



Langford Budville Church of England Primary School

Prospectus



Updated September 2021

Langford Budville
Wellington
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WELCOME TO OUR SCHOOL!



We are delighted that you would like to know more about our school and hope that you will find this prospectus informative and interesting. We hope that you will wish to visit us at Langford Budville to experience for yourself the happy and productive atmosphere which exists here.

We are proud of our school, and are pleased that our achievements have been recognized by Ofsted, who said *"This school continues to be good"* (March 2018). We believe that together we create an environment where all children and adults are treated as individuals and where everyone is encouraged to give of their best.

Every effort and success is acknowledged and celebrated by us all. We help children learn to recognize their own talents and to appreciate what others have to offer. We expect that when children leave us they will have developed a curiosity for and love of learning, positive 'can do' attitudes and the resilience to cope with the challenges they will face as they move on to the next stage in their lives.

It is also important to recognize that whatever efforts we make to develop these aspects in your child at school, the results will be doubly effective if we work in partnership and are supported by you as parents and carers. By entering into our home/school partnership you agree to support the work of the school at home.

If when you have read this prospectus you have any further questions do not hesitate to contact us by telephone or email.

We look forward to working with you.



**Langford Budville Church of England
Primary School**



Mission Statement

As a Church of England school we work together with our whole community to create a safe and caring environment where every child can flourish.

We recognise individual strengths and seek to nurture children who are curious and resilient in their learning, tolerant in their relationships and who can manage new situations with confidence.

'Celebrating life and learning together'

Let us be concerned for one another, to help one another to show love and to do good.
Hebrews 10:24

OUR SCHOOL VALUES

Expectations we hold with you for your child

We expect children to have ambition and expectation from life. To achieve this they should have an eagerness to learn, be prepared to be part of a team, show respect for others and themselves, be prepared to take responsibility for their own actions, be truthful, show friendship and with help, support and encouragement aim to achieve their full potential.

ABOUT US

'It is our vision to create and maintain, in partnership with parents and carers, a caring, happy community in which Christian Values are upheld.'

We are a small primary school set in the heart of the village of Langford Budville. Many of our children and their families live in the local area, but we also welcome children from surrounding villages and the nearby town of Wellington. We have two mixed age classes, led by a team of experienced teachers and learning support assistants. We also make good use of further expertise from sports coaches and specialist music teachers to ensure a broad and balanced curriculum is on offer with opportunities for enrichment far beyond the '3 R's'. We make good use of the amazing natural resources on our doorstep, taking full advantage of the school's position in the rural area, with regular forays into the woods and fields surrounding the village. Children also venture further afield, broadening their experiences on visits to museums, the theatre and other places of interest.

Our school has been linked to the church since it was built in 1851. We are a 'voluntary controlled' (or VC) school which means that the school is run by the local authority but has a Church of England character. We are part of the Diocese of Bath and Wells and also belong to the Wellington team of Anglican churches.

We benefit from a close and supportive relationship with the local clergy, who visit on a weekly basis to lead acts of worship. We make use of the church throughout the year for worship and other aspects of our learning and the older children participate in wider learning opportunities run by the diocese. In addition to visits from the Ofsted inspectors, like all Church of England schools we receive a Statutory Inspection of Anglican and Methodist Schools (SIAMS) under Section 48 of the Education Act 2005. At our last SIAMS inspection in January 2016 the school was graded as 'outstanding'.

"Christian values are at the heart of the school's ethos and underpin the high quality of relationships throughout the school community. The school offers an environment where children are valued as individuals and where their talents are given every opportunity to flourish."

All staff have high expectations for each child to achieve the best they can, regardless of any obstacles which may be in their way. We know the children and their families well, and encourage all children to aim high, challenging everyone to reach and exceed their

goals, developing resilience and a determination to succeed. We have four 'Curriculum Drivers' : Emotional Awareness, Spirituality, The Arts and Possibilities which give us a focus to our topic work, taking the children from what they already know, to formulating questions about what else they would like to know and how they may be able to do this. Children are encouraged to be independent learners, taking some responsibility for the direction of their learning in both class-based work and through homework activities.

WE work in a managed partnership with the local WARF (Wellington Area Rural Federation) group of schools – this comprises 2 other small village schools spaced around the perimeter of Wellington, and we benefit from opportunities to work together as staff teams, supporting each other through shared expertise and resourcing. The teaching team at Langford is strong and experienced, and is led by the Head of School and Executive Headteacher from within the WARF group.

In March 2018 we were delighted to receive a very positive outcome from our Ofsted Inspection:

'This school continues to be good.'

Our parents association, FLBSA, is an active body, raising money for extra treats and supporting the work of the school in many ways. It is open to all parents and carers – if you enrol your child at Langford you will be able to become involved in their activities.

OUR SCHOOL BUILDINGS

The school is housed in the original Victorian building supplemented by two 'mobile' classrooms (semi-permanent structures). The Key Stage Two children work in the original classroom, fully refurbished in 2010, and the younger children have a large bright classroom connected to their own gated outdoor area, some of which is covered, making outdoor learning for these children a possibility throughout the year.

Since the autumn of 2017 we have undertaken a series of renovations to the old building enabling us to utilise the available space more effectively. In June 2019 after a long wait, new perimeter railings and a full height gate were fitted to keep children safe on site; a recently relocated front door leads to a new, enclosed vestibule off which are two main offices can be found. This restyled entrance ensures we are compliant with all current safeguarding regulations. In 2018 a library was created alongside a separate work room for small group activities, with the staffroom, a small kitchen and SENCO office also in the main building.

We also have a third classroom, currently used as a dining room (with food warming and dishwashing facilities) and area for large or small group activities, including artwork and a weekly after school club.

Outside we have a generous playground with a range of play facilities and a reflection area for quieter activities.

Throughout the school every effort is made by the staff and children to create an attractive physical environment which is calm and ordered and where respect for the possessions and space of others is shown and maintained.

In addition to our school site, we are fortunate to be able to make use of the nearby Langford Budville common for both sporting and outdoor education activities. We also use the church and village hall for events throughout the year.

CURRICULUM PROVISION

Implementing the National Curriculum

From Years 1-6 children spend part of each day covering the Mathematics and English requirements as set out for each year group in the National Curriculum. Since 2014 these have been very specific and require focused and well-paced teaching to achieve full coverage during the course of the year. Teachers use a mixture of teaching approaches ranging from whole class, year group and individual learning activities throughout all lessons. Children are supported by teaching assistants where appropriate and are encouraged to work both collaboratively and independently as the task demands.

Other curriculum areas are planned around a series of topics lasting either half a term or a term, organized so that during the course of the year the broad spectrum of the National Curriculum is covered. Classroom displays focus on aspects of the current topic which may be linked to several curriculum areas including maths and literacy work. Off site visits form an integral part of the children's learning as well as a choice of practical homework activities or challenges which involve creating or researching something linked to the current theme to share at school.

All children are encouraged to express themselves through music, drama and the visual arts as part of their topic activities. Singing, and often drama, forms part of the daily act of worship, but these areas are also embedded into other areas of the curriculum and may include preparation for a drama production, the chance to watch a visiting performer or a trip to the theatre. As part of the Wellington Cluster of Schools, there are various opportunities each year to join children from other local schools to participate in singing and drama workshops, often with a performance for parents at the end of the session.

Key Stage Two children have the chance to try out a musical instrument in whole class lessons for part of each year through the Somerset Music provision; if your child would like to learn an instrument on an individual or small group basis we can make provision for instrumental tuition through a visiting tutor.

PE sessions are held several times each week, led by members of the school staff. Each class visits the swimming pool at Wellington Sports Centre once a week for a whole term – KS2 in the Autumn term and KS1 in the Spring term. Several after school sports clubs are also offered, some with a small attendance fee.

In addition to the subjects specified in the National Curriculum, we also address wider, cross-curricular issues such as Personal, Social and Health Education (PSHE), British Values and awareness of Equal Opportunities.

We have a good range of ICT provision which includes access to laptops and iPads, plus Interactive Whiteboards in each teaching room, with data projectors and cameras readily available. Our Internet is wireless giving children access wherever they may be working on the site.

In their first year at school (the Early Years Foundation Stage), Reception children follow the Early Years curriculum based on seven areas of learning; these focus on developing the skills to become curious and resilient learners, children who are prepared to have a go and who are not afraid to make mistakes in the course of their learning. These areas of learning provide a smooth transition into the National Curriculum which they will follow from Year 1.

CURRICULUM DRIVERS

Values and attitudes embedded across the curriculum

- **Emotional Awareness** - the readiness to learn which is shown by children's attitudes to learning. Skills that will be explored include confidence, resilience, eagerness, teamwork, truthfulness and friendship
- **Spirituality** - an exploration of the meaning of life as it affects children through their experiences. They will be encouraged to develop values which support their view of the world, through providing opportunities where spiritual awareness can grow with a sense of awe and wonder. This will encompass such attitudes as respect and care, understanding diversity, the knowledge of right and wrong and the ability to develop personal views
- **The Arts** - an exploration of creativity in both the visual and expressive arts. Children will have opportunities to develop skills in a range of 2 and 3 dimensional media, including drawing, painting, sculpture, drama, dance and music.
- **Possibilities** – opening the children's eyes to 'life chances', expanding their horizons by developing an awareness of possibilities beyond their direct experiences; this will come through meeting visitors, off site visits and opportunities to research and communicate their views and desires. We aim to develop aspiration, enterprise, and independence. We want our children to be the best they can be and to do the best they can do.

MONITORING AND ASSESSMENT

Tracking your child's progress

When children enter our school the staff will make assessments to help them plan for their future development. This is based on informal observations of your child as they engage in daily classroom activities and an assessment of their personal, social and emotional development against given criteria. If your child joins us from another school it is likely that we will receive a report from their previous school; it is also common for us to speak with their former teacher on the telephone.

The revised National Curriculum is rigorous in its expectations for each year group and we aim for all children to achieve at least Age Related Expectations (ARE) in the key areas of Reading, Writing (including spelling – or phonics, punctuation and grammar) and Mathematics. Some children will achieve more, and reach Greater Depth than the Standards (GDS); a few children will not achieve so much and be Working Towards the Standards (WTS) at the end of an academic year. Children with Special Educational Needs might be working well below the standards expected for their year group but we nevertheless expect all children to make progress from their baseline each year.

Progress and achievement are monitored and tracked throughout each term, with end of year assessments for all year groups, including SAT tests at the end of each Key Stage (Years 2 and 6). Reception children are assessed against the 17 Early Learning Goals (ELGs) at the end of their first year at school. The outcomes of tests and assessments may be discussed at parent-teacher consultation meetings. Assessment outcomes are made by considering a range of your child's work which can include tests, but tests themselves are rarely used as the sole method of informing a judgement.

Your child's records will normally be passed on to Secondary School on transfer, or to their new school in the event of your child moving to another Primary School.

HOMEWORK

How you can help your child at home and school

All children are expected to take their reading book home and to practice by reading aloud or independently depending upon their age and proficiency in reading. Each child has a Reading Log for both parent and teacher to make comments. Please try to find time to share your child's reading book with them regularly – teachers can offer guidance if you are unsure of how to do this most effectively.

Your child will also have regular homework activities, appropriate to their age and needs. Class teachers send home details of homework activities for topic work, spelling and maths with their termly curriculum overview.

If you would like to offer your time to help the children's learning in school by hearing readers or helping with other activities, you would be most welcome. Please see your child's class teacher to discuss this – you will need a current DBS check to help on a regular basis.

REPORTS / PARENT CONSULTATION MEETINGS

All children receive an annual written report. This summarises your child's achievements in both academic and personal/social/emotional areas. It comments on your child as a learner, their attitude to learning and how they approach challenges. The report will also indicate whether your child is achieving or exceeding Age Related Expectations, or whether they are having any difficulties and the measures that are in place to support them in their learning. There is an opportunity to discuss this report with the teacher towards the end of the Summer Term.

Clearly, reports serve a purpose, but they cannot be a substitute for regular and systematic sharing of information between a teacher and parent on a personal basis. Regular contact enables us to provide and discuss up-to-date relevant information about your child's work, behaviour, attitudes, and relationships. Teachers are available for a quick word most mornings if something is concerning you or your child, or you may be asked to make an appointment at a more convenient time or for a longer discussion.

Parent Consultation appointments take place during the Autumn and Spring terms when you will have the opportunity to discuss your child's progress in a more formal meeting.

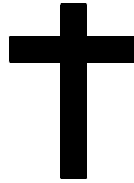
EXTRA CURRICULAR ACTIVITIES

A range of extra-curricular activities is offered to our children. Parents with relevant coaching qualifications are welcome to offer their services to provide a new after school club – please enquire in the office. Details of clubs are sent out termly – please refer to the website for current provision.

HEALTH EDUCATION

Health Education, which involves personal growth and development, is an integral part of the curriculum. We have worked for and acquired the Health Promoting School Award and we aim to continue to help our children to develop sound attitudes to all aspects of healthy living. Through careful discussion, children are led to consider such relevant issues as behaviour, diet, drugs, and smoking. Relationships and Sex Education (RSE) forms part of the Health Education programme for all children - with emphasis being placed on the importance of loving relationships and family responsibility. Details of our RSE programme can be discussed with your child's teacher.

Parents are entitled, under the 1993 Education Act, to withdraw their children from aspects of Relationships and Sex Education which are outside the compulsory elements of sex education contained in the National Curriculum. Please see the Head of School for more information regarding this matter.



OUR CHRISTIAN FOUNDATION

“The distinctiveness and effectiveness of Langford Budville as a Church of England school are outstanding.”

SIAMS January 2016

As a Church of England School, we aim to work with parents, children, staff, governors and the church to provide a safe environment in which each child is valued as an individual and in which they can find security, acceptance, reassurance and an opportunity to develop their potential. We aim to create a caring and happy community in which Christian values are upheld.

The local clergy, led by our vicar Rev Alan Ellacott, are regular visitors, leading acts of worship and supporting the spiritual work of the school. Mrs Lynne Moore is our Foundation Governor, creating a link between the school and St Peter’s Church in the village. We value her informed and enthusiastic support which has ranged from leading pancake-making sessions with the children and helping with the development of our reflective area to creating displays of children’s work in the church, maintaining the school’s links with the wider local community.

We visit the church for services at key times of the year, inviting parents to share our celebrations of such festivals as Harvest, Christmas and Easter. We mark Remembrance Day with an Act of Worship in the church grounds. The annual Leavers’ Service in July culminates with the ultimate treat for the Year 6 children - a trip to the top of the church tower! The church is also a valuable local resource; children make informal visits to study aspects of the building or to learn more about its function.

The school’s Religious Education policy has been drawn up in accordance with the Somerset Agreed Syllabus and Acts of Worship reflect our Christian tradition. RE lessons help the children develop a wider understanding and appreciation of other world religions in order to put the Christian faith into context. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of the children.

Church schools are subject to statutory inspections (SIAMS) as well as visits from Ofsted. At our last such inspection we were judged to be **outstanding** in our effectiveness as a church school in all areas.

CHRISTIAN FOUNDATION AIMS

- Hold at our heart the central values of the Christian faith
- Seek to provide safe, fair and sensitive care for each individual

- Do our best to ensure that children enjoy coming to our School
- Offer broad opportunities to enlarge the vision
- Foster good relationships between Home, School and Church
- Hope to nurture the spiritual growth of each individual
- Worship together with joy as part of Gods wider community
- Walk alongside each child and adult to encourage and support their journey of life

COLLECTIVE WORSHIP

Children meet daily for an Act of Collective Worship either as a whole school or in separate key stage groups. A different theme is developed through each term with children having opportunities to participate in the worship and to reflect on the points raised. On Friday a Celebration Assembly is held to mark special effort and achievement both in school and beyond. All worship reflects our Christian tradition with children hearing stories from the bible as well as more secular sources to help them develop an understanding of the current theme. The local vicar is a regular visitor and other members of the community are invited into school to lead worship as appropriate.

All parents have the right to withdraw their children from the daily Act of Worship or from Religious Education lessons. Any parent wishing to do so should contact the Head of School and must record their decision in writing.

EQUAL OPPORTUNITIES

- Promote Equality of Opportunity for all pupils.
- Promote the individuality of all children irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- Some children in our School may have disabilities. We are committed to meeting the needs of all of these children within the School.
- Challenge prejudice and stereotypical views whenever they occur.
- Take a holistic approach in the classroom regardless of ability.
- Encourage and support all children to participate in sports and games.
- Create a learning environment where children can express their views and feel respected for their beliefs.
- Ensure that all recruitment; promotion and training systems are fair to all and provide opportunities for everyone.
- Maintain an Accessibility Plan to ensure all pupils have equal and appropriate access to the School.

SPECIAL EDUCATIONAL NEEDS

The school ensures that the curriculum is broad-based, relevant, and appropriate to the needs of all children, recognising that each child will progress and develop as an individual. Regular monitoring of a child's progress enables us to identify particular strengths or areas of concern.

We aim to make early identification of children's special needs across the whole ability range, from the least to the most able. Where it is apparent that support is necessary, systematic procedures are followed to enable us to meet that need, in the most appropriate way, within the resources available. Academic and social/emotional needs are included in all assessments.

Our Special Educational Needs Co-ordinator (SENCO) will discuss both short and long term aims with the class teacher and senior staff. When appropriate, we will consult with, and request support from, outside agencies with whom the school works in close partnership. These agencies might include the County SEN Support Team, the School Social Worker, the Educational Psychologist, the School Medical Service (School Nurse), and the Parent Family Support Advisor (PFSA).

We aim to involve parents as early as possible in any discussions regarding concerns. Equally, we hope that you will not hesitate to contact us over any concerns you may have about the progress or wellbeing of your child.

Pupil Premium money is used to support children in the classroom through our team of experienced Teaching Assistants.

BEHAVIOUR

Our expectations for all children

It is our aim that children should develop a high standard of behaviour which enables them to respect other people's feelings, their property, and opinions.

In consultation with the children, sanctions for making poor choices were revised in May 2019, outlined in the Behaviour Policy and shared with parents. The entire school community has agreed that the expectations and sanctions within this new policy are fair and achievable – we recognise that everyone makes mistakes sometimes, especially when they are young, but that it is important to learn from these mistakes and to try not to let them happen again. We also have a Code of Conduct and an anti-bullying statement.

The Governors have written a statement of Behaviour Principles which incorporate our Mission Statement. The main principles are:

- At this school we believe that everyone is equally accepted and cared for
- We acknowledge the diversity of our community
- We provide a broad and balanced curriculum encouraging every child to take the opportunity to achieve their full potential

- We nurture positive home, school and community relationships
- We promote tolerance and respect for all people and the world we live in
- We seek to promote good behaviour and discipline in our pupils
- We will respect all pupils' rights but reserve the right to screen and search within the law
- We will only use reasonable force when a situation requires it and to protect those involved
- We recognise that our powers extend beyond the school gate and will use these to promote the good name of the school
- We will provide pastoral care for staff and pupils
- We will ensure safeguarding, the promotion of children's welfare and the elimination of any discrimination under section 149 of the Equality Act

It is hoped that all parents will be prepared to support the school in implementing the expectations of the Behaviour Policy. This will enable us to work together in helping our children to behave in a caring and thoughtful way to the benefit of all. Positive behaviour and respect for others is recognised and rewarded in a range of ways appropriate to the child's stage of development.

Self-discipline is at the heart of desirable behaviour. Of course, misdemeanours do occur and these are dealt with accordingly. You will always be consulted should serious matters arise. Aggression, rudeness, bullying, bad language or selfishness are not tolerated within the family atmosphere of Langford Budville.

ADMISSIONS

First Admissions

Langford Budville admits children in accordance with LA policy on First Admissions to School. This means that most children will have the opportunity to start school at the beginning of the school year in which they become 5. All Reception children start at Langford Budville on a part-time basis, quickly building up to full-time attendance, a process which will be explained during the summer term before starting school as part of the induction programme, including play-to-learn sessions and a meeting for new parents.

Enrolling for First Admissions

Pupil detail forms will automatically be sent to you by the LA during the year prior to their planned admission date. Completed forms should be returned to them by the stated date which is currently January; places are allocated at the beginning of the Summer Term - in accordance with the LA's published arrangements.

A copy of these arrangements can be obtained by telephoning the Parentline on (0845) 6045555 or via the Local Authority website.

In Year Admissions

If you wish to move your child to Langford Budville from another school this is managed in conjunction with the Local Authority (LA). An application form can be obtained from the school and then returned to us; we forward this to the Admissions Department at the LA who will then make the decision about admission. If there is an available place in the year group this will usually be granted, otherwise the school will liaise with the LA about the possibility of accepting a child.

Where an application has been refused in any year group, the child can be placed on a waiting list. This will be kept strictly in order of oversubscription criteria by the Local Authority, as the Admission Authority, and the child will remain on the waiting list until the end of the academic year in which the application was refused. Parents are responsible for informing the Admission Authority of any changes in their circumstances, which could affect their place on the waiting list.

We strongly advise that whether you are considering our school as a suitable place for your 4 year old or with a view to moving an older child from another school, you make an appointment to meet with the Head of School to discuss the kind of experience your child will receive at Langford Budville.

CLASS STRUCTURE AND SCHOOL HOURS

Class One Hours per week		Class Two Hours per week		School Hours
Reception (EYFS)	22hrs 40 mins per week	Year 3	23hrs 30 mins per week	Morning: 8.55 am - 12.15 pm
Year 1		Year 4		Class 1Break: 10.15 am - 10.30 am
Year 2		Year 5		Class 1Break: 10.30 am - 10.45 am
(KS1)		Year 6		Lunch: 12.15 pm – 1.15 pm
		(KS2)		Afternoon: 1.15 pm - 3.10 pm

Please note that we cannot accept responsibility for children who arrive at school before 8.50am - there will be no supervision before this time.

On wet mornings, it is particularly helpful if children can arrive no sooner than 5 minutes before the start of school.

SCHOOL OFFICE

Our School Administrator will be pleased to help and advise you on a wide range of matters, including the purchasing of school uniform and is available in the office from Monday – Friday, 8.30am – 3.30pm

ATTENDANCE and ABSENCE

It is essential that your child arrives at school in good time for the start of each session. In the event of circumstances resulting in your child being delivered or collected considerably earlier or later than the times given above, we would ask you to notify us in advance if possible.

The school is required by law to submit details annually of all absences throughout the year. These absences will fall into 2 categories: *authorised* and *unauthorised*, therefore please explain each absence either in writing or by telephone. We will contact you if a child is not in school and we do not have a reason.

At the beginning of each academic year, you will receive information about school term dates and details of the 5 days when the school will be closed for INSET days (staff training).

Family holidays

These should not normally be taken during term-time. Authorised time off school can only be granted in 'exceptional circumstances'; permission for this must be requested in advance by completing the official term-time leave form available from the office. We are required to follow strict guidelines when considering whether we can authorise such leave; if you still choose to take your child out of school after authorised leave has been declined then the absence will be marked as 'unauthorised' in the register.

Illness / Medical appointments / Medication

If your child is unwell and needs to stay at home please telephone as soon as possible. If your child has been vomiting or has diarrhoea they must stay off school for 48 hours after the final episode.

In the event of any anticipated absence, such as a dental/medical appointment, please notify us in advance.

Occasionally your child may require medication during School hours. If this is absolutely necessary, please request the '**Medicines in School**' letter, which is available from the school office. We request that you ask your prescriber to plan the dosage outside school hours whenever possible.

First Aid is administered as and when necessary by a member of staff who is a certified First Aider. In any case of doubt about injuries, we will do our best to contact you. Similarly, if your child becomes unwell in the course of the school day, we will ask you to take the child home.

In the event of accident or illness during school hours, we make every effort to contact you at the telephone numbers or addresses given on your child's Admission Form.

It is, therefore, essential that you advise us immediately of any changes to this information.

ROUTINE MEDICAL SCREENING

From time to time your child may be offered routine vision or hearing screening or height and weight measurement. Your permission will always be requested in advance of these appointments.

Should you be anxious about any aspect of your child's health or welfare, for example physical development, hearing, speech, sight, etc, to not hesitate to contact the school who can advise you about procedure and help.

We appreciate the information you are able to give us about your child's medical background and there is a space for this on the Admission Form. However, this may become out of date and we ask you to send any further details in writing whenever relevant. We need to have accurate notes on allergies, etc, in order to administer any treatment that may be necessary.

HEADLICE

Please check your child's head regularly for head lice and inform your child's class teacher as soon as possible if head lice are found. Remember to check all family members and inform any friends your child may have been in contact with in the previous few days as they spread easily. We will notify all parents if head lice are reported in school. If we find head lice in your child's head during the school day we will notify you immediately.

If you need advice we have up-to-date information from the local health authority in school, or you can speak to your health visitor or GP.

PERSONAL POSSESSIONS

The school is unable to accept responsibility for personal possessions including toys brought into school, unless the items have been specifically requested by the class teacher for use in displays, etc.

All money should be handed in at the office.

Un-named items of clothing/possessions will be put in a Lost Property Box.

SCHOOL UNIFORM - *Including PE kit*

The school uniform colours are red and grey. Red school sweatshirts, cardigans and tee-shirts/polo shirts with the Swift logo are available from the office. Plain red school sweatshirts and cardigans are also available in other shops and supermarkets although the majority of our children wear the school logo-ed versions.

NB: All clothing must be clearly marked with your child's name

Winter Uniform

Grey skirt or pinafore or black/charcoal grey trousers or shorts

Red or white blouse, shirt or polo shirt

Red school sweatshirt or cardigan

Grey, black, red or white socks or tights

Plain black shoes

Summer Uniform

As above but a red and white checked dress may also be worn

P E Kit

Black or white shorts

Red or white tee-shirts.

Black, red or grey jogging bottoms and sweatshirts may be worn on very cold days for PE.

Please ensure that children's footwear is practical and comfortable. Our site has a number of steps to be negotiated and the playground is hard. Shoes with heels, opened toed sandals, crocs or flip-flops are **not** suitable. Children may not wear trainers for their school shoes.

All PE kit must be in a named drawstring bag which must be kept in school during the week. Trainers may be worn for outside PE lessons; children taking part in after-school football sessions will need to wear appropriate footwear.

Jewellery

Please ensure that your child does not wear necklaces, bracelets or rings to school. They can constitute a health and safety risk as such items can be easily caught up on clothing or other children when playing.

A single pair of small stud earrings may be worn in the ears only, and must be covered with tape for PE sessions.

Hair

Long hair should be tied back. Extreme haircuts or hair which has been dyed is not acceptable for our pupils.

SAFEGUARDING and CHILD PROTECTION

Chapter 15 of the new Guide to the Law –paragraph 34 (Child Protection) – states that Section 175 of the Education Act 2002 introduced a duty on Local Authorities and the governing bodies of maintained schools to have arrangements to ensure that they exercise their functions with a view to safeguard and promote the welfare of children, and to have regard to guidance issued by the Secretary of State.

In essence this means that the school will have Child Protection procedures in place including a policy. The SENCO, Head of School and a named governor will have the responsibility for Child Protection, having undertaken the necessary training.

DBS – All staff, governors and volunteers are checked prior to working with children. We have a single central record which is kept up to date at all times.

Lead Child Protection	Moira Brown (SENCO)
2 nd Child Protection	Kim Blackmore (Business Manager)
Governor	Mark Self

LUNCHTIME ARRANGEMENTS

Hot school meals are available each day at our school; there is a varied choice of menus and many children take advantage of this option. You will receive a menu and order form to choose meals for the coming weeks which needs to be returned together with the appropriate payment to the office by the date specified. All KS1 children are currently eligible for Universal Free School Meals; if you are in receipt of certain benefits your child may be eligible for a free meal - please contact the office for an application form.

Alternatively children may bring in a packed lunch and a drink, in a secure named container. All children eat together and are closely supervised by Midday Supervisory Assistants.

Snacks:

We encourage all children to follow a sensible eating pattern and ask you not to send your child with sweets, biscuits, etc. Fruit or healthy snacks may be brought to eat at morning break. Children in KS1 currently receive free fruit each day under the government's healthy eating programme.

ROAD SAFETY AND CAR PARKING

Children are given lessons in Road Safety and we regularly bring the need for Road Awareness to their attention. We ask parents to be very careful when delivering and collecting children by car. Our car parking facilities are limited and the area can be potentially dangerous. Please park thoughtfully, and avoid leaving cars on the slopes in Swifts, directly opposite the school. Please do not park on the zig-zags as this is a safe zone for the children to be able to cross the road and access the school gates. The local police may fine you for dangerous parking.

PARENTAL CONSENT FORMS

When your child is admitted, you will be asked to complete a form giving your consent to their participation in routine off-site activities while attending our school. Such activities come within the school's regular programme, for example:

- Visits to Wellington Sports Centre
- Sport at The Triangle
- Local field work
- Welly walks
- After school games or activities

Your individual consent will be sought for off site visits further afield – such as trips to museums, the theatre, beach etc.

THE GOVERNORS

The Governing Body of Langford Budville School is made up of governors appointed by the Local Authority, Community, Parochial Church Council (Foundation Governor), the Vicar (ex officio), as well as elected Parent and Staff Governors and the Head of School.

The Governors, through the Head of School, have responsibility for the effective management of all aspects of the school.

Governors' meetings are held every month; at each meeting the Head of School presents a report covering key areas of the school's activities and developments. In order to stay up to date with these developments, governors make termly visits whilst the school is in session, with the chance to see learning in action through accompanied 'learning walks'.

FRIENDS OF LANGFORD BUDVILLE SCHOOL ASSOCIATION (FLBSA)

FLBSA exists to support and share in the activities of the school through a variety of social and fund raising events. You will automatically become a member when your child enters the school; there is a committee of parents who organise the events and you are welcome to become involved in any way you feel able.

CHARGING POLICY

The Education Reform Act 1988 introduced new provisions on charging for School Activities. The purposes of these provisions are:

- to maintain the right to a free school education;
- to ensure that activities offered as part of the National Curriculum, and wholly within normal school time, would be available to all pupils, regardless of their parents' ability or willingness to help meet the cost;
- to give Education Authorities and Schools the discretion to charge for optional activities provided wholly or mainly out of school hours;
- to confirm that schools may invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, either inside or outside school hours;

These provisions broadly reflect the existing practices of the Authority and the School in charging for particular activities.

The Governors view activities such as swimming and educational visits (or visitors) as an extension to and enrichment of the curriculum, and hope that they may continue, providing parents are willing to support them through voluntary contributions.

Charges may be made for the following:

- individual music tuition
- board and lodging within a residential visit programme
- the exact cost of additional materials which the children wish to keep, for example cooking and design technology materials
- after school clubs – to fund the cost of materials and equipment
- visits out of school time

The LA has an established Policy for Charging for School Activities and the Governors have adopted the same. This Policy will be kept under review.

SCHOOL FINANCE

Under Local Management for Schools (LMS), Langford Budville is responsible for its own budget, which exists to meet the running costs of the school from staffing to resources and maintenance of the school buildings.

SCHOOL FUND

This is administered by the Head of School. It consists mainly of donations from various village groups and money raised by The Friends of Langford Budville School Association, through a variety of activities. These extra funds allow us to provide a range of equipment and activities with which we can enrich the experiences of the children.

The School Fund is audited annually and a report presented to the governors.

COMPLAINTS PROCEDURE

Complaints or concerns should, in the first instance, be brought to the attention of the class teacher or, where this is inappropriate, to the Head of School.

If the complaint cannot be resolved informally by school staff, then it should be submitted to either the Chair of the Governing Body or the Clerk to the Governors who will arrange for an investigation to take place. If the matter cannot be resolved by the governors, then the complaint should be submitted in writing to the DfE.

The vast majority of problems can be resolved in-house by the staff team and you are strongly advised to voice your concerns when you have them, to avoid them growing into a serious disagreement. You will be assured of a sympathetic and reasonable hearing.

More detailed information on the Complaints Procedure is available from the office.

We hope you have found this brochure helpful and interesting.

Please come and visit us to see the children learning in our unique environment at Langford Budville.

