfully responding to the increasing diversity of its population.”
OFSTED May 2010

MEADFURLONG SCHOOL

The School's full address is: -

1 Fishermead Boulevard
Fishermead
Milton Keynes
MK6 2LB

Telephone (01908) 661952
Fax 01908 661953
meadfurlongm@milton-keynes.gov.uk

Meadfurlong is an LA Maintained School admitting children ages 7 years to 11 years.

MILTON KEYNES COUNCIL INFORMATION

Director of Children's Services: - Gail Tolley

Children and Young People's Services
Milton Keynes Council
PO Box 112
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HQ

Telephone 01908 691691

THE GOVERNING BODY

The current membership of the Governing Body is: -

| | |
|-------------------------|---|
| Chair of Governors | Mr D Wenham |
| Community Governors | Mr D Morris Ms S Ndoro |
| Co-opted Governors | Mr D Wenham Mr K Mellor |
| Parent Governors | Mr I Abdilahi Mrs M Townley Mrs J Gittens Mrs S Smith |
| Teacher Representatives | Mr J K Bailey Mrs J Cayley |
| Staff Representative | Mrs C Lynn |
| Clerk to Governors | Mrs S Puddifoot Children and Young People's Services Saxon Court |

MISSION STATEMENT

‘Learning together for a successful tomorrow’

At Meadfurlong we aim to work in partnership with home and the community to achieve the following.

**“There are areas of significant strength, such as the outstanding care and support provided for pupils.”
OFSTED May 2010**

- Provide a welcoming and inclusive learning environment that is safe and caring.
- Offer exciting, challenging and creative opportunities which will allow every child to enjoy and achieve their own high level of success.
- Develop skills to become independent learners.
- Celebrate what children have achieved in every aspect of school life.
- Guide children towards taking responsibility for their next learning steps.
- Provide skilled, high quality teaching with a personalised approach to learning.
- Meet the changing needs of the children through a broad, challenging and relevant curriculum.
- Value the importance of making a positive contribution to the local community and beyond.
- Working together to purposefully monitor and evaluate standards of learning and teaching.
- Plan for continued progress by the setting of personalised and challenging targets.
- Promote respect for self and others by celebrating difference and valuing diversity.
- Encourage children to adopt healthy lifestyles and extend themselves in mind body and spirit.

THE SCHOOL IMPROVEMENT PLAN

The School Improvement Plan and Raising Attainment Plan is a key document for the school. It incorporates the Ofsted Action Plan and identifies targets and aims over the next three years in order to ensure the school continually improves.

The Key issues for improvement are to:

- Continue raising standards and accelerating progress including attendance.
- Monitor the improved standards in Maths and English as measured by our current SATs results

2010 SATs results

English 74.2% - L4+
28.8% - L5

Maths 71.2% - L4+
16.7% - L5

- These results are based on teacher assessments as the school boycotted the formal SAT's tests in 2010.
- Maintain the level of achievement for English and Maths as measured by our current SATs results
- Develop the learning and teaching to incorporate the principles of Building Learning Power.
- Build leadership capacity by training middle managers to improve standards and quality through effective monitoring of lessons and pupil's work.
- Involve Governors in the process of monitoring learning and teaching.
- Develop the school as a professional learning community.
- Improve the quality of learning and teaching by focussing on the progress made by our average and more able children in addition to maintaining the good work done with children who find learning a challenge.
- Improve standards of writing in the school.
- Continue to provide greater information to Governors in termly reports on provision for pupils, their attainment and progress.

WOUGHTON GROUP VISION STATEMENT

“We will achieve success on our learning journey with the support and guidance of all adults sharing responsibility under the umbrella of the Woughton Community”

Meadfurlong is proud to be part of the Woughton Group.

ADMISSIONS

Meadfurlong is a Council Co-educational day school, which caters for children from 7 – 11 years. It opened as a new school in September 1980 and is a purpose built Junior School. It is designed to cater for the children living on the west side of Fishermead – the dividing line being down the centre of Mullion Place and Pencarrow Avenue – the children living on the whole of Oldbrook and those from the western side of Southern Central Milton Keynes. In September 2005 the school changed from an 8 – 12 years Middle School to a 7 – 11 years Junior School.

The intended admission number for Meadfurlong for 2012-2013 is 90 at 7+. Sufficient places for pupils from this area will be reserved at the school primarily for those who would normally transfer from Penwith and Oldbrook First Schools.

Should a parent from out of the area seek a place for this child, application must be made in writing to the Local Education Office who allocate places.

ADMISSIONS CRITERIA

For pupils transferring at 7+

In Milton Keynes the admission policy for children transferring schools at 7+ operates on a reserve area basis. This means that children, whose parents confirm in writing, normally by completing a preference form, that they would like a place at the reserved area school and that it is their first preference, will automatically be allocated a place.

Places are allocated at Local Education Authority schools in line with Milton Keynes Council’s admission criteria shown below: -

1. Pupils living within the area normally served by the school as agreed with the Admissions Authority and set out in the individual school prospectus. Parents may be asked to provide proof of permanent residence in the reserved areas.

2. Pupils with an older brother or sister still in attendance at the time of admission.
3. Children with exceptional medical or social needs whose parents can demonstrate that admission to a particular school is necessary for the medical and social well-being of their child and whose application is supported by written evidence.
4. Children with exceptional educational needs whose parents can demonstrate that entry to a particular school is necessary and whose application is supported by written evidence.
5. In the event of over-subscription, once places have been allocated under the criteria above the remaining places will be awarded according to the proximity of the child's home to school as measured by the nearest available route. This is from the front door of the child's home to the school's nearest entrance gate.

SCHOOL TIMES

8.40am - 12.20pm

1.10pm - 3.10pm

There will be a break in the mid-morning which leaves a teaching time of 23 and half hours per week.

We ask that if your child goes home for lunch that he/she does not return before 1.05pm

BEHAVIOUR POLICY

The Behaviour Policy is based on children being placed on a positive behaviour card that will be shared with parents and staff so that each pupil is managed on an individual basis and everyone can see what the child needs to do to make progress. When children are successful they will be rewarded so that all achievements in school are recognised and children learn how to improve their relationships within a school environment. Hence there is a strong school ethos, which is to enable children to become responsible for their own behaviour and understand how to improve.

All adults in the school, teaching and non-teaching, have an equal part to play in the discipline, rewarding and sanctioning of children.

Various sanctions are used – initially with a discussion between the pupil and teacher who may then feel the need to give a pupil some 'time out' opportunity to calm down. This may be followed by intervention from our

learning mentors who are specifically employed to assist pupils to overcome any problems they have in school. At this stage parents would be involved in any plans to support a pupil in school.

We use restorative justice principles which are strongly linked to making appropriate choices and do not rely solely on punishment.

We strive to have a minimum of school roles made for the general well-being, safety and happiness of all children and staff within the school.

We use a merit system to reward pupils for good work and behaviour. Pupils receive certificates, which recognise their achievement.

“Pupils of all backgrounds enjoy school and all that it has to offer. Staff provide a rich variety of learning experiences in and beyond the classroom. As a result pupils are engaged in their learning and behave well.” OFSTED May 2010.

PARENTS AND THE COMMUNITY

Parents' Evening

We feel that an exchange of views between parents and teachers can be of great benefit. Experience has shown that there is much for teachers to learn from parents about their children as well as parents to learn from teachers. Opportunities for these discussions are provided three times a year when we sincerely hope that frank and constructive talking will take place and that both school and home will pull together for the good of the child.

At the end of each school year a written report will be presented to parents via their children covering each individual child's behaviour and attitudes, contribution to the life of the school in addition to academic and social attainments.

Parents can play an important part in the child's education and developmental progress. The school will endeavour to keep all parents fully informed of their child's progress and development and hence there are three Parents' Evenings arranged each academic year. The first is held in early October to enable parents to meet their child's new classteacher and set targets for the child, one in mid February to review the year to date and set further targets for the child to achieve by the Summer Term and the final one, if needed, to discuss the child's written report.

At the end of the Autumn and Spring Terms parents will receive a progress report from the school.

Naturally we are always here to talk to parents about any problems or concerns should they arise. If you need to speak to a teacher it is essential that you make an appointment via the School Secretary. Please note that these appointments will always be arranged at times after school has closed for the day.

If you need to speak to the Headteacher again it is essential that you make an appointment via the School Secretary.

Parents are welcome into Meadfurlong to assist within the school and at functions organised by the school staff in conjunction with interested parents. There is also a formal Friends of Meadfurlong Association. Support and ideas from parents are always welcome.

Many parents have much knowledge or expertise and/or valuable spare time, which could add a great deal to the life and working of the school. If you feel you could help in any way please contact us, but do not feel that you will be “signing on for life”. Even if you feel you cannot do any of these things, you can still be extremely effective by supporting your child in school activities i.e. Parents’ Evening, Games, Matches and Fund Raising Activities. You can also assist us by collecting all sorts of useful junk for modelling: centre tubes of toilet/kitchen rolls, used matches, newspaper, wool, fabrics’ etc.

“Arrangements for the welcome and induction of the large number of transient families and vulnerable pupils are excellent” OFSTED May 2010.

SCHOOL ORGANISATION

Instruction is given to the whole class, to small groups and to individuals. This allows, as far as possible, for us to cater for individual learners’ needs and for children at various levels of the National Curriculum. We aim to provide co-operative rather than competitive learning between individuals. Children are, however, encouraged to continually improve on their own previous best performance.

Throughout the school all children are set, according to their ability, for Maths. This means that children of similar ability across the three classes in each year group are brought together for these lessons. Naturally it is possible for there to be some movement during the year, if it is appropriate, between these groupings.

We are concerned at Meadfurlong with real learning, which only takes place with plenty of activity and experience. The emphasis here is upon the organisation of activities and experience centred around the requirements of the National Curriculum which will encourage the children to use a variety of materials and resources and hence enable them to learn the necessary associated skills so developing lively enquiring minds. Children who have difficulties in accessing parts of the curriculum are supported by a team of teaching assistants who are deployed to each class according to the needs of the children. Generally speaking, teaching assistants support in the core curriculum areas i.e. Literacy and Numeracy.

EAL children are specifically supported by three full time language support assistants with additional support from an EAL Support teacher one day each week. There is also a language learning club after school on two days a week.

“Positive attitudes to learning are evident in all classes and pupils of all backgrounds and abilities get on well together to make the most of the interesting learning opportunities provided by staff.” OFSTED May 2010.

CURRICULUM

From September we will be using an exciting and innovative, cross curricular approach to our teaching and learning. It will encompass all subject areas to meet all the National Curriculum strands. The new approach will engross and engage the children and encourage them to take more responsibility for their own learning.

English

The English National Curriculum, the National Literacy Strategy and the documentation contained within the school's English Policy provide the ingredients for planning, teaching and learning, assessment and resourcing at Meadfurlong School.

We believe that language learning is holistic and that each part (reading, writing, speaking and listening) supports and enhances overall language development. Consequently, we provide teaching and learning opportunities, which integrate reading, writing, speaking and listening. We ensure that the children study language at work in 'primary texts'. Indeed we believe that children become more effective readers by being taught to interrogate and deconstruct different text types. Subsequently, their working improves as they learn to apply this knowledge and skills to construct their own writing across a range of text types and for real purposes and audiences. Therefore, we study a specific type for a blocked unit of time and always ensure that working tasks are first supported and modelled on reading activities. Children are taught to identify their own strengths and weaknesses in language learning and are assisted to set manageable targets. They are positively encouraged to reflect on their own progress.

All children are taught English within the daily literacy hour. In addition, extra learning time is allocated for independent, guided and paired reading, class novel, library, handwriting, spelling and writing. Wherever possible, we aim to teach and apply language skills through a range of other areas of the curriculum.

We will be developing and extending our literacy skills through daily sessions that teach and reinforce reading, writing, speaking, listening and understanding of language in a focussed way.

"In English pupils frequently achieve well because teachers pitch activities at just the right level." OFSTED May 2010.

School Library

The School Library offers the facilities for children of all abilities to use reference materials, to gain a love of books and extend the older and more able children to develop skills of study and scanning appropriate to their individuals needs.

Children are allowed to borrow books, on a weekly basis, to read at home. Parents are asked to sign a consent form and are expected to take responsibility for any book borrowed.

Mathematics

In Key Stage 2 all pupils use the Mathematics Framework as the basis for their mathematical learning. Each daily session starts with mental warm up before the main section of the lesson. We are using the DCSF guidelines as our scheme of work and a range of materials from different commercial schemes.

In all years children are grouped according to ability based on their SAT results.

“Inspectors agree with the school’s evaluation and witnessed the sound start that has been made on a school wide project to ensure a systematic approach to building pupil’s confidence and competence in solving word problems.” OFSTED May 2010.

Science

Science is an important part of the curriculum and will be taught as separate science topics, in mixed ability classes. The emphasis is upon practical work and investigation by pupils and the programme of study follows that laid down in the National Curriculum and the QCA documentation, to increase the children’s knowledge and understanding of the natural and scientific world. Opportunities are planned throughout the children’s school life for them to work, not only in the classroom, but to learn from wider out of school experiences.

Sex Education

Included within the scientific framework is an understanding of how the body works, so sex education is incorporated as part of the normal school curriculum especially in Year 6. In Year’s 5 and 6 it emerges from a term’s Good Health topic.

ICT

The computer room provides children with a range of opportunities to develop and apply a wide variety of information technology skills. The subject is

taught in a weekly whole class lesson. Children are encouraged to use available resources (at school, home, public library etc.) as an important tool for research, analysis, planning, monitoring control and communication across all the curriculum areas.

There are opportunities via school computer clubs to enable children to continue to practice skills through individual and/or group projects.

By careful use of government funding, local industry and parental support the school is constantly reassessing and enhancing the facility. The PCs have now been networked to provide secure filtered INTERNET access and Email, which is now on broadband. Each classroom has an internet linked PC and active whiteboard which enables staff to deliver exciting lessons.

The shared areas have 3 computers available for the children to use for research on other activities.

The school has subscribed to Education City for the children to use as an aid to their learning particularly in Numeracy and Literacy. There is a homework package that is available to parents for a contribution of £1; parents have found this to be a very good resource.

History

Children follow the National Curriculum guidelines, which provide a scheme of work suitable to each age group, covering mainly the history of Britain, but also some other parts of the world. We link history to literacy, ICT and other areas of the curriculum, offering the children experience of researching information in books, on CD ROMs and on the Internet when appropriate.

We also use visits to make history come alive, whenever possible, or visiting speakers.

Geography

The programme of study for Geography closely follows the guidelines laid down in the National Curriculum. Places and themes are investigated, geographical skills developed and IT will form part of every unit. Each year group undertakes a geographical enquiry based on the local environment or secondary sources.

Music

Children throughout the school have opportunities for a variety of musical experiences. They practise and perform rhythm using a range of percussion instruments as well as singing and listening to music. They are taught basic compositional skills using tuned percussion instruments. Other work includes singing, listening to and evaluating music from a range of styles and genres.

The school has recently invested in a number of keyboards and drum kits to offer the children a wider range of opportunity. There are plans to use modern computer software in the future to produce musical compositions.

There is the opportunity for a limited number of children to receive special tuition on stringed, brass or woodwind instruments. We are linked with the Milton Keynes Music Service

Religious Knowledge

Assemblies are non-denominational in character. Music and drama are also often included. This is one occasion when we can share experiences with one another. Stories from real life can give up-to-date examples of Christian principles.

Our aim is to create an awareness, understanding and tolerance of other children. Our teaching follows the Milton Keynes Council Agreed Syllabus and emphasises that religion must be seen as an integrated part of school life and not something separate from it. A copy of the syllabus is available in school should you wish to see it.

It is expected that all children participate fully in this aspect of school life. Should parents whose beliefs are such that they wish their child to withdraw from Religious Education, then a request must be made in writing following prior discussion with the Headteacher. Alternative provision for your child would be arranged following this discussion.

Design and Technology

Design and Technology makes a significant contribution to the development of pupils and prepares them to participate in our rapidly changing technologies. We aim to challenge children to produce practical solutions to problems in a variety of design make and evaluate activities.

As well as being introduced to a wide range of hand tools and different materials, they will combine practical 'making' skills with an understanding of aesthetics, social and environmental issues. Food technology will also be included alongside activities involving wood, card and fabric work.

Within a stimulating learning situation, technology enables children to experience fun, excitement and a sense of pride and achievement as they learn through their own creativity.

Modern Foreign Language

All pupils learn French in school taught by their own teacher. In addition, an annual visit to France is organised during May and the school shares the employment of a French Assistant who teaches classes alongside regular teachers from October to June. This person is employed via the School Council.

Art

Children will be given the opportunity to develop painting and drawing skills. They will also be given the opportunity to use clay, printing tools and a variety of materials for collage and three-dimensional work.

They will look at the work of artists from previous times, cultures and genres and develop the ability to comment and ask questions about the work. They will develop a respect for their own and the work of others, learning how to offer and receive constructive feedback and praise.

Art, within the school, is used to make links with other subjects and can help to develop the child's understanding of historical and cultural difference. It is also used to express feelings, for example in music or poetry. Links with ICT are encouraged and promoted to produce art in a variety of contexts.

Personal, Social and Health Education

Personal, social and health education prepares the children for the opportunities, responsibilities and experience of life.

In KS2 the children will be following the National Curriculum programme of study, which identifies the skills children need to become active and confident citizens of the future.

PE

Our aim is that children will leave the school with an enthusiastic attitude and ability to attain National Curriculum standards in PE. All children will undertake a range of games skills, athletic events, gymnastic movements, outdoor and adventurous activities and swimming. They are encouraged to demonstrate a sportsperson-like attitude and awareness of working within a team in small or large game situations.

Extra curricular activities are also offered, according to staff expertise.

Swimming

Swimming is available to all children once they are in Year 5 and 6.

As part of the National Curriculum we hope that all children offered the opportunity will take part and ask for your co-operation in providing the necessary towel and swimming gear. In the event of your child being unwell and unable to participate it would be a great help if a note could be forwarded to school at the appropriate time. No jewellery should be worn.

Home Learning

Teachers will set home learning in accordance with the National Guidelines in order that children may achieve the targets agreed at Parents' Evening and fulfil the delivery of the National Curriculum. The amount of home learning recommended is an hour a week for Year 3, an hour and a half a week for Year 4 and half an hour a day for Years 5 and 6. However, in line with our approach to developing independent learners and providing opportunities for families to support their children, home learning may well be presented as a home learning pack which contains tasks to complete over time. Children will still receive spellings, reading and numeracy tasks to complete alongside these on a weekly basis.

The tasks given should follow up or support the work done in class and feedback will be given on completion.

We hope that parents will encourage children to complete tasks, and work with them, if appropriate, for example spellings and tables facts are routinely set as homework, and could be checked by parents. Reading is also a daily task and parents could help enormously by listening or sharing a book for ten minutes a day.

In the event of homework repeatedly not being done parents will be invited to discuss with mentors and teaching staff how the problem can be resolved.

Children with Special Educational Needs

The school supports children with Special Education Needs with or without statements either with relevant individual programmes in the classroom or with Teaching Assistant help when appropriate. This support is relevant to the child's targets set on his/her individual Education Plan. Support may be on an individual basis or in a group situation and progress is reviewed regularly with parents.

A scheme called 'Read Write Inc' has been introduced into the school to assist children to improve their reading ability.

Special Educational Needs Policy

The School's Special Educational Needs Policy has been successfully implemented in line with the agreed Code of Practice. This full and detailed document can be seen at school if parents wish.

More Able and Talented Pupils

The School recognises and supports children identified as being either 'more able' or 'talented'. It is the responsibility of all members of staff to identify potential or ability and then inform the Coordinator.

The school's register of identified children is subject to regular review during each school year. Discussion with the parents is also a regular feature during the year, most notably during Parents evening.

Opportunities to support identified children and enhance their learning experiences are a significant feature of our provision for the more able and talented both in and out of school hours. Examples of current clubs and activities are sport (MK Dons football, Taikwon Do etc), Music (brass, woodwind and violin tuition etc), Problem solving (Brain academy, Chess and Puzzle club) and Research Projects.

Charging for School Activities

Parents are asked to make a voluntary contribution towards the cost of school activities and where insufficient contributions are received, the activity may be cancelled. If parents are in receipt of Income Support, Family Credit, Income Based Job Seekers Allowance or Disability Working Allowance a request for remission of any charges should be in writing, in confidence to the Head teacher.

The Governing Body has agreed to levy a charge for music tuition of £20.00 per child per term on any instrument plus £5 hire, and £15 per year refundable deposit, if it is a flute or clarinet where the tuition is provided individually or to a group of not more than four pupils. These charges came into effect on 1 September 2005.

Charges will also be made to cover the cost of ingredients and/or materials where there is a finished product, which the children will keep.

Sports Aims and Provision for Sport

The school actively encourages pupils' involvement in sporting activities. The school has adopted the new swimming awards, which are compatible with Key Stage 2. Football clubs are run and the school operates in inter-school matches, similarly rounders and athletics in the summer. A Cross Country Running group practises weekly to prepare for the inter-school Saturday running events held in the Autumn Term.

Sports Day, which is held in the Summer Term, is thoroughly enjoyed by pupils and parents who attend.

Absence from School

A Milton Keynes Council document, which is available for parents should they like one, states that parents must ensure that their children, while of compulsory school age, attend the school at which they are registered regularly and punctually.

The Government guidelines regarding absence from school differentiates between acceptable (authorised) and those, which are not. Most justified reasons for missing school are clear, for example if your child is ill. The following are the most common usually acceptable reasons: -

- Illness of the child (not the parents)
- a medical or dental appointment
- a religious event

The following reasons for absences will not be authorised: -

- looking after the house
- looking after brothers and sisters or parents
- shopping during school hours

birthdays
day trips

If your child is absent it is our policy for a member of staff to call you at home asking for an explanation why your child is not in school.

Staff may require children to make up the time for some of these unauthorised absences.

Any child, following an absence must bring a note for the class teacher informing him/her the reason for an absence. A verbal message via the child is not sufficient. Should a note not be received then this absence will be classed as unauthorised.

Your child's absence/attendance will be reported in his/her Annual Report. Likewise the number of late arrivals within the first half-hour of each session will also be reported on the Annual School Report.

Ofsted would expect that children would exceed an attendance record of 95%. Any absences therefore for whatever reason, authorised or unauthorised count against this attendance record. Work missed out is not necessarily likely to be re-accessed in the same way again. It is therefore paramount that children's attendance is as high as possible.

Parents are advised that in the event of excessive lateness or poor attendance the school may report the family to the Education Welfare Service and instruct them to issue a fixed penalty notice which may mean a fine of £50 or more.

Holidays that are taken without proper authorisation would be counted in this category and may be regarded as adding to their children's poor attendance record.

During the school year 2010/2011 the overall attendance record at Meadfurlong was 94.2%, with the percentage of unauthorised absences standing at 0.9%.

Certificates are awarded annually to children who achieve 100% attendance in each attendance year as reported on the Annual Report.

Complaints Procedure

Any formal complaint should be made via the Headteacher, who will investigate the problem. Should this not satisfy the parties concerned the representation can be made via the Chair of Governors who will request the involvement of the Governor Representatives responsible who will liaise with the Headteacher. Further assistance can be sought through the Education Officer for Milton Keynes if necessary.

School Documents

Further more detailed comments, which include the full Development Plan and Policies relating to the school and its educational provision, can be accessed through making application to the school.

Safeguarding in School

The school has a duty to promote and safeguard the welfare of our children. All members of staff in the school are charged with the responsibility to keep the children safe and to report any concerns they have to the Child Protection Officer if they have a reasonable suspicion that a child may be suffering or likely to suffer significant harm

The Governors and Headteacher are responsible for doing their utmost to prevent unsuitable people working with children. As such all adults working at the school will undergo a Criminal Records Bureau check.

Use of Photographs

It is the policy of the school that all photographs or videos taken of the children are for school or parental use only. Permission from parents or adults with parental responsibility must be sought if photographs or videos are to be used elsewhere.

School Trips

The school organises various day and residential visits to offer the children the opportunity to gain from an educational experience.

Parents are not obliged to make a contribution to the cost of a day/residential visit and pupils will not be excluded through an inability to pay; however, the visit can only go ahead if there are sufficient contributions to cover the cost.

For residential visits the cost will be made up a of charge for board and lodgings for all pupils except whose parents who receive Income Support, Family Credit, Income Base Job Seekers Allowance or Disability Working Allowance. Request for remission of these charges should be made in writing, in confidence, to the Headteacher.

In all cases the school will make arrangements for the payment to be made in instalments.

School Uniform

We have school colours, which all children are expected to wear. The school colours are navy blue and red. T Shirts or jumpers with slogans or bold unsuitable print will not be tolerated. Should a child come to school in unacceptable or non-school colours he/she will be loaned appropriate alternative garments if necessary. All pupils should attend wearing black shoes in a style suitable for the rigours of life in a school.

| | |
|-----------------|--|
| Year 3, 4 and 5 | Navy Sweatshirts or Cardigans Black skirt or trousers White Shirt/Polo Shirt |
| Year 6 | Red or Navy Sweatshirts/Cardigans Black Skirt or trousers White Shirt/Polo Shirt |

Summer term Blue Gingham dresses can be worn.

Book bags and PE bags are available via our uniform suppliers.

Meadfurlong School uniform is now purchased through a company called 'Schoolwear for Less' that are based in Milton Keynes. Orders can be given to the school, please ask Mrs Lampard for an order form and price list. Payment is required upon delivery by either cash or cheque. All orders will be delivered to the school for collection.

Clothing for P.E.

It is important for both hygiene and safety reasons that children have the necessary PE equipment.

| | | |
|---------------|-------|---|
| <u>Indoor</u> | Boys | Black Shorts and Sky Blue T-shirt/Polo Shirt |
| | Girls | Black Shorts and Sky Blue T-shirt/Polo/Shirt |

Bare feet unless children have veruccas

| | | |
|---------|-------|---|
| Outdoor | Boys | Black Shorts, Sky Blue T-shirt/Polo Shirt and trainers |
| | Girls | Black Shorts, Sky Blue T-shirt/Polo Shirt and trainers |

Tracksuits, jogging suits or suitable leisure wear. Please choose suits that have mainly blue/black colours.

No jewellery should be worn.

Especially on wet days it would be appreciated if each child had available a soft pair of indoor-type shoes to change into to keep mud etc down to a minimum in our school building.

Valuables

Valuables including rings, earrings and jewellery should not be worn in school. If ears are pierced then the governors have agreed that only a stud may be worn. For safety reasons it is expected that all children will remove all the above before both PE, swimming and games sessions. The Governors do not allow any other body piercings so nose studs etc are not allowed to be worn.

Whilst staff will take every precaution to ensure the safekeeping of valuables in school we cannot be held responsible for any lost items.

Health and Safety

We have access to help and advice from a wide range of medical and social workers. Normally, however, a full medical inspection is not made unless at the request of either the school or a parent. If you are concerned about any medical condition of your child, please do not hesitate to contact the school where arrangements can be made to investigate the problem. Although there are periodic checks made on teeth and ears, these are limited. It is expected that parents themselves are responsible for all aspects of their children's health including checking their hair.

Although we would prefer not to get involved with administering medicine, if this does become necessary, please see in person either the Head, Secretary or First Aider in order that the necessary form is completed by you the parent. We are not permitted to administer any medicines without a signed consent form, which must be kept in school.

Security

In the interest of security for your children we would respectfully ask that parents wait for their children outside the school gates and only access the school via the front entrance.

The front courtyard area will be reserved for Year 3 pupils and their parents when they are arriving in the morning or collecting their children at the end of school.

The school has additional security, which includes CCTV cameras, an infra-red alarm and SMART water.

Pastoral Care

The class teachers are generally responsible for the well-being of the children in their care. In cases of concern contact can be made with the teacher via the Secretary. Appointments to see teachers will always be made for after school only, not during school hours.

Discipline

Though class teachers are generally concerned with the discipline of their own classes, ultimate discipline is left at the discretion of the Head.

There are a minimum of school rules – made for the general well-being, safety and happiness of all children within the school. However there is a strong school ethos, which is evident in children's relationships with each other and those in authority.

Travelling to School

To date there are no facilities for the accommodation and storage of bicycles so it will not be possible for children to cycle to school at present.

School Lunches

A private caterer operates the hot lunches provided on these premises each day. A meal costs £2.09p per day currently but must be ordered in advance each week on the menu provided. At present the menus are distributed half termly and returned to the office each week then are collected on a Wednesday along with any money due. If you do not complete an order then no meal will be provided. Choices are ordered on a daily basis, main hot meal or vegetarian.

If parents think they are entitled to free hot meals for their children, then an application form can be obtained from the secretary at the school.

Children may go home for lunch, but school does need to know if this is the case and any difference in practice must be notified to the school in writing.

Children may alternatively bring sandwiches to school if the parents so wish.

School term and Holiday Dates - 2011/2012

Autumn Term 2011

Open on the morning of Wednesday 7th September 2011

Close at the end of the day on Friday 21st October 2011

Open on the morning of Monday 31st October 2011

Close at the end of the day on Friday 16th December 2011

Spring Term 2012

Open on the morning of Wednesday 4th January 2012
Close at the end of the day on Friday 10 February 2012
Open on the morning of Monday 20th February 2012
Close at the end of the day on Friday 30th March 2012

Summer Term 2012

Open on the morning of Monday 16th April 2012
Close at the end of the day on Friday 1st June 2012
Open on the morning of Tuesday 12th June 2012
Close at the end of the day on Friday 20th July 2012
School will closed on 7th May 2012 for Bank Holiday

Staff training days for the academic year 2011/2012 are :

Monday 5th Sept 2011
Tuesday 6th Sept 2011
Tuesday 3rd January 2012
Monday 11th June 2012
Monday 23rd July 2012

There may also be extra training days or altered training days during this period, and once again parents will be informed as and when these dates are finalised

Proposed school term and holiday dates for 2012/2013

Autumn Term 2012

Open on the morning of Monday 3rd Sept 2012
Close at the end of the day on Friday 26th Oct 2012
Open on the morning of Monday 5th November 2012
Closed at the end of school on Friday 21st December 2012

Spring Term 2013

Open on the morning of Monday 7th Jan 2013
Closed at the end of the day on Friday 15th Feb 2013
Open on the morning of Monday 25th Feb 2013
Closed at the end of the day on Thursday 28th March 2013

Summer Term 2013

Open on the morning of Monday 15th April 2013
Closed at the end of the day on Friday 24th May
Open on the morning of Monday 3rd June 2013
Closed at the end of the day on Tuesday 23rd July 2013

Finally

We sincerely hope that your child/children will be happy in their life and work at Meadfurlong School.