



Clapham Terrace

Community Primary School
and Nursery

prospectus

and information for
parents and carers

www.claphamterrace.info



Clapham Terrace Community Primary School and Nursery
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Dear parents/carers,

Thank you for your interest in our school. Clapham Terrace Primary School is housed in a beautiful, well-maintained Victorian building, and has been dedicated to the education of children since 1889. We are extremely proud of our history which includes maintaining strong links with the local community.

At Clapham Terrace Primary School we believe that children's learning is at the core of everything we do. This is reflected strongly in our aims statement:

"We are committed to creating an effective learning and teaching environment in which the uniqueness of each child is recognised, respected and valued and in which they feel happy, safe and secure."

Our aim is to build on the wealth of knowledge, understanding and skills that children already have about themselves, others and about the world of which they are a part and to promote a willingness and enthusiasm to learn more. When your child enters the school our journey as co-educators begins. We thank you for sharing your child with us, and we hope that together we will create happiness, success and fulfillment.

If you have any questions or concerns after reading through this prospectus then please do not hesitate to get in touch with us.

Mrs Julie Miles
Headteacher

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1. Who can come to Clapham Terrace?

Nursery aged children

Children are eligible for a nursery place as soon as they have had their third birthday. We have a 26-place Nursery which operates mornings from 9.00am – 12noon. Please contact the school office to enquire about place availability.

Reception aged children

Children are eligible for a reception place in the school year following their fourth birthday. You will need to apply to the Local Authority (LA) for a place at our school in the October prior to the school year in which your child will start school. Late applications are not considered until after the first round of offers are made and these are usually announced by the LA in February.

Children are legally required to attend school full-time from the term following their 5th birthday or by the Summer Term of their Reception Year, if their birthday falls after the Spring Term.

Older primary aged children

Families can apply for their child to join our school at any age during the primary school year if a place is available. Applications must be made via the Local Authority Admissions Office.

Our priority (catchment) area

The priority area is defined as a triangle bordered by the river to the north, Sydenham Drive and the railway line/Bath Street.

Places will be allocated in accordance with the following criteria:

Children in the care of, or given accommodation by the local authority. (Children Act 1989)

Children who live in the Priority Area and who have brothers or sisters attending the school at the time of admission.

Other children living in the Priority Area.

Children who live outside the Priority Area who have brothers or sisters at the school at the time of admission.

Other children living outside of the Priority Area.

In some cases a decision has to be taken based on the distance between home and school – judged by the shortest walking distance – with priority given to those living closest.

Authority Admissions Office admissions@warwickshire.gov.uk or 01926 742047.

Parents/carers have the right to appeal if a place is not offered and should contact the authority on the number above.

If you would like to visit our school, please contact the school office to arrange an appointment.

2. Attendance and Punctuality

Regular attendance at school is essential for consistent development of a child's learning potential. Parents have a legal duty to ensure that children attend school. If your child is going to be absent please contact the school office on the first day of absence.

It is a legal requirement for parents/carers to inform the school office of a child's absence on the first day of that absence. You can do this by phoning the Absence line (01926 430854) or speaking to a member of staff (01926 423404) or by calling in at the office.

Whenever possible, parents should avoid booking medical appointments during school time. If your child has to attend a medical appointment during the school day, please provide an appointment card.

Punctuality is essential. It not only allows a good start to the school day, but it is a value statement on the importance of the work of the staff and children within school.

The school day begins with Registration at 8.55am. If your child has not arrived in class by this time then they will be recorded as absent. This will be changed to a 'late' mark if your child subsequently arrives in school. Arrivals after 9.25am will be recorded as unauthorised absence for that session of school.

Requests for Holiday Absence

There is no automatic right to absence for a family holiday. Requests for absence should be sent to school no less than 6 weeks prior to the start of the holiday. Absences are authorised at the discretion of the Headteacher.

Reasons for proposed absence may only be:-
Holiday dates imposed by parents employer
Unexpected special family circumstances
Extended leave due to special circumstances

Parents/carers are asked to submit supporting evidence with any request for holiday absence or to make an appointment to discuss a request with the Headteacher. No absence will be authorised without providing the necessary information.

3. Learning and Teaching - the school structure and curriculum

Early Years Foundation Stage

The Nursery and Reception classes together form our Early Years Foundation Stage. We have places for 30 full-time Reception children and 26 part-time Nursery children who attend a morning session from 9.00am – 12noon.

We teach all the subjects of the Early Years Foundation Stage and National Curriculum, so that children's knowledge and understanding of the world they live in grows and develops. We also encourage them to grow and develop into independent young people who are keen to learn, who care about themselves and others, and want to contribute positively to the world they live in.

The Nursery and Reception classes are based in a suite of rooms, which include space for play, small and large group activities, large hall space, creative areas and an outdoor classroom.

The timetable is carefully thought out so that the learning needs of young children are fully met. It follows the Early Years Foundation Stage Curriculum so that each child receives his/her learning entitlement.

The Foundation Stage Curriculum

During the Reception Year the children will be learning through play and practical activities. This will give purpose to their learning and will enable them to develop literacy, numeracy, personal and social and a wide range of other skills through activities that are relevant to them. The children will engage in a range of different activities every day related to their topic. Some of these activities will take place in large groups, some in smaller groups and some individually. There will be a mix of adult led and child initiated activities. The curriculum will be planned to take into account each child's skills and interests and the outdoor and indoor environments are given equal status. Children's learning will be constantly monitored through observational assessment and their future learning needs will be met through careful planning and differentiation of activities.

Partnership with Parents

We value our relationship with parents and hope to work in partnership with you as this is of great benefit to your child. There is an open door policy so please feel free to come and talk to us or ask questions about any aspects of school life. Remember there is no such thing as a silly question.

Parents are welcome to become involved in school life and we are always looking for volunteers. Please feel free to come and talk to us if you would like to become a volunteer.

"I love Clapham Terrace because it is a nurturing school that values diversity and community. Ruby has made lots of friends and so have I. Staff, parents and children work together to create a lively and fun place to learn."

Parent to Reception pupil

Key Stage 1: Ages 5-7 (Years 1-2)

The developments children make in the Foundation Stage are continued at Key Stage 1 (and indeed throughout our school) as they grow older, become more able to grasp more complicated learning and are more independent.

At Key Stage 1 a careful balance is kept between learning basic skills and developing the skills young children need to be independent, social people.

Children work in two classrooms (Year 1 and Year 2). Here play is still important but it is more structured to meet the demands of the National Curriculum. By the end of the Foundation Stage children will have built up an experience of Literacy and Numeracy which are key elements in Key Stage 1.

Other National Curriculum subjects are introduced sensitively and appropriately as children grow in their capacity to learn. Basic skills are the focus of this stage.

At the end of Key Stage 1 children are formally assessed as to the 'level' which shows their progress and attainment in English and Maths. This not only allows us to ensure that each child is receiving the learning and teaching they are entitled to, but also helps us to review and address each child's strengths and areas for development.

Key Stage 2: Ages 7-11 (Years 3-6)

The four classes are taught all the National Curriculum subjects in ways that match the children's growing maturity. Children also take on more and more responsibility as they grow older and become more independent.

During this stage children are assessed throughout each year and they undertake formal SATs assessments in the Summer Term of Year 6. Ongoing assessments assist us in monitoring each child's progress and enable us to support their learning effectively.

Our intention is not only to give each child every opportunity to learn and grow, but also to prepare and assist them in their passage from our school to their secondary school.

"Clapham Terrace is a great school where I have seen my son grow both academically and socially. Thanks to a dedicated staff and an active parent body, Clapham Terrace School stands out as both a place of learning and as a social community. "

Parent to year 1 pupil

National Curriculum

The two broad aims for the school curriculum are reflected in section 351 of the Education Act 1996, which requires us to provide a balanced and broadly based curriculum that:
promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Our pupils study all the statutory subjects:

- Art and design
- Design and technology
- English
- Geography
- History
- Information and communication technology
- Mathematics
- Music
- Physical education
- Science
- Religious education – this follows the Warwickshire Agreed Syllabus.

Collective Worship

Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Relationships and Sex Education (RSE)

The approach of our school is to develop skills, for example: resisting pressure, decision-making and keeping safe. Opportunities are provided to explore and challenge attitudes and stereotypes in order to encourage pupils to show respect for themselves, and others and to develop and maintain positive and healthy relationships and friendships. The school recognises that activities and aspects of school life that encourage pupils to have high aspirations and self esteem are an essential part of RSE.

Parents will be given the opportunity to view materials to be used for sex education prior to their use in the classroom.

Parents/carers have the right to withdraw their child from some, or all, RSE lessons, but not statutory science lessons. Parents should feel re-assured about the content of the lessons as the school works within the national RSE guidelines. However, should a parent be considering such a step, they should talk it through with their child and then either the Headteacher or another senior teacher at the school.

How to monitor your child's progress

There are many ways of checking how your child is getting on at school. The one person who can provide many of the answers is your child's class teacher. It is he or she who knows your child – academically, in the playground, with friends alone.

If you have a worry or a concern please talk to your child's teacher first. The Headteacher or Governors are also available. Your concerns are important to us, we can't act on them unless we know what they are.

Homework and Study Outlines are sent out by class teachers at the start of each half term outlining the learning objectives and specific events for that half term.

Learning Review Meetings – each term you are invited to meet with your child's teacher to discuss their progress.

- Autumn Term: this is a meeting for you, your child and his or her teacher to share information and to consider your child's early progress in their new class.
- Spring Term: this is an opportunity to talk with your child's teacher, share examples of your child's work and find out how your child is continuing to progress and ways in which you can support them.
- Summer Term: a report is written which describes your child's progress through the year. You can, if you wish, make an appointment to talk this through with your child's teacher.

Information Sharing

We issue a fortnightly newsletter and at times throughout the year the Governors and the H.S.A. also issue newsletters. We encourage the use of our website to access these as well as up to date information about the school (www.claphamterrace.info). Alternatively parents/carers can request an electronic copy by e-mail or hard copy by contacting the School Office.

Class teachers will also send letters about special activities and events planned for their classes.

Assessment and Testing

All assessment and testing is designed to ensure that each child is learning to the best of their abilities and that we are teaching them effectively.

Assessment takes a wide range of forms – from teachers’ own marks and records to SATs. Each in its own way helps us to plot the progress that each child is making. We carefully monitor this progress and use it to set targets for the future.

Children in Reception are assessed through the Foundation Stage Profile. This gives us an early indication of development and needs.

Children in Year 2 and Year 6 are assessed using national tasks and tests (SATs) in the early summer term.

We also test children at the end of Year 3, Year 4 and Year 5 to help inform our judgements about how each child is progressing.

Standards and Progress

See School Profile attached for our current data.

Attendance Data

See School Profile attached for our current figures for attendance.

“Because of the warm and welcoming environment and the good and sometimes outstanding teaching, children behave well and develop positive attitudes towards learning.”

Ofsted Report, Feb 2010

4. Equality, Diversity and Inclusion

Clapham Terrace Primary is committed to providing an appropriate and high quality education for every child attending our school.

We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We pay particular attention to the provision for, and achievement of, different groups of learners. This includes those with protected characteristics under the Equality Act 2010. These are disability, race, gender, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. Although not all of these are represented in our school we accept responsibility to raise awareness in these areas. The Governing body promotes an ethos that encourages pupils to respect themselves and each other, through understanding of their own and other people's cultures, life styles and circumstances.

Through the curriculum we aim to provide relevant and challenging learning to all children following the three principles set out in the statutory inclusion statement:

- a. Setting suitable learning challenges
- b. Responding to pupils' diverse learning needs
- c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We ensure that all the services we provide as a school are monitored in terms of equality and this includes the recruitment of our staff.

We celebrate diversity throughout the school year. This includes assemblies to recognise specific religious observances and integrating work into the classroom to coincide with nationally recognised events e.g. Black History in October, day of the disabled in December.

Gifted & Talented

We recognise and celebrate the gifts and talents of our children and provide appropriately challenging activities and opportunities. All children identified as having a gift or talent will be provided with an Individual Plan which sets out their specific targets and highlights appropriate ways to meet their needs.

Special Educational Needs

Our school is an inclusive school, including all children in the processes of learning. To achieve this we try to identify any child who might have an educational need as early as we can and do our best to address it.

For some children this might simply mean that the child's teacher keeps a careful and watchful eye or perhaps gives the child some particular work as part of their class teaching. It might be that the child spends some time with one of our teaching assistants or with staff brought in from other support agencies, working on tasks aimed at meeting his/her particular needs. Or we might have to provide someone to work specifically with the child. It might also mean that we have to adapt our building or obtain specialised resources to meet other needs.

Accessibility

In line with the SEN and Disability Act 2001, we ensure equal access to the curriculum for all. The school is able to respond positively to children with a range of disabilities. Ramps allow access to the school with all classrooms, the library, ICT room, disabled toilets and shower facilities, halls and administration areas being on the ground floor. Children with disabilities are encouraged to take part wherever practicable in all school and extra-curricular activities, including sport, music, day and residential activities. The school admits any pupil according to our Admission Policy whether they have a disability or not.

Identification

Early intervention is essential. The class teacher informs parents/carers at the earliest opportunity of their concerns and enlists their active help and participation.

The class teacher and the SENCo (Special Educational Needs Coordinator) assess and monitor the children's progress in line with school policy. The SENCo works closely with the teacher and SEN Teaching Assistants to plan appropriate programmes of intervention and support.

The SEN Code of Practice identifies four stages of special educational need and these are preceded by the school's own initial stage:

- Cause for Concern: when the class teacher has some concerns about a child and gives some special attention to help the child with a particular need.
- School Action: when the child's needs require further attention and the class teacher works with our school's Special Educational Needs' Co-ordinator (SENCo) to find ways of meeting those needs.
- School Action Plus: when the child's needs require further support and the SENCo may call on expert and specialist support from outside the school – for example, from the Local Authority's Special Educational Needs Support Services.
- Referral for Statement of Educational Need: when assessment is carried out by the class teacher, SENCo and external agencies to identify a specific need.
- Statement of Special Educational Need: when a child is supported by a Statement which sometimes has some funding attached to it to enable us to 'buy in' specific support to meet needs.

Our intention is to identify the needs of children as early as we can and to work with them (and

with their parents/carers) to support them in the most appropriate and effective way. Children with special needs have to have their names included on a Special Educational Needs Register at each stage, however children can come onto and leave this register depending on their progress. Our Special Needs Register is one way we have of identifying, as early as we can, any particular difficulty a child is having in school so that we can help in the best ways possible.

Central Area Speech and Language Provision

We currently host this provision in our school. It takes up to 15 children who live in this part of Warwickshire and who have a specific speech or language disorder. They are allocated to us by the Local Authority. The admission criteria for the designated provision relates to whether the speech or language disorder is considered to be the primary cause of the child's learning difficulty.

5. Positive Behaviour, Rewards and Discipline Policy

We have a clear policy on how we expect our children to behave in school. This is based on common sense approach to what we know to be right and wrong and on encouraging children to take responsibility for their own actions.

Our rules are set to ensure the happiness, well-being and safety of all our children. They are embodied in our Code of Conduct, which states what we expect from all our children:

*We at Clapham Terrace expect everyone to:
Be polite, considerate and value each other
Listen to others and be listened to
Be honest and always tell the truth
Keep themselves and others safe
Respect all property and the environment
Do their best at all times*

If things do go wrong, however, parents/carers are informed and involved at an early stage.

Anti-Bullying

We have zero tolerance of bullying, including prejudice-related bullying. Our Anti-Bullying Policy gives guidelines of what action we will take if bullying is alleged. This includes:

- Investigating the incident as thoroughly as we can, listening to all parties, but handling this with appropriate sensitivity.
- Taking action with both the 'bully' and the 'victim'. This again will be handled sensitively.
- Informing parents/carers of both the 'bully' and the 'victim', and working with them to find a solution.
- Monitoring to ensure that agreed solutions are kept to.

As this is a highly sensitive area, we do take as much care as we can in ensuring that children are well supported. Our aim is that ours is a bully-free school. Please ask to see our Anti-Bullying Policy, which will explain our processes in more detail.

We also have a system of Peer Mediation, in which older children are trained to help sort out some of the minor problems that might cause children to fall out over a game they are playing in the playground, for example.

Sense of community

Our emphasis is upon creating a sense of community within our school which is based on respecting, caring for and thinking about others as well as ourselves, and on taking responsibility for our own actions. This works, and our school is a happy and lively place of learning.

Rewards

We also focus attention on reinforcing good behaviour. We have many ways of celebrating the achievements of our children:

- positive and constructive comments about a child's work, attitude to learning or behaviour
- being awarded stickers, stamps or House Points
- opportunity to share work with another teacher or Headteacher
- receiving a Headteacher's Award in our weekly Celebration Assembly
- receiving a commendation in our Cool to be Kind Book or a Good News Note home
- Attendance Awards for 100% or improving attendance

6. Who is who at Clapham Terrace?

A team of about 40 people work in our school across a range of jobs:

Teachers

- Headteacher
- Deputy Headteacher
- Early Years Foundation Stage (EYFS) Leader
- Special Educational Needs Co-ordinator (SENCo)
- Class Teachers
- Specialist Speech and Language Teachers
- EMAG (Ethnic Minority Achievement Grant) Teacher bought in from the Inter Cultural Support Service to support children who speak languages other than English
- CMS (County Music Service) Teachers bought in for musical instrument tuition
- EIS (Early Intervention Service) Teachers, who are specialist staff bought in to provide specific support for children with Special Educational Needs

Support Staff

- Special Educational Needs Teaching Assistants, who work with children on our Special Educational Needs Register
- Teaching Assistants, who provide support for teaching staff and pupils
- Senior Early Years Educators, who work specifically with children in Nursery and Reception
- Mid-day Supervisors, who look after our children at lunch-time
- School Business Manager
- Administrative Staff
- Catering Staff, who provide our school meals
- Site Staff, our Caretaker and Cleaners
- Speech and Language Teaching Assistants and Therapists, who work directly with children attached to our Speech and Language Resource Provision

Governors

- Community Governors
- Local Authority Governors
- Parent Governors
- Staff Governors
- Clerk to Governors

For a list of current Staff and Governors please contact the School Office.

7. Roles and Responsibilities

Governors

The Governing body's statutory duties include making decisions about how the school is run, monitoring the quality of teaching and learning and reporting information about the school to parents and carers.

Governors work in partnership with the Head and staff to make decisions about the development of our school – the appointment of staff, the spending of our budget, ensuring we meet Health and Safety regulations. They form the body to which all those working in school are accountable.

Governors hold the following meetings:

- Full Governing Body Meetings, usually once a half term;
- Committee Meetings, each one usually held once a term;
 - Standards and Performance Committee, which looks at all matters relating to Learning and Teaching in our school;
 - Resources Committee, which looks at the development of the school site, our budget and other financial matters and at all staffing issues;
- Working Groups, which meet periodically and focus on a particular brief, for example writing an Anti-Bullying Policy, communications and marketing, school meals.
- Complaints/Disciplinary Committees, which meet whenever necessary to consider a complaint made against the school.

Parents and Carers

Throughout your child's time at Clapham Terrace you will get opportunities, both formal and informal, to talk with teachers about how your child is progressing. We feel that education is a partnership between families and school and take every opportunity to develop this positively for each child.

In each phase we recognise that the partnership with you as the child's primary carer is of great importance. We set up times to meet with you before your child starts at our school. We keep you informed of your child's progress as he/she grows through our school and we support you through the process of choosing secondary schools.

Home School Association

Many parents/carers like to help the school in all sorts of additional ways by being part of our Home School Association. The group is a dedicated team of parents/carers/friends and staff, who work hard to organise activities which will raise additional funds for our school and also provide extra activities. They organise Christmas and Summer Fairs, dances, quizzes, as well as events which don't raise money but are great fun. A recent project has been the development of our school library.

The school newsletter and HSA website (www.claphamterrace.org) provide details of events – support is very welcome.

The Local Community

One of our aims is to be a school at the heart of its community. We hire out the two school halls for classes at evenings and weekends. We currently have regular Yoga, Karate and Martial Arts classes running.

Ex-Pupils Reunion Group (Class of '53)

The school has a thriving and active group of ex-pupils who contribute significantly to the work of the school. They have recently introduced the Award for Endeavour, presented annually to one boy and one girl at the end of Year Five who are recognised for their outstanding contribution to the school as good role models both socially and in their attitudes and application to their learning. These two pupils take on the role of Head Boy and Head Girl as they enter Year Six.

School Council

Two children from each class are elected by their class to represent them at the School Council. They meet with the Deputy Headteacher to discuss all sorts of things and recently worked on establishing House Teams for the school. The School Councillors also helped with writing a policy on Anti-Bullying, and they are a great asset to the decision making processes of our school.

Eco Warriors

We are eager to play our part in developing an eco-friendly school and local community and our team of Eco Warriors do this through regular meetings to discuss a range of priority issues. An Action Plan follows and the resulting work has gained us our Bronze Award initially and we now continue to complete work to help us achieve our Silver Award.

8. Daily life at school

Our morning Nursery session begins at 9.00am and ends at 12 noon. Children from Reception to Year 6 can arrive from 8.45am so that they are ready for the start of the school day at 8.55am. Our Reception and KS1 children finish promptly at 3.15pm and KS2 children follow at 3.20pm.

Lunchtimes

The vast majority of our children stay for lunch – either having a school dinner or eating their own sandwiches. When not in the hall, children use the playground where some games are organised for them by our Mid-day Supervisors. A number of school clubs also meet during the lunch-hour.

Free School Meals

Families may be entitled to claim free school meals (FSM), providing they receive a qualifying benefit. Registering your entitlement by submitting a claim, immediately brings benefits which can be accessed *even if your child prefers to have their own sandwiches rather than a school meal*. Individual children are not identified as being in receipt of FSM or being entitled to them. This information is only used for administration purposes.

Medicines, Illness and Accidents

The health, safety and well-being of children is paramount and we do require up to date information about medical needs and illnesses. If a child requires prescribed medication during the school day there is a form for parents/carers to complete (available from our School Office). Children requiring inhalers keep these located in their classrooms and can access these at all times. It is essential that we have up to date *emergency contact numbers* for parents/carers in case a child is ill or has an accident during the school day.

Dress code

At Clapham Terrace we currently have an optional Royal Blue school uniform which meets the requirements of our School Dress Code. If children choose not to wear uniform then Governors request that they still come to school *appropriately* dressed. The school day is very varied, and children need to be comfortable and able to carry out activities. In addition we require that all children have a royal blue jumper, sweatshirt or cardigan to be worn when they are off-site on school trips and visits.

PE Kit

The children must have a PE bag and the following kit for PE:

- Black or Navy PE shorts
- White T-shirt
- PE Pumps or trainers
- Jogging Bottoms and a sweatshirt for the winter months

All items should be named and should remain in a bag in school.

KS2 children who go swimming require:

a towel and swimming costume (not a bikini) for girls / trunks (not long shorts) for boys

Charging for School Activities

Although education provided as part of the curriculum is free, it is possible to provide a much broader range of enriching activities if parents/carers contribute to these financially, on a voluntary basis.

We do endeavour to keep these contributions as small as possible. The governors and staff hope that parents/carers will continue to support the school in providing these activities. Any family experiencing difficulties should consult the Headteacher.

Music tuition provided by County Music Service does incur a charge which is available on request.

Photography and Videoing in School

Our school policy does allow the unobtrusive photographing and videoing of children in concerts, sports days, events etc. Such material is for personal use only and *must not* be sold or used for any other purpose. If you do not wish your child to be photographed or videoed in this way, it is the parent's responsibility to inform the school prior to the event.

See Consent Form for Recording Images of Children.

Extended Service Provision:

Breakfast Club – Blast Off / Rockets After School Club

Rockets provides care for 4 to 11 year olds at the end of each school day until 6pm. Based in the Early Years hall, children are cared for by qualified staff and supervised as they take part in outdoor activities and crafts. These sessions cost £3.50 up to 4pm, £6.50 up to 5pm and £7.90 up to 6pm.

The Breakfast Club also offers before school care from 8am, for £3.50 per session. For more information please ask for a leaflet at the School Office or read their Ofsted report at

www.ofsted.gov.uk/reports/

Extra-curricular Clubs and Activities

We see lunchtime and after school activities as an important part of our school life. Teachers, specialist coaches and parental volunteers provide a range of opportunities for our children. Some of the activities currently available are French, Spanish, recorders, football, dance and gardening.

Homework

Children benefit greatly from the mutual support of parents and teachers in encouraging them to

learn both at home and at school. We see homework and home activities as an important way of establishing a successful dialogue between teacher and parents/carers.

One of the aims of our school is for children to develop as independent learners and we believe that homework is one way in which children can acquire the skill of independent learning. Class teachers send out homework information each term or half term.

Complaints

The Local Authority (LA) has established procedures so that any concerns that parents/carers may have about the school curriculum and related matters may be considered promptly.

In the first instance any problems should be referred to the class teacher and then the Headteacher who will endeavour to find a satisfactory outcome by informal means. If however, the issue cannot be resolved in this way, it may be referred first to a panel of governors of the school and as a last resort to a LA panel for formal consideration.

Further details can be found in our Complaints Policy available from the school office.

9. Awards and Other Recognition for Our School

In 2006 our school was given its second Gold Artsmark Award by the Arts Council of England for its achievements across all the Arts.

In 2007 we achieved the Eco Schools Bronze Award and we are now working towards achieving Silver.

More recently we have been awarded the Sports Council's ActiveMark Award.

We have also been recognised as meeting the core requirements for Extended School's provision.

In February 2010 our school was inspected by OFSTED.

You can read the full report of this inspection by going to www.ofsted.gov.uk/reports/ and following the instructions there, or by asking for a copy at our School Office. The Report said....

"In the Early Years Foundation Stage ... good leadership and management and effective teamwork ensure that children's learning and development are promoted well."

"There is a very good balance between activities initiated by children and those instigated by adults. The opportunities for children to explore new experiences independently are very good. Constructive partnerships with parents support children's learning and progress well."

"Children work well together and form caring and trusting relationships with other children and adults."

"Children obviously enjoy being there, and parents agree. Because of the warm and welcoming environment and the good and sometimes outstanding teaching, children behave well and develop positive attitudes towards learning."

Throughout the school:

"Strong relationships and the supportive, caring ethos of the school help pupils feel confident and enjoy their learning."

"Pupils behave well and show good attitudes to their learning. (They)...have a very clear understanding of the difference between right and wrong and are polite and courteous."

"Pupils from all backgrounds get on well together. Through assemblies, class discussions and effective programmes for personal and social education, pupils develop a good awareness of cultural, moral and social issues."

“Pupils are thoughtful, caring and responsive to each other's feelings and needs. They grow in confidence and enjoy taking responsibility through the school council, peer mediators and eco-warriors.”

“The commitment of all leaders and governors to improving the life chances of all the pupils is clearly shown in their enthusiasm and dedication.”

“...the headteacher has re-established a strong sense of common purpose, with raising pupils' achievement at its core. There is now a clear vision for the future of the school and an ambition to succeed.”

"I love doing my numeracy and literacy lessons and I really enjoy being in the playground as there are so many different activities you can do with the climbing wall, games, climbing frame and so on."

Imogen Year 1

You are always welcome

Please come and visit us to find out more about what Clapham Terrace Community Primary School & Nursery can offer you and your child as they begin their formal learning journey towards adulthood....



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