

The Manor School Prospectus

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School Mission Statement

Together we rise to the challenge

School Aims

We aim to

- encourage Christian values and to promote high moral standards within a caring, calm and safe environment
- prepare children for the wider world through the teaching of citizenship
- provide an education which promotes open-mindedness and equal opportunities
- create a fun environment where children are challenged to reach their potential
- equip our children with life skills by encouraging them to be independent thinkers and learners
- promote healthy lifestyles, including healthy eating, personal safety and respect for others
- encourage each child to develop a sense of self-worth. Uniqueness will be embraced, celebrated and respected
- commit ourselves to a high standard of behaviour. All members of the school community will be expected to take responsibility for their actions, to be honest, considerate and respectful
- work together with parents, children, governors and the community

These aims were agreed by parents, Governors and school staff at a series of meetings in November 2001 and re-visited in 2006

Headteacher's Introduction

The aim of this booklet is to provide parents with information that serves as an introduction to the school and answers some of the questions that might arise if your child attends, or may attend The Manor School.

It is often said that school days are the happiest days of your life. At The Manor School our first priority is to ensure that all our pupils believe this to be true. We aim to provide a caring and happy atmosphere where children enjoy learning and reach their full potential.

Choosing the right school for your child is a very important decision, which has a major effect upon the child's life. We believe that our happy, family environment nurtures ability, self-confidence, enthusiasm and respect for others.

At The Manor we are working hard to ensure that our pupils develop lively, enquiring and well-informed minds. Our aim is to instil a love for learning and to provide a broad and balanced curriculum. This not only provides a sound basis in reading, writing and numeracy; it also fosters every pupil's educational development in spiritual, moral, social, academic, cultural and physical aspects.

The school works in close liaison with parents, whom we regard as partners with us in providing the best all-round education for our pupils. We have frequent parent-teacher meetings and provide comprehensive written reports at the end of each year, which give clear benchmarks of achievements. In addition, parents will find staff approachable for consultation throughout the year and personal meetings can be specially arranged.

It is intended that this prospectus should illustrate how your child will benefit from a first class primary education based on the values of courtesy and a caring attitude, but I hope you will wish to visit us yourself and see our happy children working in a well structured learning environment.

The school address and telephone number is

The Manor CE Primary School
Roundways
Coalpit Heath
South Gloucestershire
BS36 2LF

Telephone: 01454 866555

Fax: 01454 866556

Take a look at our school website or e-mail:

www.themanorcofeprimary.org.uk

ManorPrimary.School@southglos.gov.uk

Headteacher

Mrs Hilary Eade

Local Education Authority

South Gloucestershire

Director of Education

Therese Gillespie
Director of Children & Young Peoples' Services
Bowling Hill
Chipping Sodbury
BS37 6JX

School Staff (from September 2008)

Foundation Stage

Reception Year Teacher Miss E Sale

Key Stage One

Year One Teacher Mrs H Kelly

Year Two Teacher Mrs L Holbrook

Key Stage Two

Year Three Teachers Ms L Cornish and Mrs R Parry

Year Four Teachers Miss R Richardson and Mrs B Dobson

Year Five Teacher Mr Ben Culverhouse

Year Six Teachers Mrs C Hill and Miss J Owen

Teaching Assistants
Mrs M Plumridge
Mrs S Calvert
Mrs C Foote
Mrs S Harris-Tucker
Mrs J Gray

School Secretary Mrs E Aldom

Caretaker Mr J Bright

Cleaners
Mrs K Crook
Mrs C Smith
Mrs L Hodge

Kitchen Manageress Mrs L Coombs
Kitchen Assistant Mrs N Jennings

Lunchbreak Supervisors

Mrs C Smith
Mrs T Aldom
Mrs A Procter
Mrs J Lock
Miss S Gifford
Miss Z Gifford

School Governors

Appointed by Local Education Authority

Ms K Dayer

Parent Governors

(Chair) Mr S Casey
Mrs L Coleborn
Mr V McDermott
Mr A Griffiths

Foundation Governors

(Vice) Rev C Lunt
Mrs V Kerslake
Mr A Brander

Community

Councillor D Lee
Mr M Willett

Teacher Governor

(vacancy)

Non-Teaching Staff Governor

Mrs S Harris-Tucker

Headteacher

Mrs H Eade

Clerk to Governors

Mrs E Aldom

History of the School

The Manor School is a Church of England Controlled School for children aged 4 - 11. The school moved to its present site in 1974, having been established in 1868 and occupying Westerleigh Manor Hall. At present there are 200 children on roll with this figure varying from 190 to a maximum of 218 at any one time.

The school is Church of England Voluntary Controlled meaning that the school was originally founded by the Church, but is now funded by the Local Authority. There is a board of thirteen governors who are responsible to the Department for Education and Skills (DfES), the Local Education Authority (South Gloucestershire) and the Bristol Diocese for the effective running of the school. There is a close relationship between St Saviour's Church and the school and regular use is made of the church building. Religious Education teaching is in accordance with the principles of the Church of England.

In November 1998 a new school building was opened comprising seven classrooms, a spacious hall, library, children's cookery room, offices for the secretary and Headteacher, a seminar room, a group teaching room, staffroom, toilet for the disabled and appropriate toilet/changing facilities for both infant and junior children. The school has been designed with security as a priority with on-site video cameras, safety locks on each classroom door and an electronic keypad entry to the entrance foyer. A building programme to establish an additional room to house our ICT suite was completed in 2002/3.

The school has three playgrounds and a very large playing field. We have worked hard to improve the environment around the school. A conservation area has been created to enable the children to observe wildlife and to watch the pond throughout the changing seasons. The children do not, of course, have unrestricted access to the pond area. This year playground markings have been completed and we are seeking to further enhance the external environment by establishing shaded areas and building on the children's ideas for play ideas.

School meals are cooked on the premises. Our cook, Mrs Coombs, has asked that parents let her know of any special dietary requirements, allergies etc. The information will be treated in confidence and will enable the school meals service to cater adequately for the needs of the children. Jacket potatoes are available to the children every day but they need to be requested first thing in the morning. You can contact Mrs Coombs via the office or alternatively you will find her every morning busy in the kitchen when you bring your children to school. A fruit tuck shop operates at break time. The children can purchase a single piece of fruit or a bowl containing a fruit selection for 15 pence per day.

Admissions to School

Children are invited to start school in the September of the academic year during which they are five years old. When they first start school in the Reception class, children attend part-time for the first month. Our view is that time at school should be regarded as a marathon and not a sprint. In other words, we are in no rush. It is far better to have a contented child than one who regards school with anxiety.

We invite children to join us for afternoon visits prior to full time entry. They spend their time acquainting themselves with their future teacher, getting accustomed to their new surroundings and meeting their new friends. As a result, we have no tearful faces on the first morning. We seek to work closely with families to ensure that attending school is a happy experience for all.

We are proud of our school and if you wish to visit us, we would welcome the opportunity of showing you around. Please contact the school office to arrange an appointment.

School Organisation

Classes

The school is organised into seven classes. The existing class structure is as follows:

R Class	Reception children	30 on roll
Class 1	Yr 1	25
Class 2	Yr 2	28
Class 3	Yr 3	28
Class 4	Yr 4	30
Class 5	Yr 5	29
Class 6	Yr 6	31

The School Routine

The school follows the DCSF requirements and teaches regulation hours of 21.5 hours for KS1 and 23.5 hours for KS2. (These hours do not include Registration or Collective Worship)

Start of school	8:55 am	(all children)
Lunch	12.00 - 1.00 pm 12:15 - 1:10 pm	(FS & KS1) (KS2)
End of school	3.15 pm 3.20 pm	(FS & KS1) (KS2)

Playtime is from 10:10 to 10:25 am each day for Foundation Stage and KS1 and 10:30 to 10:45 for KS2. At playtime teachers and teaching assistants are on duty and at lunchtime we employ six lunch break supervisors.

Children should not come to school before 08:45 when they go straight to their classrooms.

Breakfast Club is available from 08.15 a.m. The cost for attendance is £1.00 plus the cost of items selected from the menu.

Attendance

If your child is unwell and therefore unable to attend school, we ask that you telephone the school to let us know (there is a message facility should no-one be available to take your call) and write a letter for the class teacher for your child to bring on his/her return. Children who have been sick should be kept home for a full 24 hours before being returned to school. We encourage parents to arrange holidays during the school closure times but if this is unavoidable a holiday form, available from the office, must be completed at least two weeks in advance. An absence is recorded as unauthorised for any child about whom the school receives no communication. (Please see the Attendance Policy on page 25).

Absence Rates for 2006 - 2007 %		
	The Manor	National
Authorised absences	4.1	4.7
Unauthorised absences	0.4	0.5
Attendance Rate	95.5%	94.8%

Welfare

Periodic medical (including vision and hearing tests) are carried out throughout your child's time in school. If a full medical is being conducted by the school doctor you will be invited to attend.

Important

No medicines are allowed to be given at school, nor should they be brought to school. In special circumstances, please refer to the Headteacher. The one exception is for those children who suffer from asthma. Parents should ensure that their child has an inhaler with them at all times and that he/she is able to use it. We also request that parents provide an additional inhaler to be kept in a central location for emergencies.

In the event of an emergency at school, we shall try to contact you. We therefore ask you to keep us up to date with any change of address, place of work or telephone number.

Support Services

Besides the medical support, the school sometimes organises the help of other special services available such as: -

Educational Psychologist
Educational Welfare Officer
Speech Therapist
Social Services

Before these services are involved parents will be consulted.

First Aid

Many members of staff have received basic training in first aid and a fully equipped first aid box is kept in a central place. School staff deal with children who have minor injuries where appropriate but in the event of a more serious injury we contact you immediately and if necessary seek help from our local doctor or hospital. It is therefore imperative that we have emergency contact telephone numbers for each child.

Child Protection

Whilst the Education Service does not constitute an investigation agency, because of their daily contact with individual children during term-time, school staff have an important role to play in recognising and taking the appropriate action in cases of suspected child abuse.

All school staff are instructed to report any suspicions to the Headteacher or Designated Teacher for Child Protection, who is required under the procedures to alert the Social Services Department.

Child abuse is a particularly sensitive issue and does impose for those involved, particularly parents, strong feelings and emotions. However school staff are required to report, in line with the procedures, any situation where abuse is suspected and a member of staff could be deemed to have acted improperly if they do not do so.

School Rules and Discipline

We feel that by emphasising the positive and not the negative aspects of behaviour, we bring out the best in the children. Behaviour is viewed in two ways: Good behaviour and misbehaviour.

We encourage good behaviour through praise and rewards. All staff endeavour to praise each child whenever the opportunity arises. Praise is given by formal and informal ways, in public and in private, for good work as well as for particular achievements. We give rewards for good behaviour through various methods: special certificates, stickers in books, and assemblies where public mention is made of good work or behaviour.

Misbehaviour is identified through not paying heed to the school rules. Generally, misbehaviour occurs through thoughtlessness, so we do our utmost to talk through the situation with the child in an effort for him/her to understand our concern. We always work closely with parents to ensure that if sanctions or loss of privileges occur, then by working together we are able to deal with the problem.

We are extremely proud of our children and can honestly state that we have few behaviour problems.

The following “Golden Rules” are discussed frequently with the children and displayed around the building:

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people’s feelings
Do work hard	Do not waste your others peoples’ time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

School Meals

Dinner money is collected on the first school day of each week and should be sent in a clearly labelled envelope. Cheques should be made payable to “South Gloucestershire Council”.

Alternatively parents may provide packed lunches for their children. These should be sent in a clearly labelled plastic container. We do not allow fizzy drinks, sweets or hot drinks.

The Awards and Grants Section of South Gloucestershire Council (Tel: 01454 863292) is able to answer any questions you might have about free school meals.

Money Valuables and Jewellery

Unless money has to be paid for a specific purpose, e.g. dinner money, school trip etc., money should not be brought to school.

For safety reasons jewellery must not be worn. Items of value should not be brought to school. The wearing of earrings is discouraged but, if worn, they must be removed before P.E. and Games lessons. Only stud earrings are acceptable in school and then only one stud in each ear. In the event of loss the school is unable to make compensation.

School Uniform

A style of dress has been adopted, which we feel is very important. Although the wearing of uniform is not compulsory, families are requested to observe our policy.

Girls	Grey skirt or pinafore dress, or plain black/ grey trousers, white or blue blouse/polo shirt, royal blue school sweatshirt or cardigan Sensible black school shoes Blue check dresses for the summer months, blue/grey/white cardigan, plain blue/black shorts
Boys	Grey/black trousers, white or blue shirt/polo shirt, royal blue school sweatshirt Sensible black school shoes
Sports kit	Shorts (preferably navy or black), school or plain T-shirt for indoor PE Football kit for children playing football, including boots and shin-guards A tracksuit is a good idea for any child playing sport outdoors in cold weather KS2 children require training shoes for outdoor PE lessons
Forest School	All-in-one waterproof or a waterproof jacket and trousers and a pair of wellies (Years R, 1 and 2 only)

The following items of school uniform can be ordered from the school office:

Royal Blue Sweatshirt	Royal Blue Cardigan	Baseball Caps
Legionnaires Caps	Woollen Beanie Hats	

Whether or not the children wear uniform, we ask that they come to school smartly and cleanly dressed. The wearing of jeans is not allowed. Particular

attention should be paid to footwear. High heels, small stiletto type heels and “fashion” shoes are a risk to your child’s safety. The wearing of leisure clothing, i.e. tracksuits, football kits, T-shirts with motifs, is not allowed.

Jewellery should not be worn to school. If your child has pierced ears, he/she may wear stud earrings, which for safety reasons must be removed for PE lessons. If your child is unable to remove his/her own earrings, please make sure that they are not worn to school on the days when the class has P.E. or games.

Equal Opportunities

The Manor School is committed to providing all pupils with an education that offers equal opportunities. We deal with name calling, mimicry, abuse, graffiti and harassment as efficiently and promptly as possible. Your help and support as concerned parents is very important.

Racial Abuse and Harassment

All allegations of racial abuse will be taken seriously and investigated.

In most cases a letter will be sent to the parents of all concerned (Abused and Abuser) explaining the incident and the action taken. Records must be made of any significant incident and serious incidents must be reported to the Director of Education.

Curriculum

“At the heart of the educational process lies the child. No advances in policy, no acquisitions of new equipment have their desired effect unless they are in harmony with the child...”

Plowden Report 1967.

School Policy

At The Manor we believe the most important people in the building are the children. All that we do and teach and all that we acquire is done with them foremost in our minds. Our general aims are thus:

To provide an environment where each pupil may develop a lively and enquiring mind and be encouraged to apply themselves to tasks involving the acquiring of knowledge and the learning of skills and self-discipline which will serve them throughout their school lives and beyond.

To develop and broaden each pupil's interests and so help them use mathematical, language and scientific knowledge and skills effectively. We also develop and extend enjoyment and appreciation of the creative arts.

To instil respect for religious and moral values, tolerance of other races, religions and ways of life, and respect for each other and the needs of the community.

Curriculum 2000

One of the most important changes brought about by the Education Reform Act 1988 was the introduction of the National Curriculum for children aged 5 - 16 years. The National Curriculum was streamlined in the year 2000 and schools were required to review their planning and teaching approaches accordingly. The National Curriculum means that all children study the following subjects in addition to Religious Education: English, Mathematics, science and ICT (these are known as core subjects), Design & Technology, History, Geography, Music, Art & Design and Physical Education (these are known as foundation subjects). For each subject there are attainment targets (i.e. setting out what the children should know, and be able to do, at each stage of their schooling) and descriptions of what children should be taught to help them achieve these attainment targets (these are called Programmes of Study).

In the Primary School there are three stages:

Foundation Stage for children aged 2 – 5 years	Reception Year
Key Stage One for children aged 5 - 7 years	Years 1 and 2
Key Stage Two for children aged 7 - 11 years	Years 3, 4, 5 and 6

At the end of Key Stages 1 and 2 children are assessed, to see how they are doing compared with the Attainment Targets, through teacher assessments and national tests. The most recent outcomes of these Standardised Attainment Tests (SATs) are given towards the end of this booklet.

The children in our Reception class are still part of the Foundation Stage, for children aged 3-5 years. The Foundation Stage has its own curriculum which applies to all pre-school and early years settings, called Early Learning Goals. Here the emphasis is on language and social development and learning through play.

We feel that every child is special and is capable of doing something really well. We try to find out what their particular talent is and encourage it. The

enthusiasm thus generated is usually beneficial in other aspects of the curriculum.

We aim to get the very best out of each child. With home and school working together, we hope that this will be achieved. Where a child is experiencing learning difficulties, provision will be made for extra help to be given within the classroom. Parents are invited to make an appointment to speak to their child's teacher, or to the Headteacher, if ever they have concerns about his/her rate of progress.

We teach Maths and English using traditional methods, following the National Literacy and Numeracy strategies alongside a cross-curricular approach through topics. These topics ensure that the appropriate programmes of study and attainment targets for National Curriculum subjects are covered. Permeating through the topics, all Year Groups study themes such as health, economics and industrial understanding, careers, citizenship and environmental education.

Religious Education

The Christian ethos runs through the school. Christian attitudes and values are both explicit and implicit in the school curriculum. RE is taught through a balance of class lessons, daily assemblies and the celebration of religious festivals such as Easter, Harvest and Christmas. We follow the South Gloucestershire agreed syllabus for Religious Education, "Mystery and Meaning." Many festivals and special days are celebrated in St.Saviour's Church, where assemblies are held involving staff, children and visitors. Through the everyday life of the school our aim is to encourage children to develop mature and socially acceptable patterns of behaviour and to keep them aware of the many cultural, social and racial pluralities in the world around them and beyond.

Parents have the right to request that their children are withdrawn from Religious Education and Collective Worship. An appointment should be made to discuss alternative provision with the Headteacher.

Music

Apart from normal music lessons, taught by each class teacher to his or her own class, children have the opportunity of learning to play the guitar, violin, harmonica and keyboard. There are charges involved for tuition in these instruments. Children in Y3 and Y4 learn to play the recorder, for which there is no charge.

Sex Education

Underlying the whole of the sphere of education is the Christian attitude to personal responsibility for oneself and for those whom one comes into contact with.

Sex education forms part of the health education area of the curriculum. We study the birth/life/death cycle in various modes throughout school through science topics. In KS2 growing and growing up are studied with the class teacher and sometimes the school nurse. This involves knowledge of how our bodies work and the human reproductive system. Any questions that occur are answered and the module includes a video. We invite parents to view the video and to discuss our approach to Sex and Relationships Education before children experience the lessons.

Computers

We have two computers in most classrooms which are utilised by the children as part of their integrated studies. We also have a fully equipped computer suite of networked PCs in which groups of children can be taught computer skills, housed in a new extension to our building.

Swimming

Lessons are available for the children in KS2 at The Ridings High School. Our attitude to swimming is based on confidence and enjoyment. Children will not learn to swim if they do not enjoy being in the water and are confident enough to take their feet off the bottom. We teach the children in small groups using plenty of flotation aids and encourage fun. Once a child has learnt a few basic strokes, progression is easy. A width soon follows and from then on as confidence grows, so does ability.

Games

The governors and staff of the school recognise and welcome the contribution to health and social development which organised competitive games can make to children's education. We aim to offer each child the opportunity to develop an interest in competitive sport. This is done through our regular PE curriculum but additionally there are opportunities for children to participate in organised coaching and competitions after school

Reading

We naturally attach great importance to the acquisition of reading skills. In addition to classroom books we have a wide range of reference and non-fiction

books available for use in school by children. Our library is spacious, furnished attractively with pine shelving and it occupies a central space in our building.

Children are encouraged to take their reading book home every day. We provide a home/school booklet where parents can comment and further encourage their child with reading at home.

Educational Visits

As part of their school studies, children are sometimes taken on visits which are carefully prepared and followed up. Parents are asked to contribute towards transport and admission charges if appropriate. Contributions are voluntary and no child will be omitted from the activity because his/her parents are unable or unwilling to contribute. However, it must be stated that trips may be cancelled if insufficient funds are available.

A residential school journey is arranged for children in Year Six during the Summer Term and arrangements for this are usually made in the previous Autumn Term.

Special Educational Needs

A child with a Special Education Need (SEN) is any child whom the school feels would benefit from more specially tailored teaching. Whether this be a talented child or a child who is having learning, behavioural or physical difficulties, a special need arises.

In ensuring that our school complies fully with the Government's Code of Practice for those children who require additional assistance in line with the Code, the SEN Governor has been pleased to note that our provisions exceed the measures outlined in the Code.

The requirements of our children with special needs are met through additional support, either on a one-to-one basis, or in small groups. Specialist teaching methods are used by our teaching and support staff to ensure that the children receive the appropriate tuition using the most suitable aids. The materials used to help with learning difficulties range from specialised computer programs to word games and are tailored to cover the full range of ages taught at the school.

The SEN governor exists to lend any required support to the teacher with Special Educational Needs responsibilities (the SENCO) and to ensure that our high standards of practice are maintained.

Although there is no requirement to keep records when an initial concern arises, at the Manor we feel that it is very important to identify and 'keep a closer eye'

on a child when the classroom teacher feels that there is a cause for concern. Accordingly our SENCO keeps records and monitors progress from this early stage. Our monitoring system is designed to encourage the child and to praise even the smallest of achievements.

An important aid to a child's learning is the support of his or her family and we therefore encourage the families of all children to work closely with the school, and particularly so where a special need has been identified.

At times, some children may need extra help when academic progress is not being made satisfactorily. In line with recent legal requirements we have established the following Code of Practice:

School Action Teachers' observations are recorded.

Progress is not forthcoming and help is sought within school from our Special Educational Needs Co-ordinator (SENCO). An action plan is devised by school staff and parents..

School Action Plus The school may look for specialist help from an Educational Psychologist.

Eventually a decision could be made to apply for a statutory assessment. Parents are always well informed and involved throughout all stages.

Disability Access / Security

The building is completely level and fully accessible for the disabled but the governors are mindful of new legislation and will be seeking to upgrade current facilities as part of our maintenance programme. To this end, an accessibility plan has been created and is available on request from the school office.

The governors are also security conscious and the school has CCTV cameras as well as a sensitive alarm system and the main door is protected by an entry code. In 2006 the perimeter fencing and gates were replaced, further improving on site security.

Home/School links

Homework

Homework is given in various modes to all children and is best explained thus:

Reading Each child has a reading book, reading record book and a reading bag and this should go home each night. Parents are encouraged to

enter comments and views into the record book, which is a link between home and school, encouraging children's enjoyment of books. Children read regularly in school and we feel this is supported well by reading at home. We advise that a session of no more than ten minutes with each child is sufficient. If the child is unsure of a word please encourage a guess, or read with them and above all else offer encouragement and praise.

Spelling We strongly believe that learning to spell correctly is a vital element in every child's education. Therefore each child receives a number of words to learn each week that follow a particular pattern or rule. We encourage the look/cover/write/check method of learning to spell.

Mathematics This may include times-tables practice, mental maths, number patterns, maths crosswords, money problems, telling the time etc. We encourage parents to discuss maths with their children as often as they hear them read. Mental mathematics is a powerful and vital tool that improves with regular practice.

Home-School Agreement

It is now a legal requirement that all schools have a written Home-School Agreement, outlining the respective responsibilities of the school, parents and the pupils to one another. Following consultation with parents, governors, pupils and staff our Home-School Agreement was drawn up and presented in October 1999. You will be invited to sign this agreement when your child begins school and again at the beginning of Year 3. At The Manor School we were glad to have the opportunity to set out what we believe are the responsibilities of school and parents in ensuring that we provide the best possible education for our children. A copy of the agreement is provided at the back of this prospectus for your information.

Home/School Liaison

Liaison between home and school is an essential part of school life and parents are encouraged to become actively involved with their school.

We have three Parents' Evenings a year, giving parents the opportunity to meet their child's teacher and discuss school progress. The first two, in the Autumn and Spring Term, are run on an appointment basis. The third, in the Summer Term follows a week after our very comprehensive reports are sent home and has a "drop in" format. The school has an "open door" policy and encourages parents to contact the school at any time whether they are happy, concerned or worried about their child. An appointment beforehand would ensure confidentiality and privacy.

In addition we hold curriculum information evenings in order to keep parents informed about the challenges encountered by their children at school.

Many parents help in school in a variety of ways, for example hearing children read, school environment projects, art activities, escorting classes on visits, after-school clubs etc. Any parents wishing to help are encouraged to contact their child's teacher.

Parents are invited to join with us for assemblies at school and at St Saviours Church.

Friends of Manor School (FOMS) is a group of parents and school staff who work together to organise social activities and raise funds for the school. They also have a great deal of fun in doing so! All parents are welcome to become involved in this way. Over the years the children have greatly benefited from the additional resources and experiences provided for them by FOMS.

There is also the opportunity to serve on the governing body as a parent governor.

Clubs and Activities

Staff offer a range of after-school activities for the children. As the activities offered reflect the personal interests and expertise of the current staff, it is not possible to predict which opportunities might be available at any one time. In the past after-school clubs have included football, basketball, netball, drama, chess, gardening, cricket, choir, computers, food technology and story club.

Extra-curricular activities are sometimes arranged for which there is a charge, for example keyboard, tennis and drama.

The Coalpit Heath out of School Hours Club takes place in the Westerleigh Manor Hall. Those children attending are collected from school at the end of the day and escorted to the club, which runs from 3:15 until 6:00 p.m. The children enjoy a variety of activities including construction, drawing, painting, sport and computer. Further information is available by telephoning 01454 771821.

Insurance

Parents should be aware that South Gloucestershire Council does not provide insurance cover for your child while he/she is in school. If you wish to ensure that your child is insured for injury or loss of property you should consult an insurance company in order to make your own arrangements.

The Manor School Home/School Agreement

School Responsibilities

Staff and Governors will try to:

- ✓ Create a safe, happy and caring environment where every individual is encouraged to reach their full potential.
- ✓ Provide a balanced curriculum whilst meeting the individual needs of each child.
- ✓ Praise and use positive comments whenever possible recognising each child's achievements.
- ✓ Form a partnership with parents and keep them informed.
- ✓ Be approachable by both parents and children, respond to concerns promptly and confidentially.
- ✓ Inform parents of any concerns the school may have as regards their child's work or behaviour.
- ✓ Deal quickly with any form of bullying or unkindness in a calm, compassionate but firm way to the benefit of all concerned.
- ✓ Set a good example in both conduct and dress
- ✓ Give parents the opportunity to become actively involved in the life of the school.
- ✓ Offer school clubs and contact parents in appropriate time if the club is cancelled.

Parent/Guardian Responsibilities

I/We shall try to:

- ✓ See that my child attends school regularly, on time, dressed appropriately and properly equipped. In the case of absence, the school will be informed as soon as possible.
- ✓ Work in partnership with the school for my child's academic and social well being.
- ✓ Inform school of any concerns or problems that may affect my child's work or behaviour.

- ✓ Encourage my child to have good manners, respect and tolerance for others in the school, the community and at home.
- ✓ Support my child by providing a suitable environment for the completion of homework, and ensuring it is returned on time.
- ✓ Encourage my child's individuality by listening and giving quality time.
- ✓ Read newsletters and other communications, and respond promptly when required.
- ✓ Attend parent's evenings and discussions about my child's progress.
- ✓ Encourage my child to regularly attend any extra-curricular activities they may have joined.
- ✓ Become actively involved in my child's school life.

Pupil's Responsibilities

I shall try to:

- ✓ Attend school regularly and on time, dressed in uniform and properly equipped.
- ✓ Do my best to reach high standards of work and behaviour.
- ✓ Keep school rules and encourage others to do so by co-operating with all adults and respecting their decisions.
- ✓ Consider the feelings of others in school, in the community, and at home.
- ✓ Care for my own possessions and the property of others.
- ✓ Share my school life with those at home, talking about the day, showing them my homework, reading and discussing books together.
- ✓ Complete class and homework on time.
- ✓ Act upon any comments teachers make about my work.
- ✓ Give parents/guardians notes from school and take returns back to school promptly.
- ✓ Attend regularly any clubs that I join.

Attendance Policy

1. Rationale

In order to provide our pupils with firm foundations for a lifetime of learning, they must attend school regularly and be in the right frame of mind for learning.

Personal discipline, including time keeping and regular attendance, has a direct impact on the attitude of children towards their work and the standards that they are able to attain. Parents are asked to work with the school to ensure that children grow up to value their educational opportunities.

2. Purposes

We now keep computerised records of the children's attendance and the Education Welfare Officer (EWO) visits our school on a regular basis in a monitoring role. When a child is absent, we enter a code to identify the reason and it is therefore important that our information is accurate and up to date, as we are required to provide reasons for absence to the EWO.

3. Guidelines

3.1 Sickness

If a child awakes unwell and parents decide that he/she should remain at home, they should telephone the school as soon as possible to let us know. A message may be left on the answerphone and the office staff will let the class teacher know. The information required is the child's full name, class, the reason for the absence and the identity of the person leaving the message. Any child who has been sick should remain at home for 48 hours.

Parents are expected to write a letter for the class teacher when the child is ready to return to school.

If a child has to attend an appointment at the dentist, doctor, hospital etc. the date of which is known in advance, the teacher or the office staff should be told as soon as possible.

3.2 Holiday

Parents may **request permission** for up to ten days absence from school for their children to accompany them on an annual holiday. **These ten days of absence are not a right.** Each request is considered individually and in certain circumstances permission may not be granted. Permission for holiday absence will not normally be granted for pupils whose attendance during the previous academic year has been less than 90%, including all absence for illness or holidays, or for pupils with more than five broken weeks during the same period. A broken week is any week in which there is an absence for any reason. Absence for holiday in September will not normally be authorised and may not be granted during the month of May, due to important assessments that take place at this time of year. Requests for holiday absence must be made on the official request form (see attached, Appendix A). Please also refer to The Winterbourne Partnership Primary Schools' joint statement on attendance (Appendix B).

If a child is absent from school, the register must show whether the absence was authorized or unauthorized and only school can authorize an absence. Absences will be unauthorized if:

- no explanation is forthcoming;
- the school is dissatisfied with the explanation;
- the pupil is absent for an unexceptional special circumstance, eg birthday, or long weekend;
- the pupil is away for more than 10 school days on family holiday

Request for Absence in Term Time

Please refer to the school policy on attendance

School Attendance Matters

A child is a member of a school community. Return from absence can be a stressful time for a child, especially with regard to relationships, school routines and coping with missed learning.

- There is no legal entitlement to absence in term time.
- Absence from school without the Head teacher's permission is recorded in the school register as an unauthorised absence.
- The 1996 Education Act places a duty on parents to ensure regular attendance
- Teachers plan programmes for learning to fit with school terms. Interrupting school terms may compromise the professionalism of teachers in delivering a full and balanced curriculum for your child.
- Actual absence is often longer than the period requested due to travel disruption.

However there may be special circumstances when a Headteacher will authorise absence from school during selected periods. It is expected that no authorisation will be given when there is already a pattern of irregular attendance.

Procedure

If, having taken account of the above, you wish to request absence in Term time, please complete the slip below and return to school, giving at least a week's notice.

Parent/Carer to complete:

To The Headteacher

Name of parent/carers.....

Child..... Class

Period for which absence is requested _____

Reason for special request

.....

School to complete:

Number of complete weeks at school this year (___ out of a possible ___)

Percentage attendance figure_____

(Where absence is requested near the start of a new academic year attendance figures from the previous year will be used)

Headteacher to complete:

Headteacher's decision.

Signed _____ Date _____

APPENDIX B

The Winterbourne Cluster of Schools
**(Frampton CE, Elm Park, Highcroft, Brockeridge, Hambrook, Frenchay
CE, Manor CE, St Michael's CE)**

To Parents and carers of pupils attending the above schools

Dear Parents/Carers

As a group of schools serving this local area, we work together to provide the very best education for your children. We have recently been discussing the issue of attendance and seek to clarify our thinking via this communication.

Children are expected to attend school for 190 days a year and school staff for 195 days. The additional five days are identified as 'inset' days and the dates for these vary from school to school.

The Government has said that Parents may **request permission** for up to ten days absence from school for their children to accompany them on an annual holiday. **These ten days of absence are not a right.** Each request is considered individually and in certain circumstances permission may not be granted. Permission for holiday absence at our schools will not normally be granted for a pupil whose attendance during the previous academic year has been irregular or has totalled less than 90%, including absence for illness or holidays.

The pace of the work at school is rapid and any child who is absent for a sustained period is sure to be disadvantaged. For this reason, we request that parents make every effort to arrange holidays during school closures and thank you in advance for your co-operation.

Yours sincerely

Mrs Hilary Eade
Headteacher

2007 SAT Results

Both Key Stages achieved excellent SAT results, as detailed below.

Key Stage 1

	W	Level 1	2C	2B	2A	3	Level 2B or above
Reading		28%	14%	14%	24%	21%	59%
Writing	7%	28%	24%	14%	24%	3%	41%
Maths		17%	31%	10%	28%	14%	52%

Key Stage 2

	Below Level 3	Level 3	Level 4	Level 5	Level 4 or above
English		8%	40%	52%	92%
Maths		12%	56%	28%	84%
Science	4%		36%	60%	96%

The Key Stage 2 results are significant in the number of our pupils who achieved Level 5. The Government expectation is for most children to achieve Level 4 at the end of Year 6. In these tables, each child at The Manor School is represented by approximately 3%.