

WELCOME

A warm welcome to our school on behalf of the children, staff and Governors.

The school strives to promote a warm caring environment where everyone feels valued and recognised, and there is a strong commitment to the welfare and well being of children.

The professional staff is concerned with the development of the whole child, and high standards of behaviour and academic achievement are actively encouraged.

The provision of challenging work at the right level for each child helps to raise their self-esteem and gives them the opportunity to experience success and satisfaction. We feel that this positive approach to education is important as it encourages the right attitudes, motivation and a real love for learning.

The school also recognises the importance of establishing good relationships with parents and the wider community, as it is by working together that the children's best interests are served.

In September 2002 Ashbrook School became a Beacon School and shared its practice with other schools both locally, nationally and internationally.

In September 2005 Ashbrook became an Infants School for children aged 4+ to 7 years.

In June 2006 Ashbrook was inspected by OFSTED who reported that the school was outstanding in all areas.

Since September 2006 Ashbrook is working in partnership with Holmwood School on Great Holm and Mrs Newman is Headteacher of both schools. The schools work together, sharing knowledge and best practice, providing an even richer experience for all pupils.

We are keen to ensure that our school meets the requirements of the Disability & Discrimination Act for both children and parents. Please advise us of any specific needs which we can meet, both within the building, and in our communication strategies.

If you have not already done so, come and see us soon! We are truly proud of our school.

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SECTION 1

INTRODUCTION TO ASHBROOK SCHOOL

DIRECTORY

Headteacher:

Mrs J V Newman
Ashbrook First School
The High Street
Two Mile Ash
Milton Keynes
MK8 8NA

Tel: (01908) 561366

Chair of Governors:

Mr P Edwards

Head of Education and
Chief Education Officer:

Dr D Gamble
Learning & Development Directorate
Milton Keynes Council
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3ZE

Tel: (01908) 691691

SCHOOL PERSONNEL

TEACHING STAFF:

Mrs Janet Newman	Headteacher
Mrs Christine Ryan	Deputy Headteacher
Mrs Barbara Allen	
Mrs Linda Conneely	
Mrs Lin Healey	
Ms Sonia Hunt	
Mrs Debbie Megeary	
Mrs Enid Rippon	
Mrs Suzanne Taylor	

ANCILLARY STAFF:

Mrs Elizabeth Elliott	Secretary
Mrs Marina Moore	Clerical Assistant
Mrs Karen Cooper	Teaching Assistant
Mrs Rosemary Farley-Hulse	Teaching Assistant
Mrs Diane Harrison	Teaching Assistant
Mrs Carole Miller	Teaching Assistant
Mrs Lisa Morris	Teaching Assistant
Mrs Sarah Pountney	Teaching Assistant
Mrs Carol Rolfe	Teaching Assistant
Mrs Alison Tilston	Teaching Assistant
Mrs Loraine Wallace	Teaching Assistant
Mrs Michelle Williamson	Teaching Assistant
Mr Mark Bond	Site Manager
Mr George Johnson	
Mrs Julie Woodruff	Cleaner

MIDDAY MEALS SUPERVISORS:

Mrs Louise Ashworth
Mrs Swatiben Bhakta
Mrs Jackie Bird
Mr Mark Bond
Mrs Margaret Pantony
Mrs Mary Roberts

GOVERNING BODY:

Mr Mike Cheshire	Parent Elected
Vacancy	Community Governor
Vacancy	LEA Representative
Mr Peter Edwards	LEA Representative
Mr Zia Hanif	Community Governor
Mrs Teri Hoyle	LEA Representative
Mrs Nikki Inchley	Parent Elected
Mr Steve Kenton	Parent Elected
Mrs Janet Newman	Headteacher
Mr Mike Ockwell	Parent Elected
Mr Ian Seward	Parent Elected
Mrs Alison Tilston	Staff Elected
Mrs Enid Rippon	Staff Elected
Mrs Sandra Willison	Community Governor

FRIENDS OF ASHBROOK COMMITTEE:

Mrs Janet Newman	President
Mrs Theresa Bond	Chair
Mrs Christine Dredge	Treasurer
Mrs Shelley Smith	Secretary
Mrs Charlotte Arbon	
Mr Mark Bond	
Mrs Jacqui Ockwell	

DETAILS OF THE SCHOOL

Ashbrook School opened in September 1985 and is designated as a 180 place school for children from 4-7 years. Children are admitted into school in the September of the academic year in which they become five.

The school building is situated in very attractive grounds which contain a wide variety of shrubs and trees. The external area also consists of a playing field incorporating an environmental studies area and ponds, a tarmac playground and paved area, an amphitheatre, storytelling circle, a water feature and an imaginative play area.

Internally, the school has six carpeted home bases and three Shared Areas which are designed to provide facilities for a variety of practical activities. In addition, there is a separate well stocked library/audio visual room, a fully equipped hall and a technology area resourced for teaching ICT, Design and Food Technology, a drama studio/music room/kaleidoscope, a small group room and workspace for teachers.

The teaching facilities, and the immediate surroundings, offer exciting learning opportunities for children. The school is currently being made accessible to all parents and visitors.

STARTING SCHOOL

The school serves the Two Mile Ash grid square and all children from this area are entitled to reserved places and will be admitted into school on a full-time basis in the September of the academic year they become five.

Parents wishing their child to attend the school should register as soon as possible and make arrangements with the Headteacher to visit school.

A Home/School Link programme is arranged in order to introduce you and your child to the school. During the Autumn term prior to part-time education, a home visit is made by a member of the staff who will bring a package of materials from the school. The visit will be arranged in advance, and at a time convenient to you. In addition to this meeting, there will be an opportunity for you and your child to visit our school on several occasions. Also, an evening meeting for parents is arranged, when a member of our Governing Body and a representative of the Friends of Ashbrook School Committee are also present. The ultimate aim of the programme is to enable children to settle into school happily, and to build close relationships between home and school. At the beginning of the Summer Term you will receive a letter giving further details.

HOME SCHOOL AGREEMENT

Parents are invited to sign a Home School Agreement once children are admitted to school.

ADMISSION POLICY AND OUT OF RESERVED AREA REQUESTS

Places are allocated according to the following criteria, in order of priority:

- In September 2002, Milton Keynes Council introduced a one point of entry policy for children entering school for the first time. This means that all children who are five during the school year, ie: born **between 01 September 2003 and 31 August 2004** will be admitted to school in **September 2008**. Only those children will be admitted to school.
- Children will be admitted to school on a part-time basis initially, some in the mornings and some in the afternoons, details of which will be available from school for individual children. Children will all attend school on a full-time basis by the October half term.

For further advice or clarification about admissions please telephone the Pupil Support section of Milton Keynes Council on (01908) 253450/253085.

JUNIOR SCHOOL

The children transfer to a local Junior School in the September after their seventh birthday. Particular activities will be arranged for children in their last year at Ashbrook to make the move to Junior School as smooth as possible. In the child's final year, you will receive further details regarding transfer to Junior School.

SECONDARY SCHOOL

Generally, children who have attended the local Junior School will transfer to either Denbigh School at Shenley Church End, or Hazeley School at Hazeley, if sufficient places are available.

BREAKFAST & AFTER SCHOOL CLUB

We operate a Breakfast Club from 8.00-8.45 am and After School Club from 3.00-6.15 pm. We also have a holiday play scheme during all the main holidays. Registration forms and further details are available from the School office.

SECTION 2

THE SCHOOL CURRICULUM

SCHOOL AIM

“Everyone matters; everyone is important”

SCHOOL OBJECTIVES

- 1 To establish a secure, caring community
- 2 To provide quality teaching and learning experiences within a stimulating environment
- 3 To promote high standards of behaviour and academic achievement
- 4 To enable children to appreciate their own, and other cultures

ORGANISATION OF THE CURRICULUM

The fulfilment of our aims is achieved by the provision of a curriculum that is broad and balanced. Children's work is organised through a “topic” or “centre of interest” approach. Through the topic, children are engaged in an integrated curriculum encompassing a variety of tasks and skills. Carefully structured activities, allowing for individual needs, enable children to extend their experience of themselves and the world in which they live, and allow for the development of skills and concepts necessary for learning to take place.

The teaching staff also plan for the basic language and mathematics work, which are taught as part of the National Literacy Hour and National Numeracy Hour. As the child progresses through the school, weekly spelling and number tests are given.

The National Curriculum specifies that schools should teach a wide and differentiated curriculum meeting the needs of all children.

The school curriculum is comprised of the following core and foundation subjects.

Core Subjects:

- English
- Mathematics
- Science
- Information & Communication Technology
- Religious Education

Foundation Subjects:

- History
- Geography
- Design and Technology
- Art
- Music
- Physical Education

Other subjects and cross-curricular issues include:

- Spiritual and Moral Education
- Personal, Social and Health Education
- Environmental Studies
- Operacy (Thinking Skills)

FOUNDATION CURRICULUM

Our Foundation Curriculum aims to meet the needs of children on entry to our school prior to Key Stage 1. It includes all six areas of learning in order that children can work towards attaining Early Learning Goals through a wide range of experiences and activities.

ENGLISH

The school places great emphasis on the development of listening, speaking, reading and writing skills. To communicate effectively, children are encouraged to understand and enjoy spoken and written English; to have the ability and desire to read widely, for enjoyment and information, and accurately using a range of styles.

Listening Skills

Children's listening skills are developed through class and group discussion, individual conversation, music, stories, television and taped material.

Speaking Skills

Children's confidence in self-expression is promoted through drama and responding to a variety of situations and experiences, thereby ensuring that children feel able to communicate readily with one another.

Reading Skills

Children are encouraged to handle books carefully and to enjoy sharing books from their first day in school. We aim to engender a love of books through our own positive and enthusiastic attitude to a wide range of books. The children are encouraged to take books home, because great importance is attached to reading in their own familiar surroundings. A very confident attitude to reading exists when children share a wealth of books regularly with others.

The school is fortunate in having a well-resourced library, which the children are able to use on a regular basis. Children are encouraged to use the library facilities for study skills, topic work and general enjoyment.

Writing Skills

Writing skills are developed alongside reading skills. Each child starting school comes with different strengths and experiences. The school recognises these differences and teacher assessments are used in order to plan for children's individual needs. Correct letter formation is taught and writing skills developed to include spelling and the basic rules of grammar, with attention being paid to all aspects of written language.

A variety of experiences and stimuli gives opportunities for vocabulary extension and lively language work, where the children are encouraged to write about a wide range of topics, and in as many styles as possible.

We address all the above skills through the National Literacy Hour.

MATHEMATICS

Mathematical skills are developed across the curriculum in order that children may approach this subject with understanding, relevance and enjoyment. Particular emphasis is placed on making use of the immediate environment, relating concepts to the real world and using a variety of resources.

Mathematical ideas are introduced through discussion between teacher and child, at an appropriate level, alongside practical experiences. This encourages learning with understanding and develops logical and analytical thought. Numeracy requires knowledge of numbers and number operations, an ability and inclination to solve number problems – including money and measures, and to use numbers in geometry. It demands familiarity with the ways in which numerical information is gathered by counting and measuring, and is presented in graphs, charts and tables.

The National Numeracy Strategy sets out teaching objectives for mathematical topics to be taught in order that pupils become fully numerate.

SCIENCE

Science is an integral part of a cross-curricular theme; drawing on children's first hand experience and observations of the world around them. We aim to develop the knowledge, understanding, skills and attitudes essential to a scientific way of working so that our children regard science as an important, natural and relevant part of our lives.

The understanding of scientific concepts is as important as the acquisition of knowledge and facts; children's curiosity and enjoyment being the motivation to learning.

We consider that science is about observation, prediction, collecting information, raising questions, and planning investigations to answer these questions. It is about recording our discoveries, both verbally and non-verbally, and drawing conclusions.

HISTORY

The teaching of history begins with the present and through stories, collections, artefacts, observations and educational visits, leads to an awareness of the past and a sense of chronology.

By examining evidence and raising questions, the concept of change and an understanding of the effect on people and places are developed.

GEOGRAPHY

We aim to give children a real sense of place by developing a framework of knowledge and understanding about their immediate environment, their country and the wider world, which enables them to locate and use geographical information.

Children will have the opportunity to gain an understanding of what it means to live in one place rather than another and begin to appreciate the complex economic, social, political, cultural and physical relationships, which influence the development of contrasting environments.

INFORMATION & COMMUNICATION TECHNOLOGY

It is our aim to encourage children to become confident and successful in the use of Information and Communication Technology.

Each Year Group has at least four computers, and access to a variety of computer programs covering different aspects of the curriculum. The computer is also used as an aid for our special needs programme. The school is rapidly replacing older machines with up-to-date PCs, and we are now connected to the National Grid for Learning and Broadband. Two Year 2 classrooms have interactive whiteboards installed.

A technology suite housing six PCs and an interactive whiteboard is timetable to be used by all year groups during the week. We also have 6 notebook computers.

DESIGN AND TECHNOLOGY

It is our aim to give children the opportunity to develop both their design and making skills and their knowledge and understanding. The children are encouraged to use these skills in order to solve real problems they may encounter in their immediate environment. Working individually, or in groups, children learn to manipulate basic tools safely, to select appropriate materials, and finally to evaluate the end results.

Our technology area is resourced with woodworking benches and has a fully equipped food technology area.

ART

Children are encouraged to behave as artists in order to develop their creativity, observational skills, spatial awareness, self-confidence, decision making and critical analysis. Provision is made for the exploration of different media for drawing, painting, print making, collage and three-dimensional work. Offering the right tools, media, space and time gives children the freedom to express themselves with confidence.

MUSIC

All children are encouraged to participate readily in a rich music curriculum, which encompasses singing, listening, moving and responding to music.

There are opportunities to compose and play accompaniments using tuned and untuned percussion instruments. Musical activities are consciously used as a valuable learning resource throughout the curriculum.

PHYSICAL EDUCATION

The physical education programme encompasses gymnastics, games and dance.

Gymnastics

The school hall is well equipped with large apparatus, which encourages children to develop confidence, self-awareness and their enjoyment of participating in physical activities.

Games

During indoor and outdoor activities, children are introduced to a variety of small apparatus to promote games skills. It is through the sharing of physical education apparatus that children are encouraged to work co-operatively with consideration for others and the ideals of gamesmanship are introduced.

Dance

The dance programme is instrumental in developing children's inventiveness, creativity and self-confidence.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education features as an integral part of the school curriculum and is taught within the framework of the Milton Keynes Agreed Syllabus. It provides for an awareness of both Christian beliefs and those of other major world religions. We aim to contribute to the spiritual and social development of children by fostering a reflective approach and an appreciation of the experiences, beliefs and religious practices of mankind.

School assemblies are non-denominational and play an important part in school life. They provide the opportunity to reinforce our philosophy of care, respect and tolerance. There is a daily session of collective worship that is either whole school or class based. Parents who do not wish their child to attend assembly should contact the Headteacher.

SPIRITUAL AND MORAL EDUCATION

Spiritual and Moral Development applies to every area of the curriculum and to all aspects of school life.

The whole ethos of our school seeks to provide a practical context for morality and spirituality, to be experienced rather than just talked about. We promote equality of opportunity and good relations between persons of different racial groups.

Our Racial Equality Policy is committed to creating a learning environment which takes into account the needs of all children and sets challenging targets.

PERSONAL SOCIAL AND HEALTH EDUCATION

Children will be encouraged to become aware of their own identity and be given opportunities to share with others, thus developing a sense of community and belonging. They will also learn simple, but crucial, skills enabling them to lead a safe and healthy life.

Health education is provided throughout the school. We do not give formal sex education but when questions arise we answer truthfully as appropriate to the age of the child. The Governors will discuss any changes to this policy.

Our Drugs Policy aims to enable children to make healthy informed choices by increasing knowledge, challenging attitudes and developing and practising skills.

ENVIRONMENTAL STUDIES

During their time at Ashbrook School, pupils are encouraged to look after the environment in which they live and work, and to appreciate the beauty and importance of living things. Our Environmental Studies Area is a valuable and enjoyable resource in which pupils can benefit from a variety of learning experiences.

OPERACY

Through the teaching of Operacy (thinking skills), we aim to develop key skills which help pupils improve their learning and performance, developing strategies that will help them solve problems they face in learning and life. These are:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Our approach uses specific tools and six “thinking hats” to help teach these skills across the curriculum and supports pupils of all abilities, increasing their confidence and independence.

CREATIVITY

Our whole school focus is on raising standards by combining excellence in teaching with enjoyment of learning. Our planning, therefore, identifies times where delivery of the curriculum can be enhanced with creative opportunities.

HEALTHY SCHOOLS

As part of our ongoing development we are part of the Healthy Schools Initiative and were awarded Healthy School Status in June 2006.

HOME LEARNING (HOMEWORK) POLICY

The aims of home learning are:

- To support and consolidate children’s learning

- To give extra help and support to children with special needs
- To enable each child to have the opportunity to read to an adult on a daily basis

Throughout their time at Ashbrook School children will follow a home learning programme. Dependent on their age this will include:

- Daily reading
- Sound work/Jolly Phonics
- Weekly spelling
- Multiplication tables
- Topic research
- Recorders

Parents are asked to support and encourage children with their home learning. Should the expectations of the school become too demanding, parents are requested to alert the child's class teacher.

ORGANISATION OF:

Teaching Groups

Children are grouped as follows:

Early Years Children aged 4-5 years

Year 1 Children aged 5-6 years

Year 2 Children aged 6-7 years (during this year children will be formally assessed as required by the Education Reform Act 1988)

One teacher is responsible for each class but the expertise of other members of staff is used to advantage. In this way children are encouraged to realise their full potential and provision is made for special needs.

Special Education

In order that children gain confidence in their own abilities, their potential strengths and interests are recognised and utilised in planning and assessing their needs. Some children may be required to work on individual programmes of study or within a modified curriculum.

If your child has special educational needs:

- You will be consulted about this both verbally, and in writing
- Individual work programmes will be designed and undertaken
- Your child may receive additional help from a Teaching Assistant
- Progress will be monitored and reviewed
- Specialist teachers will be consulted, as necessary

The school has a Special Educational Needs Policy. Parents wishing further information should contact the School Office. Changes to the Policy were made during 2003/04 to meet the new Code of Practice. The School can also supply a SEN Parents Booklet on request.

Child Protection

We are obliged to follow guidance issued by Milton Keynes Area Child Protection Committee and report incidents of concern and that this may require some children being referred to statutory agencies when there are issues in respect of their welfare and safety.

Reporting to Parents

A close relationship between school and parents is actively encouraged at all times. Each term, parents are invited to school to consult with their child's class teacher. The Autumn and Spring Term meetings are for parents to meet their child's teacher formally. In the Summer Term parents will be invited to attend a more informal meeting.

Parents of children in our Early Years Unit are invited into school in their first term to discuss a programme of work as part of the Foundation Stage Profile. At the end of the Summer Term parents will be invited to share the Foundation Stage Profile.

At the end of each academic year, parents will receive a school report indicating their child's progress in all areas of the curriculum.

End of Key Stage

We are required to determine an end of Key stage 1 assessment at the end of Year 2 in reading, writing, speaking and listening, mathematics and science

Parents will be given the results of the teacher assessments with the end of year report, together with comparative data.

SECTION 3

SCHOOL PROCEDURE

SCHOOL HOURS

Morning Session:	08.50 am – 12.15 pm
Midday Break:	12.15 pm – 01.15 pm
Afternoon Session:	01.15 pm – 03.00 pm

Allowing for registration and morning break this equates to a total of 22 teaching hours during the normal school week.

The cloakroom doors are opened at 8.40 am when children are able to come into school. All children should be in their classrooms by 8.50 am. Owing to lack of space we ask that parents only come into the cloakroom in an emergency.

At 8.50 am all external doors are secured. Up until 9.00 am any latecomers should enter the school building through the door into the Early Years imaginative play area. After that time please deliver your child to Reception using the main entrance door.

SCHOOL MEALS

Provision is made for children to bring a packed lunch. Please ensure that your child's lunch box is clearly named. For safety reasons, drinks in glass bottles are not permitted. We currently have access to a daily fruit and vegetable scheme for all of our children.

Drinks Policy: as part of our Health and Safety Policy, children are encouraged to bring an extra drink of water in a named plastic container. Drinking water is available for children on demand throughout the school day. We request that you do not send any food to school, other than for lunch, unless otherwise advised for medical reasons.

ABSENCE FROM SCHOOL

Parents are legally required to inform the school by telephone or letter if their child is unable to attend school.

Medical Appointments – please let us know if your child has an appointment at the surgery, clinic or hospital. For their safety we are not able to allow children to leave school during school hours with a written request from their parents.

Holidays – Annual leave should be taken during the school holiday period. Save in exceptional circumstances, a pupil shall not be granted more than two weeks leave of absence (10 school days) in any year. If annual holidays have to be taken in school time please complete a holiday form which is available from the school Office.

HEALTH MATTERS

a) School Medicals

If your child requires a school medical it will usually take place during the term after their fifth birthday. Written notice of the place, date and time of the medical examination will be sent to you with an invitation to attend. The form should be completed and returned to the school prior to the medical.

b) Medicines in School

Prescribed medicines or tablets will only be administered in school in exceptional circumstances. All medication should be clearly labelled with the child's name and the recommended dosage and given, in person, to the child's teacher or to the School Secretary.

Parents are required to complete and Administration of Medicines form, available from the School Office.

c) Illness and Accidents in School

Occasionally, children become ill or have an accident in school. We need to be able to contact you, a relative or friend by telephone as soon as possible. Please ensure that you inform us of your emergency contact numbers and keep us informed of any changes that occur.

d) Head Lice

Parents are requested to be vigilant with regard to head lice and to check their child's hair regularly and treat if necessary, taking advice from their doctor or chemist.

CLOTHING

a) Uniform

The School Governors have recommended a school uniform but it is not obligatory. The school colours are grey and jade green; the details of which are open for you to choose. Children are expected to be able to dress and undress themselves, so clothing that is easy to manage is recommended.

b) School Sweatshirts/Cardigans/Polo Shirts/T-Shirts

School sweatshirts, cardigans, polo shirts and T-shirts are available from the School Office. Please ask the School Secretary for details.

c) PE Kit

Children will require plimsolls, T-shirts, or leotards for PE, to be kept in a small drawstring bag and to be available in school at all times. During cold weather children will require an extra sweater or tracksuit for outdoor games.

d) Jewellery

Jewellery is not encouraged as it is easily lost or broken. Children will be asked to remove jewellery and watches for PE for their own, and others, safety.

NB: Please mark all items of clothing, footwear, and personal possessions with the child's name so as to avoid confusion or loss

DISCIPLINE AND PASTORAL CARE

It is our intention to establish a caring environment in which a child may work happily. Clearly understood rules exist only to ensure the safety and welfare of children.

Children are expected to behave in a courteous and considerate manner.

Punishment takes the form of loss of privilege, eg: missing playtime or a favourite activity. Should a child's behaviour give cause for concern, parents will be informed and invited to school to discuss the problem. Corporal punishment is not used.

BEHAVIOUR POLICY

In this school we have agreed that we will:

- act in a considerate and responsible way at all times showing respect for people, places and property
- try to understand other people's points of view
- show politeness to others
- make it as easy as possible for everyone to learn in class, and for the teachers to teach
- move quietly about the school
- try and take pride in ourselves and our school
- remember that out of school, the school's reputation depends on the way we behave

SPORTS POLICY

We recognise the importance of sport for children by teaching them the basic skills that they require to participate fully in sporting activities. However, we feel that the emphasis for children of this age, 4-7 years, should be to encourage them to have an interest in being healthy and keeping fit, and not to introduce them to specific sports or team games.

In this way we hope that the children, having enjoyed these elements of the curriculum, will continue as teenagers and adults to develop a fit and healthy lifestyle, and to participate in a wide range of sporting activities that may be available in the community.

SAFETY MATTERS

Children should only enter and leave the school premises via the school gate situated in Corn Hill. Please do not allow children to walk across the staff car park.

If a child is to go home on their own for lunch, or after school, the school should be informed in writing.

We discourage the riding of bicycles and tricycles on the playground for safety reasons.

Road Safety Policy

1. Governors would like to recommend that children are escorted to and from school whenever possible
2. Governors feel that it is appropriate to remind parents that it is their responsibility to notify the school if unforeseen circumstances prevent them from collecting their child from school.
3. Parents may wish to consider that their child wears brightly coloured outer garments, or that they add fluorescent stripes on the sleeves and backs of coats. This is particularly important during the dark winter months.
4. Governors would like to appeal to parents that, whenever possible, they walk to and from school. **Bad parking outside the school causes unnecessary problems and is a safety hazard for all the children crossing the road.**
5. Governors recommend that parents instruct their children in road safety, although road safety issues will be addressed in school. Parents may contact the school for more information.

SUPPLEMENTARY INFORMATION

Extra-Curricular Activities

Extra curricular activities are offered to children.

Charging for Educational Activities

The School Governors have agreed the following policy on charging:

- That where activities take place in school session time, parents should be invited to make voluntary contributions to cover the cost of the activity on a pro-rata basis, but that a pupil should not be debarred from taking place in that activity because his/her parents cannot, or will not, contribute.
- That where activities take place outside school session time, charges should continue to be levied, where appropriate.
- The appropriate charges be made for ingredients and materials where parents have indicated in advance that they wish to own their child's finished work.
- That parents may be required to meet the cost of breakages, losses and damages where this is a result of their child's unacceptable behaviour.
- That any application for a full or partial remission of charges be considered by the Headteacher.

Complaints Procedure

Parents having any cause for complaint about the provision of the school curriculum, including religious education and worship, should contact the class teacher or the Headteacher for informal discussions. Any situation not resolved to the parent's satisfaction should be referred to the Headteacher. Parents may then approach the Chair of the School Governors or the Head of Education and Chief Education Officer.

LIAISON WITH PARENTS

We encourage parent's interest in their child's education. At the end of each afternoon session you are invited to come into school to talk to the teachers and see the children's work and displays.

Members of staff are willing to discuss any problem you may have concerning your child's progress or welfare. Parents who wish to discuss a specific matter should give advance notice in order to arrange a mutually convenient appointment.

Parents, grandparents and other friends are most welcome to offer help in school alongside the school staff. A number of parents already give assistance in the library, playing games, sewing and other art and craft activities. We are very grateful for the support and always welcome help from others.

A parent's shelf is situated in the School Library and contains details of the LEA curriculum policy statements, the National Curriculum documents and other relevant papers. There are also videos, cassettes and educational books available for you to borrow. Any parent wishing to have access to this material should contact the school.

THE GOVERNING BODY

The governing body exists to support and oversee the work of the school. Whilst the Headteacher is responsible for the organisation and management of the school, the governors are involved with the management of the budget, the employment of teachers, the curriculum content and other issues.

The governing body is composed of representatives from the Local Education Authority, minor authority, co-optive governors, parents, teachers, staff and the Headteacher. All governor appointments are for a four year term.

Each Autumn Term prior to the Governor's Annual Meeting for Parents, a report is circulated outlining the work of the governors for the year.

FRIENDS OF ASHBROOK SCHOOL ASSOCIATION

The school has a flourishing "Friends of Ashbrook School" Association. Its objectives are:

1. to advance the education of children by providing, and assisting in the provision of, facilities at the school
2. to engage in activities which support the school
3. to foster relationships between staff, parents and others associated with the school

The FOA Committee is always delighted to hear from people interested in serving on the Committee or assisting with its many activities. If you are able to help, please contact the school.

THE LOCAL COMMUNITY

Our aim is to develop close links with the local community and to encourage local involvement in school events and visits. In our planning we aim to incorporate resources from the community where appropriate, and welcome any offers of help or support.

**"Coming together is a beginning,
Keeping together is progress,
Working together is success"**

SECTION 4

END OF KEY STAGE 1 RESULTS

These tables show the percentages of Year 2 children achieving each level. The figures for Reading Task and Reading Test may not total 100% since these tasks or tests do not apply at every level. Other rows might not total 100% because of rounding

TEACHER ASSESSMENT: Percentage at each level

SUBJECT	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking & Listening	2	8	69				20	0%	0%
Reading	0	12		10	20	17	41	0%	0%
Writing	0	10		15	27	20	27	0%	0%
Mathematics	0	5		19	22	27	27	0%	0%
Science	0	8	61				31		0%

W = working towards Level 1
1 = Level 1
2 = Level 2 (average)
3 = Level 3

A child's overall level being determined through Teacher Assessment (TA)

ATTENDANCE STATISTICS

Last year the percentage of attendance was 95.34% and there were no unauthorised absences.

SCHOOL TERM AND HOLIDAY DATES 2007/08

	OPEN ON THE MORNING OF:	CLOSE AT THE END OF AFTERNOON SESSION ON:
<u>AUTUMN</u> 07	Wednesday 5 September Tuesday 30 October	Friday 19 October Friday 21 December
<u>SPRING</u> 08	Tuesday 8 January Monday 25 February	Friday 15 February Friday 04 April
<u>SUMMER</u> 08	Monday 21 April Tuesday 2 June	Thursday 22 May Wednesday 23 July

NOTES:

1. School will be closed on Friday 21 March and Monday 24 March 2007 for the Easter weekend
2. School will be closed on Monday 7 May 2007 for the Bank Holiday
3. The above dates include all Training Days approved by the Governors, when pupils are on holiday but staff attend for in-service training purposes

DISCLAIMER

This information has been produced by the Milton Keynes Council in accordance with the requirements of the Education Act 1980 and was correct in relation to admissions for the 2007/2008 school year. Any changes to existing arrangements which have already been decided and which are to take effect after 1st September are mentioned in this information. It may, however, be necessary to make other changes, either before September 2007 or during the 2007/2008 school year, which could affect the information. It should not be assumed that the arrangements and details will necessarily be the same for subsequent school years.

