



Coombe Road Primary School

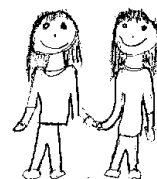
Prospectus

2011/2012



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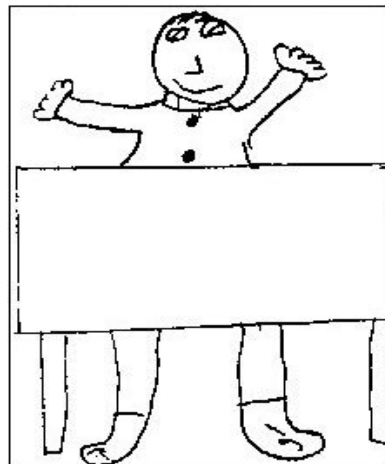
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Dear Parents/Carers,

Reading a prospectus can only give you a flavour of a school's character. Where possible it is far more beneficial to visit a school and spend time with staff and pupils. Please feel free to contact me at any time to arrange a visit.

I have been headteacher at Coombe Road Primary School since January 2001 and I am proud to be here. All the staff are committed to providing a positive environment which will bring out the best from every pupil.

Dennis O'Sullivan, headteacher



Equal Opportunities

At Coombe Road Primary School we aim to ensure that the needs of all pupils and staff are met. We create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, to challenge and prevent all forms of discrimination. All pupils, parents and staff are respected as individuals.

Introduction

This prospectus is to introduce Coombe Road Primary School to parents who are considering sending their children to us. We can give only a brief description here. If you would like to get to know us better, you need to come and watch us at work. To make an appointment to discuss the school with the Head and see the school in action, please telephone the school office.

Name and address: Coombe Road Primary School,
Coombe Road, Brighton, BN2 4ED
Phone 01273 707878
Fax 01273 707478
email: coomberoad@hotmail.com

Our web address is www.coomberoad.com . Here you can find information about school activities, newsletters and diaries. It is currently in its infancy, but growing all the time.

The Building

Our school building dates from the early part of this century. The junior part was opened in 1912, the infant part in 1915. There are 14 classrooms. The other rooms are used as shared resource and working areas, for small-groups and as a library. There are 2 halls, both of which are used for P. E. activities. The larger of these is also used as a dining hall. We have 3 playgrounds, one of which is exclusively for infants and two for juniors.

Organisation

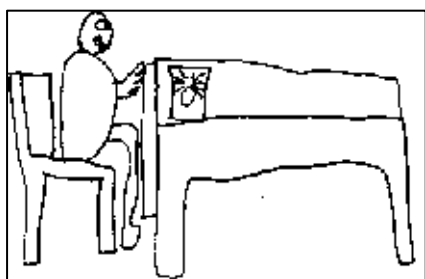
Admissions Policy

We admit children in the school year in which their fifth birthday falls. Children are admitted as follows:

Children whose fifth birthday falls between 1 st September and 31 st December	-Full time from September
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Children whose fifth birthday falls between 1 st January and 31 st August	-Part time from September -Full time after Christmas
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Our Reception class booklet has detailed information for parents of our youngest children. You will receive a copy of this booklet if you choose to send your child to our school. We hold a meeting in the Summer term for prospective parents. Your child will also be invited to come to school with you for an afternoon to play and start to get used to the school, in June or July before they start the following September.



VISION STATEMENT

Pupils

- Children are valued and respected. We promote a culture of openness and understanding where children are listened to. The needs of our children are paramount.
- We celebrate all children's achievements.
- We encourage children to take responsibility for their social, emotional, physical and academic development with a caring network of staff, parents and governors to support them.
- Children develop high self-esteem and a sense of identity, helping them to be supportive of each other
- Our learning environment is purposeful, stimulating and reflects the quality of teaching and learning and the multicultural nature of our world
- Our children reflect on their contribution to a wider society and their responsibilities to their community. We provide opportunities for children to develop a sense of awe and wonder, curiosity and interest in the world

Attitudes to Learning and Behaviour

- Coombe Road School fosters positive attitudes to learning to enable each child to reach their full potential
- The school values and actively promotes independent learning skills
- The school recognises that children learn in different ways and have different learning styles which are catered for and encouraged
- Our children learn strategies to give them the ability to resolve conflict independently
- The children are given clear boundaries and expectations are made clear. They are treated consistently, with rewards and praise used appropriately, and a sense of justice fostered

Curriculum

- We provide all pupils with a high standard of education which meets their needs as individuals through a broad and balanced curriculum designed to challenge, support and build on skills and talents
- We have a commitment to high standards in literacy and numeracy whilst continuing to provide a creative curriculum which brings learning to life
- We are sensitive to the changing needs of our pupils and our place in the world and adapt the curriculum appropriately
- Our caring, dedicated staff are continually updating their skills and knowledge to achieve extraordinary results in each moment of an ordinary day

Parents and the Community

- Parents and visitors are welcomed to the school. Their involvement and contribution are valued within the school community. This partnership enhances the children's education, welfare and social awareness
- We establish and maintain a very close relationship between staff and parents who have joint responsibility for the children's well-being
- The school is proud of being an investor in the community. It values its position within it and endeavours to build on the successes of the shared partnership and mutual support
- We provide a safe and secure environment for all pupils as well as others involved in school life
- All members of the community are valued and respected, with everyone having a sense of identity and purpose

Staff

- Our aim is that every member of staff is equally valued within the school community
- All staff are given the opportunity to continue to develop their professional studies
- Staff to share their skills, knowledge and expertise while maintaining professional autonomy
- Staff are involved in the ongoing process of self-evaluation
- A framework exists for supporting the needs of staff
- A fulfilled and valued staff provides a rich environment for our children

Our Policy on Teaching and Learning

This policy describes the skills and attitudes that underpin teaching and learning at Coombe Road. Children have opportunities to develop these skills and attitudes regardless of race, gender class or special needs.

Attitudes and Values

The attitudes and values we want our children to acquire are:

- A positive attitude towards school and learning, development of cheerful perseverance, taking pride in achievements, a positive attitude towards themselves, developing independence, with an understanding of our inter-dependence (personally, locally and globally)
- A caring attitude towards each other, each other's property, and their environment (local and global)
- Open-mindedness
- Respect for, recognition and understanding of each other's views, values, beliefs, cultures and customs
- Honesty

Personal and social skills

The personal and social skills which we want our children to acquire are:

- Making and keeping friends
- Co-operating and acting as part of a team
- Independence and self-organisation
- Helpfulness
- Good manners
- Good humour
- Counselling and comforting

Learning Skill

The learning skills we want our children to acquire are:

- To be an active/enthusiastic participant in any learning situation
- To reason and deduce
- To plan, record, report, describe and communicate
- To listen, hear and understand
- To hypothesise and predict
- To estimate
- To observe and explore
- To select and choose
- To question
- To create
- To acquire skills and knowledge specific to curriculum areas as described in our curriculum documents

Curriculum

We aim to provide a well-balanced yet flexible curriculum to accommodate the needs of individual children, groups and classes. We regularly review our curriculum to ensure we are providing for the needs of all children. Our work is planned within the framework of the National Curriculum, which has core subjects, and foundation subjects. Religious Education is a separate subject from these.

Core subjects

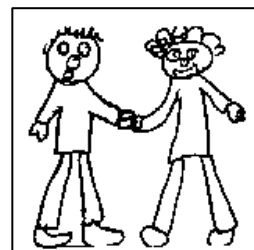
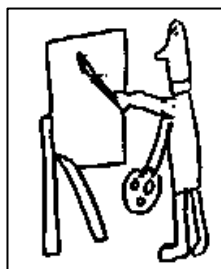
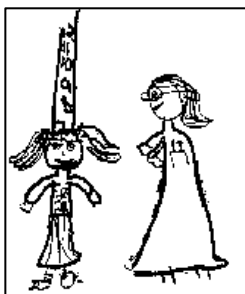
English, Mathematics, Science,

Foundation subjects:

I.C.T.(information and communication technology), History, Geography, Art, Music, Design Technology, P.E. , P.S.H.E. (Personal, Social and Health Education)

Our curriculum covers the nine National Curriculum subjects and Religious Education. Children in years 1 to 6 also learn French. Our curriculum also includes Personal, Social and Health Education, and Sex Education. Our approach to these is to have a school-wide plan of topics which include all or most subjects and ensure each child receives her or his entitlement to the curriculum. These topics are planned by the staff as a whole and in year-group teams.

All children have individual learning abilities and learn at different rates. They do not all achieve the same standards at the same age. If parents have any concerns about the standards reached by their child, they should consult the teacher and ask advice.



Language

Language is of vital importance in life; being necessary in all thinking, social relationships and the world of work. It is also the medium through which all aspects of the curriculum are taught. We aim to ensure children gain competence in listening, speaking, reading and writing.

We aim to offer opportunities for each child to develop speaking and listening skills through discussion, narration, explanation, description, conversation and instruction.

We believe reading should be an enjoyable and meaningful activity. Different children learn to read in different ways and we deal with each child as an individual. We have adopted the 'apprenticeship' approach to reading. From the start, children are invited to behave like readers, using a wide range of books and printed material. We support reading in individual reading time; reading in a group; making time to talk about books; listening to stories and making and using big books. Our core reading scheme is the Oxford Reading Tree, which has a range of lively characters which the children come to know well. The stories are well-constructed and beautifully illustrated. As well as the scheme books, we have a wide selection of the fiction and non-fiction books to give children a rich choice of reading material. The role of parents in the process of teaching children to read is crucial. There is a daily opportunity for children to take books home to share with their families. There are regular meetings with parents to keep them up to date about any policy development.

As a staff we aim to improve even further the quality and efficiency in teaching time through the activities experienced during the Literacy Hour. By focussing on the important reading and writing elements within this daily structured framework we hope to give children the confidence to use language effectively. The work is about stimulating interest in how language works and setting high expectations matched to the children's abilities. It also encourages independent working, enabling the teacher to work intensively with smaller groups of children. The Literacy Hour also enables the teachers to question and check their pupils' understanding and then evaluate and assess progress. Each child is given a writing target to aim for, and this is discussed with the children, so that he or she has a clear idea of how they can improve and develop their work.

We have adopted a handwriting scheme, which encourages correct letter formation. When children are ready, they are taught to join their writing. Older children will be awarded 'Pen certificates' and given cartridge pens to write with.

Maths

As a school we have adopted the renewed framework for mathematics. It uses a daily maths lesson to teach a carefully planned maths curriculum from Reception classes to Year 6. The Numeracy Lesson provides an integrated approach to the teaching of number, shape and space, measurement and data handling (graphs etc.) using a range of resources including computer programs. The main mathematical topic of each lesson will be taught by the teacher, and then the children work on their activities, perhaps in groups, pairs or as individuals. There is an emphasis on practical work, and using and applying mathematical skills. Pencil and paper methods for calculation are presented to the children, but not until their understanding of mental maths is sound.

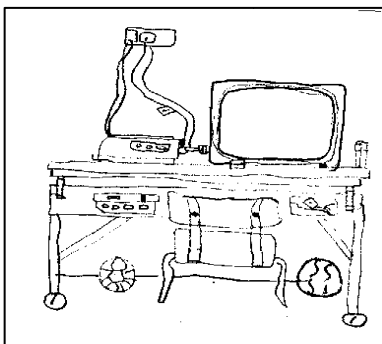
Science

In Science children gradually learn to record their observations in an ordered way and to interpret their discoveries, studying topics such as air, water, weather, electricity, light, sound, heat, energy, plants, trees, growth and insects etc. These topics have been chosen to give the children good preparation in broad, balanced science for their next stage of schooling and also because they are relevant to the children's everyday experience. Children will be encouraged to think about their investigations and discoveries and to ask the question 'why?' By these means we hope not only to interest and educate the children but also to instill the essential disciplines of the Scientific Method.

As a staff we have examined the Programmes of Study of the Science National Curriculum and have incorporated these into the topic cycle which we operate. This way we are able to show the place of Scientific work in the context of a wider area of study.

Information and Communication Technology(ICT)

Each class has an interactive whiteboard which provides an exciting flexible resource for all children. This gives teachers the opportunity to use DVD/videos, powerpoint presentations and the massive range of resources which come with



'Smart' software.

Many classes also have a PC, with a CD ROM for individual use. The school is equipped with a network of cables which allows supervised internet access to allow use of the wide range of information available on the World Wide Web.

We also have a computer suite which allows a whole class to work on ICT at the same time. Classes use the computers to word-process, handle information, manage mechanical models, create works of art or music, support maths teaching and solve problems individually or in small groups. As the children get older, they use more sophisticated software and build on the skills learnt in the early years. We have a programme of study which identifies the ICT skills which the children are to acquire as they move through the school and a development scheme which shows our plans for extending and expanding our information and communication technology curriculum.

Design Technology(DT)

DT is taught in a systematic way to develop the key skills of designing, making and evaluating. Pupils are given experience of a wide range of tasks and learn to select appropriate resources. Pupils learn to review products and suggest improvements.

Food Technology

We have a fully equipped cookery room which is available to all children in school. Children do cookery which fits in to topics in history, geography, RE, literacy, numeracy, science and many other areas.

Geography

In teaching Geography, we aim to stimulate children's interest in their surroundings and in the variety of physical and human conditions on our planet and to develop informed concern about the quality of the environment and human habitat. Geography is taught mainly through a series of topics which each class undertakes each term. These are planned so that they cover all the requirements of the Programmes of Study of the National Curriculum.

History

We cover the History Curriculum largely through carefully prepared schemes of work. Careful thought has been given to how these topics include the essential elements of the History Curriculum and in particular how we can bring children to learn about how to discover the past. Following nationally produced guidelines we teach history in an imaginative and stimulating way. Pupils are encouraged to develop a sense of their own place in history. We emphasise the use of timelines and build on a wide range of historical events and eras. The children use artefacts, pictures, documents, people, printed sources, music, art and any other form of evidence about what has happened in the past and how people's lives were affected by events in history.

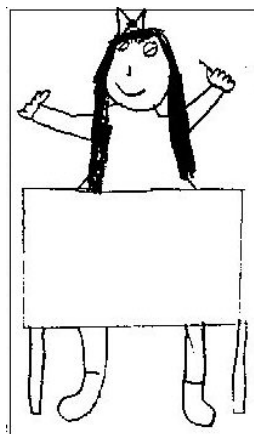
Personal, Social and Health Education

The aim of PSHE at Coombe Road Primary School is to help the children understand and value themselves as individuals; we want them to understand the importance of their role as responsible and caring members of society. Good citizenship is acknowledged through the award of merit badges at every Monday assembly.

The school has incorporated recent national strategies into our work and, in particular, the initiatives linked to Social and Emotional Attitudes to Learning (SEAL) have helped pupils reflect on their relationship with others. This material gives an excellent focus on emotional literacy and emotional management. Some of our school's work has been filmed for use in schools nationally. The regional director for the DFES with responsibility in this area recently praised the school's "outstanding ethos"

The school has a very pro-active approach to health and hygiene education. Many issues are covered within our day to day life but we also have a progressive curriculum that ensured that pupils have appropriate programmes of work to cover subjects such as safety, hygiene, substance misuse, nutrition and birth education. Pupils are specifically taught sex education in key stage 2, though pupils do have experience of broader discussion about the body through science lessons at earlier ages. Parents have the right to withdraw children from sex education lessons but this should be done only through consultation with the headteacher.

There is a Child Protection Policy that is available on request.



Physical Education

Physical education is very important to us. To compensate for the lack of a field there has been considerable capital investment in equipment for the children's use in the playground and in the hall.

The P.E. curriculum of the school includes gymnastics and dance, which are fundamental to physical, emotional and social growth. Children are taught the values of co-operation, positive self-image and good health. Swimming lessons are given to the children in Key Stage 2 at St. Luke's pool, where the emphasis is on survival and recreational swimming. The ability to swim endows the individual with greater confidence generally. We depend on parents' voluntary

contributions to pursue our swimming programme.

We regard the physical well-being of our children as being of great importance and for this reason we expect all children to participate in all our P. E. activities unless they are physically unable to, due perhaps to injury or illness. If your child is unable to take part in P. E. we need a note from you confirming the fact.

Sports

Our primary aim at Coombe Road is to provide opportunities for all children. We have achieved well in this respect with all children in all classes having access to lessons covering all strands of the P.E. curriculum. We also provide extra-curricular activities (mostly for the older children) in order to extend the range of their experiences and large numbers of children has taken up these opportunities.

Older children have the opportunity to represent Coombe Road in inter-school competition or in friendly coaching sessions where they can meet children from other schools.

French

All children from year 1 to year 6 learn French. The lessons are based largely on speaking and listening, moving on to reading and writing simple language, using a variety of interactive resources.

We also do a lot of work on global citizenship, and for this we were awarded International School Status in September 2009. We are submitting an application to gain this status for a further three years from 2012. This prestigious award recognises the school's partnership with other schools around the world, and our emphasis on being part of a world family.

Art

We see art as an integral part of the learning process. It is a natural channel for communication, observation and response. It is a way of learning about the world by coming into direct contact with it. Art is both a form of communication and a means of expression of feelings, which permeates the whole curriculum and the whole life of the school.

In the Infant Department the children will be given opportunities to handle many art and craft materials. They will, through their art-work, extend their vocabulary, develop their co-ordination, experience the pleasure of creativity and share their work with each other through the displays which the teachers put up to show the children's work off to its best advantage. Work is based on both direct observation and the imagination. As well as creating and making their own art work, children are given the opportunity to learn from the work of artists and use artists' work to influence their own work.

Music

Singing is a major strength of the school: a singing teacher works with all pupils and there is a singing assembly each week. He also runs after-school clubs.

Special Educational Needs

Class teachers constantly monitor the progress, behaviour and welfare of all children. In most cases, special needs will be addressed by the Class Teacher. Simple but effective strategies include: modifying the curriculum to match the needs of a particular child or group of children; special attention to inappropriate behaviour; counselling of distressed or disturbed children. All parents are informed about and involved in all aspects of their child's progress in school. If a child is experiencing social or educational difficulties, the school is particularly keen to inform and involve the parents. Individual education plans are drawn up to address the difficulties the children are experiencing.

Class teachers draw on the expertise of the school's Special Educational Needs Co-ordinator, who may seek advice from the Brighton and Hove Educational Psychological Service or other appropriate agencies. Parents are welcome to speak to staff if they have any concerns about children's progress. The school has a very experienced Special Needs Co-ordinator and Special Needs support staff who provide help for individuals and small groups. They work in classrooms alongside the class teachers or withdraw children, depending on the needs of the children concerned. Children with Special Needs have a high priority in Coombe Road and we are proud of their achievements.

The school has a governor with a particular responsibility for Special Needs, who can be contacted via the school office.

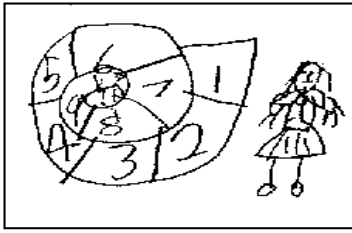
R.E.

Religious Education is based on the Brighton and Hove guidelines. As well as learning R.E. in lessons, children take part in assemblies every day. These vary in content and format, but our aim is that children enjoy these, and learn from them how to live together in harmony, to show kindness to one another and above all to become members of a really caring community. We live in a multi-cultural society and our teaching will naturally reflect this, aiming to teach knowledge of, and a respect for the people of our world and their religious beliefs.

Parents have the legal right to withdraw their children from religious education and assemblies and those wishing to exercise this right need to inform the Headteacher. We would, however, hope that our multi-cultural approach would allow most parents to be happy for their children to be included.

Out of School Activities

This year there are several after-school or lunchtime activities as follows: -choir; football; craft, rugby, karate, cheerleading, guitar, environment, cookery, multi-skills and others as staff or facilities are available. Boys and girls have equal access to these activities. In some cases children are asked to make donations towards resources for these clubs. Staff give up their time to run these, but the enjoyment of the children and the level of commitment they offer make it worthwhile. We are occasionally able to offer clubs run by outside agencies, and these agencies make a charge for these clubs.



Parent/teacher contact

We are very happy as a staff to see parents in school. If you have something on your mind, please come to see one of us and see if we can reassure you or put the problem right. We have special parents' evenings when parents are invited in to discuss children's progress. The first one is in the Autumn, so that you can check how your child is settling in. There will be other meetings arranged throughout the year. If you have any concerns, or are pleased with what your child is achieving, don't wait until parents' evening (which may be too late to deal with some things) but make an appointment or call in for a chat. There are times when it is very difficult for your child's teacher to speak to you, especially when the children are coming in first thing in the morning. However, our staff will certainly arrange a convenient time to talk with you, so don't be afraid to ask. If you wish to speak to Mr O'Sullivan (Headteacher), Ms Dykes (Deputy Head) Ms Black or Mr Gyurkovits (KS2 co-ordinators), or Ms Hardman (Infant co-ordinator). please phone or call into the office to arrange a time.

Behaviour Policy

At Coombe Road we have clear policies which encourage pupils to develop a sense of respect for themselves and others. All pupils learn best if they feel safe and relationships are positive. Pupils' achievement is recognised through our Records of Achievement and weekly merit badges are awarded to pupils who display good citizenship.

Our behaviour policy details the steps employed to prevent undesirable behaviour. These steps support staff in ensuring that pupils act in an appropriate way. Copies of this policy are available in the school office. Any undesirable behaviour is tackled straight away and when necessary parents are informed of pupil behaviour difficulties so that we can work in partnership to solve any problem. All staff are regularly involved in discussing the school's behaviour policy and we are all committed to preventing bullying and racism.

A guide to our behaviour policy is issued to all parents.



Friends of Coombe Road

This association is a very important part of our school life. All parents are welcome to attend meetings and help us organise social and fund raising events. Events which have been organised include discos, a beach party, teddy bears' picnic for reception pupils and a quiz night. Any funds raised are being used to help develop our school environment.

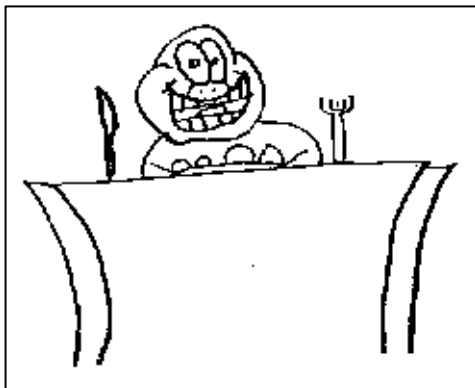
The association is made up of governors, teachers, non-teaching staff and parents. Please contact the school office for more information on 707878.

School Meals

The school offers a well-balanced variety of meals across the week, prepared with fresh ingredients. We offer choices of main meal and dessert. A vegetarian meal is always available as well. The current cost of the meals is to be found in the appendix to this document. There is also a selection of drinks which children can buy to have with their meal. Water is always available. Children can also bring drinks to have with their meal.

Infants are provided with fruit at morning break free of charge.

Parents who think they may be entitled to free school meals need to get a form from the school office. Children who pay for lunch should bring their money in a named container each day. This is then sent to the office for safe-keeping. Children may bring packed lunch to eat in the dining room. If parents wish to visit the school dining room to see the school meals service in action they are very welcome to do so.



Breakfast Club

We operate a breakfast club from 8.00 each morning. For a charge of £1.00, children are able to stay in a safe, supervised environment, and have a range of breakfast food available at a reasonable cost. Places can be booked at Breakfast Club by completing a form in the school office.

Secondary School Transfer

Our children move on from us to a variety of secondary schools in the area. Parents of Year 6 children complete a preference form in the Autumn of their child's last year with us. Meetings are arranged so that parents and children can go and find out more about the schools which are available. Links are established with the secondary teachers and in the Summer term they visit us, meet the children and have discussions with our teachers. Also in the Summer Term there are dates when the children are invited to go and visit their new schools.

The schools which our Year 6 pupils transferred to this year are shown in the appendix. Parents are recommended to read the Secondary School Transfer Booklet carefully in the light of the Secondary Admissions Review. Under the new system, secondary places are allocated based on which catchment area pupils live in. This is explained in the transfer booklet which is sent to every family with a year 6 child.

School Governors

We have 15 school governors who meet regularly to discuss and plan the way the school develops and approve its policies. Governors can be contacted by parents who wish to raise matters or find out information. A list of governors can be found at the end of this document, along with their telephone numbers. From time to time, vacancies arise among the parent governors and when this happens, the parents are invited to nominate and vote for their candidates. Some governors are appointed by the Local Authority, some are teacher-governors and some are co-opted by the other governors to serve.



Excellence Through Partnership

Our school is committed to working closely with parents. We regularly hold meetings to explain school policy and discuss issues which concern them. In the last academic year meetings have been held to discuss Behaviour Policy, the Oxford Reading Tree, the teaching of writing, KS1 SATs, KS2 SATs and various year group issues. In the Autumn term there are regular meetings with the parents in reception class to discuss their children's early progress and explain

school policy.

Parents receive a weekly newsletter to keep them up to date on school issues.

School Uniform

Our school colours are navy, pale blue and white. Children wear white or pale blue polo shirts with navy round or V necked sweatshirts. These are available from the school office with the Coombe Road logo on. Children may wear plain navy, grey or black skirts or trousers. In the Summer girls may wear navy and white checked dresses. For P.E. children wear navy or white t-shirts and shorts. T-shirts with the school logo on are available from the school office.

Navy cardigans and fleeces are also available from the office.

Prices for these items are shown in the Appendix.

Attendance

A message from our Attendance Officer.

I have detailed below one or two questions that parents of children who are new to the school often have.

What time do I need to get my child to school?

Lessons start at 8.45, when the bell or whistle sounds. If pupils arrive after this, they will be marked in as late, even if the teacher is still completing the register. Please make sure your child has time to hang up his or her coat and sort out book bags etc before schools starts. This will prevent disruption to the rest of the class. Arriving at school late is unsettling for your child and disruptive for the class.

What time do I need to pick up my child from school?

School finishes at 3 p.m. Your child will have worked hard and any late pick-ups may upset him or her, so please be on time. If you are delayed, please phone the school office immediately so that we can reassure your child.

What do I do if my child cannot come to school?

Please ring the office on **707878** as early as possible. There is an answerphone on which you can leave messages before the office is manned. Please phone before 9.00. A lot of time is spent each day phoning parents to find out why their child is not in school. Please help us by phoning in yourself.

What should I do if my child is late for school?

Please go to the office via the main entrance **first**. Sign your child into school and collect a 'late pass' . Then take the child to his or her class where they can hand in the 'late pass' which will show the teacher that he or she has been signed in.

What is the school's policy on holiday requests in term time?

Holidays should only be taken in term time as a last resort. Under the terms of the Education (School and Further Education) Regulations, 1981, the maximum period for which a child may be given permission to accompany a parent on an annual holiday is **ten** school days in any year.

All holiday requests must be made in writing (forms are available from the

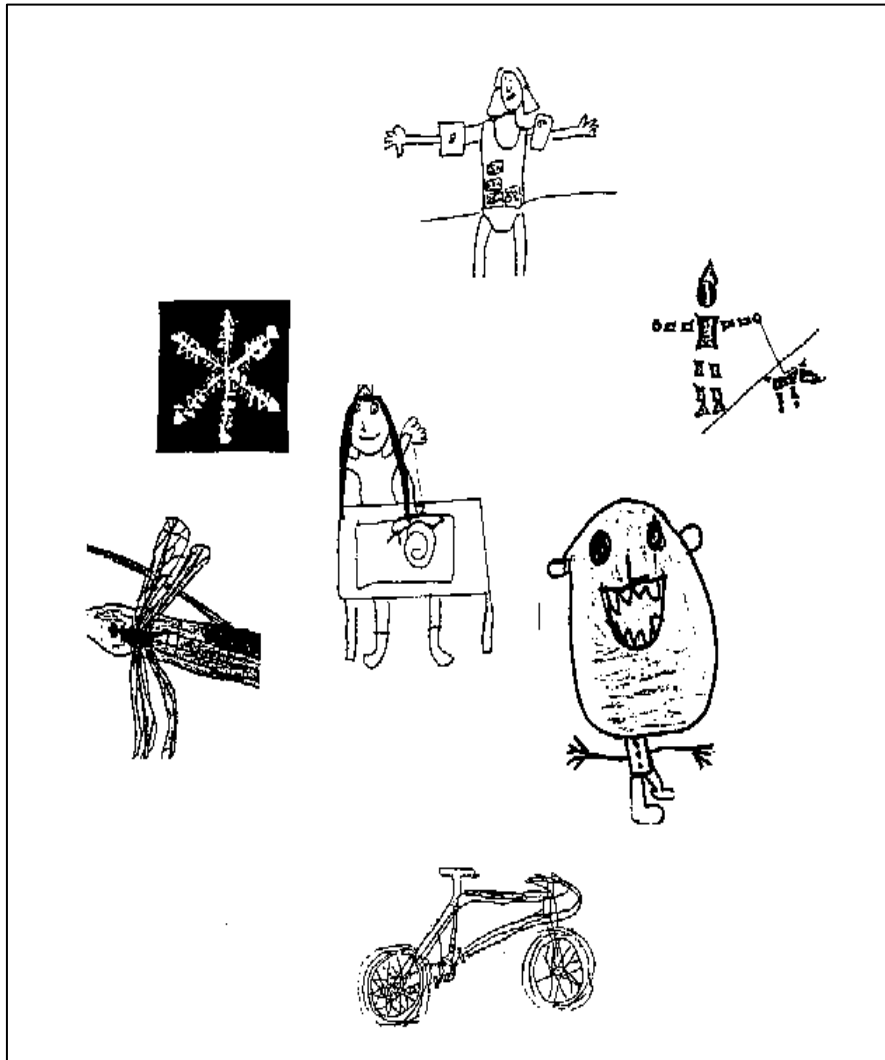
office) and must be made in advance. Holidays which have not been agreed in advance will not be authorised.

Holidays in term time may not be authorised if pupils have a poor attendance rate – less than 95%.

If you have any further queries relating to attendance, please feel free to contact me on the school office number between 8.45 and 11.15 each morning.

Adele Newing, Attendance Officer.

Appendix



School times

Start: 8.45 (children should not be in school before 8.30)
 Breakfast Club opens at 8.00
 End of morning (infants) 11.45
 End of morning (years 3 and 4) 12.00 (years 5 and 6) 12.15
 Afternoon School starts 1.00 p.m. for years 5 and 6 and 12.45 for infants and years 3 and 4
 School ends 3.00 p.m.

All children have a 15 minute break at 10.30 and a playtime during the lunch break.

All children have a 15 minute break in the afternoon

Total breaks: infants 1 hour 30 minutes per day

Total breaks: juniors 1 hour 15 minutes per day

Total teaching time: infants 4 hours 45 minutes per day

Total teaching time: juniors 5 hours per day

(This includes time spent on registration and collective worship.)

School Term Dates 2011/2012

Autumn Term 5th September 2011 to 16th December 2011

Half term break Monday 24th to Monday 31st October (includes training day of 31st)

Spring term 3rd January 2012 to 30th March 2012

Half term break Monday 13th to Monday 20th February (includes training day of 20th)

Summer Term 16th April to 19th July 2012

Half term break Friday 1st June to Friday 8th June (includes training day of 1st June)

May day holiday 7th May 2012

INSET days (included in above)

1st September, 31st October, 20th February, 1st June, 20th July



StaffTeachersSenior Management Team

Mr D O'Sullivan Headteacher

Ms J Dykes- Deputy Head

Ms J Black- KS2 co-ordinator – year 3

Mr R Gyurkovits KS2 co-ordinator -year 6

Ms P Hardman- infant co-ordinator- reception class

Mrs J Coe Special Needs (0.7)

Class teachers

Ms L Read – reception class

Ms A Abramson year 1

Mrs A Williams (0.5) Mrs C Burcombe (0.5) (Jobsharing) year 1

Miss K Edwards year 2

Ms J Watson year 2

Ms E Farrell year 3

Mr G McNally year 4

Ms K Folley (0.4) Ms R Ashworth (0.6) (Jobsharing) year 4

Miss L Burrows year 5

Mr R Enticknap year 5

Mr R Wood year 6

Non-class based teachers

Ms J Allen (0.5) PPA

Ms S Harrison (0.5) PPA

Mrs K Leyton (0.6) ECC

Mr M Reinstein (0.2- music)

Nursery Nurse

Mrs L Miles

Classroom assistants

Mrs L Bassett	Mrs S Walker	Mrs S Smart	Ms S Nicholson
Mr N Cutting	Ms C Warland	Miss J Pollard	Mrs D Hamon
Mrs S Mechen	Mrs L Faulkner	Mrs L Banks	Mrs G Saunders
Mrs W Mepham	Miss C Wallis	Ms N Walters	Mrs L Suleyman
Ms L Friedl	Mrs S Whalen	Mrs A Kempster-Butler	
Ms J Evans	Ms A Ghani		
Mr S Wray (I.T.)			

Resource Manager

Mrs L Elliott

Breakfast Club

Mrs S Judd Mrs J Evans

Learning Mentors

Mrs G Saunders Ms C Rustin Ms G Moore Ms A Charania

Office Staff

Ms J Smith Financial Manager

Ms E Jones Secretary

Attendance Officer

Mrs A Newing

Caretaker

Mr P Apps

School Meals Supervisory Assistants

Mrs S Smart (senior MSA)

Mrs L Faulkner

Mrs D Hamon

Mrs S Mechen

Mrs L Bassett

Ms S Nicholson

Mrs L Banks

Ms C Warland

Mrs J Evans

Mrs L Elliott

Mrs L Suleyman

Ms L Friedl

Mrs S Whalen

Ms A Kempster-Butler

Cleaning Staff

Miss A Vallier

Mr J Tester

Mr P Leadbetter

Mrs T Avey

School Crossing Patrol

Mr P Apps

Kitchen staff

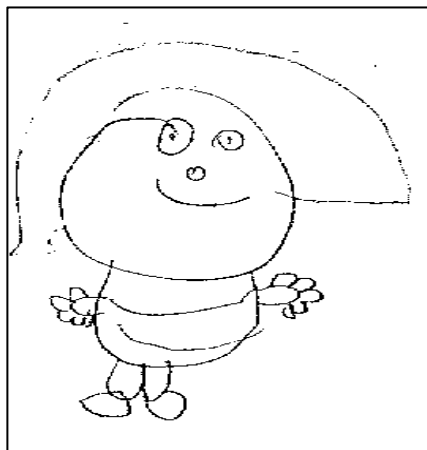
Miss McCartney

Miss C Moy

Miss K Drew

LIST OF GOVERNORS

<u>Name</u>	Term of office ends
<u>Headteacher</u>	
Mr D O'Sullivan	
<u>Community Governors</u>	
Mrs J Kistnasamy	29/3/2014
Dr J Hunter	31/10/2014
<u>Parent Governors</u>	
Mr A Walker	2/11/2014
Ms M Jackson (chair)	5/11/2013
Dr L Dann	29/9/2015
Mrs L Kail	5/10/2014
Mr Piercey	29/9/2015
<u>Local Authority Governors</u>	
Mrs A Meadows	10/5/2014
Cllr M Marsh	2/11/2012
Mr C Davis	14/6/2014
<u>Staff Governors</u>	
Ms J Dykes	29/01/2014
Ms L Read	18/11/2015
Mr R Wood	9/11/2014
<u>Clerk</u>	
Mrs A Cook	



Governors can be contacted via the school on 01273 707878.

Key Stage 1 results 2011

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.. The number of eligible children is: 36
 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	0	14	62	-	-	-	14	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	7	87	-	-	-	7	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	0	11	72	-	-	-	11	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	29	-	10	24	19	10	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	27	-	33	27	0	13	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	0	28	-	19	25	11	11	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	5	24	-	24	33	5	0	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	33	-	47	13	7	0	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	3	28	-	33	25	6	0	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	10	-	29	19	29	5	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	0	-	60	27	7	7	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	0	6	-	42	22	19	6	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	0	5	67	-	-	-	19	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	7	87	-	-	-	7	0	
		National	1	8	70	-	-	-	20	0	
	All	School	0	6	75	-	-	-	14	0	
		National	2	9	68	-	-	-	21	0	

Key Stage 2 results

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

The number of eligible children is: 32

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	9	9	56	25	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	3	19	44	34	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	3	6	53	38	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	9	3	59	25	0	3
	National	6	13	48	33	0	1
Reading	School	13	6	41	38	0	3
	National	8	8	33	51	0	1
Writing	School	9	3	63	22	0	3
	National	5	23	50	21	0	1
Mathematics	School	3	19	47	28	0	3
	National	5	14	46	35	0	1

Relevant School Brochures and Documents

The Authority and School policies on the curriculum and other matters relating to education and the school are available for parents to see in the school office. Parents are requested to contact the Headteacher or Secretary if they wish to view such documents.

Complaints Procedure

Complaints in the first instance should be made to the Headteacher, then to the Governors c/o Ms M Jackson (Chair). If a parent is still not happy he/she can contact the Education Department at King's House on Brighton 290000

School Meals

The cost this year for a school meal is £2.10 per meal.

Attendance Data

Our records show that in 2010/2011 we had 93.9% attendance.

Secondary School Transfers

In July 2011 the Year 6 children moved on to a number of secondary schools. The table below shows the percentage of the children who went to each school (figures have been rounded).

Varndean High School	9%
Brighton Aldridge Community Academy (BACA)	41%
Patcham High School	34%
Longhill High School	3%
Out of area	13%

School Uniform

Current uniform prices:

Sweatshirts, fleeces, cardigans and P.E. shirts are navy with the school logo in white. Polo shirts are white with the school logo in navy.

Round necked sweatshirts: £7.00 - £9.00, depending on size

V necked sweatshirts: £7.50 - £9.50

Polo shirts: £6.50 - £8.00

P.E. shirts: £4.00 - £5.00

Fleeces: £15.00 - £17.50

Cardigans: £9.50 - £12.50

Navy shorts: £4.00

Also available are book bags @ £5.00, P.E. bags @ £5.00, Water bottles @ £1.00

Please note these prices are subject to change. A current price list is available from the school office. Uniform items are also available to order online. A link to the online store can be found on our website www.coomberoad.com or go straight to <http://schoolwearforless.com/CoombeRoadPrimaryBN24ED> .

INFORMATION ABOUT ADMISSIONS TO COOMBE ROAD PRIMARY SCHOOL

TYPE OF SCHOOL - COMMUNITY

The arrangements for the admission of children to this school at age 4+ are made by the Council. A detailed description of the arrangements is contained in the guidance 'Infant, Junior & Primary School Admissions in Brighton & Hove 2011/2012' which can be found at www.brighton-hove.gov.uk/schooladmissions. A hard copy can be obtained from the School Admissions Section, Children & Young People's Trust, PO BOX 2503, King's House, Grand Avenue, HOVE BN3 2SU (tel: 01273 293653). A copy is also available for inspection in the school.

However, parents/carers may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

- i) Children in the care of the local authority
- ii) Children with compelling medical or other exceptional reasons for attending the school;
- iii) Children who in September 2012 will have a brother or sister at the school or at a linked junior school;
- iv) Children transferring between a linked infant and junior school;
- v) Other children (NB for September 2010 this was priority 4).

If it should be necessary to decide between children within any of these priority groups, this will be done by giving the places to those children who live closest to the school.

The following information, reflecting the outcome of the admission arrangements at 4+ for September 2010 may give parents/carers some idea of their chances of obtaining a place for their child at this school in September 2012.

These allocations were made using the equal preference system.

TABLE A

Published Admission Limit	:	60
Number of preferences received by the closing date:		70

TABLE B

THE INITIAL ALLOCATION OF PLACES AFTER CLOSING DATE

Priority	1 st pref	2 nd pref	3 rd pref	Totals
SEN				
Priority 1				
Priority 2				
Priority 3	12			12
Priority 4	14	3	3	20 (plus 12 directed)
Totals	26	3	3	44 (inc 12 directed)

TABLE C

APPEALS (as at 1/9/11)

Number of formal appeals considered:	0
Number of applications agreed on Appeal:	0
Number of applications conceded:	0

BRIGHTON AND HOVE UNITARY AUTHORITY - EDUCATION DEPARTMENT

CHARGING AND REMISSION POLICY FOR SCHOOL ACTIVITIES PROVIDED OR ARRANGED BY LEA

1. This policy statement has been drawn up by Brighton and Hove Unitary Authority in accordance with the requirement of Section 110 of the Education Reform Act 1988. The policy will be effective from 1 April 1989 and applicable to all registered pupils in maintained schools and tutorial units in Brighton and Hove.

2. In this policy statement:

'1988 Act' means the Education Reform Act 1988;

'prescribed public examination' means any examination which is specified in Regulations made by the Secretary for State for Education and Science under the 1988 Act;

'outside school hours' means those times treated as outside school hours following the application of the calculations contained in Section 107 of the Education Reform Act 1988;

'statutory duties relating to religious education' are those imposed by Section 10 (1) (b) of the Education Reform Act 1988.

3. Charges may be made by the Unitary Authority to cover the cost of each of the following : -

a) Individual music tuition which takes place in or out of school hours and which is not provided as part of the syllabus for a prescribed public examination or to fulfil the requirements of the National Curriculum.

b) Activities which take place outside school hours and which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties relating to the National Curriculum or to Religious Education.

c) Board and lodging on all types of residential visits.

d) Examination fees for entering pupils for public examinations which are not prescribed in Regulations made under the 1988 Act.

e) Examination fees for entering pupils for prescribed public examinations in a syllabus other than that for which they have been prepared at the school.

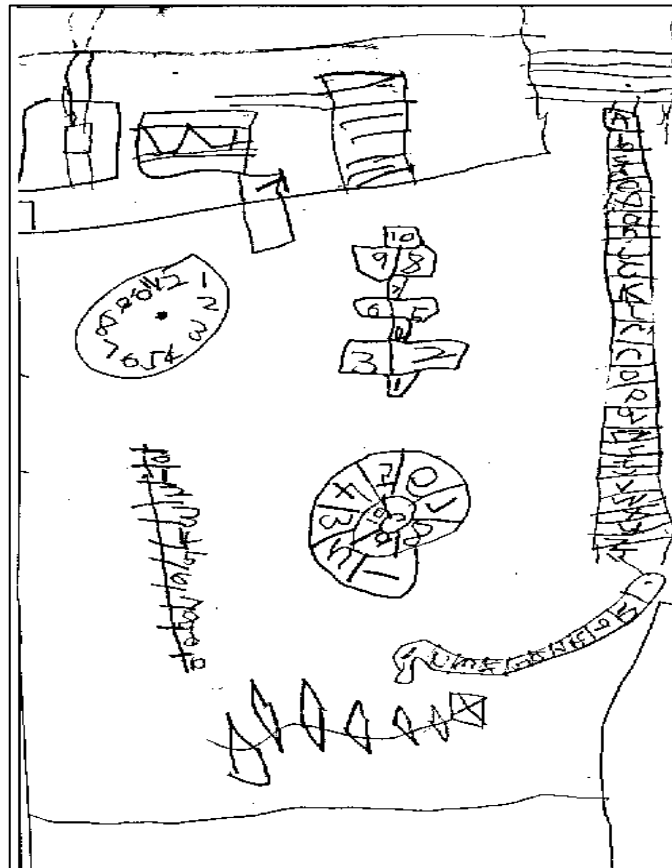
f) Preparing pupils for non-prescribed public examinations where the preparation takes place outside school hours.

g) Entering pupils for re-sits of prescribed public examinations where no further preparation has been provided by the educational establishment.

4. Remission of Charges

Remission of any charges levied by a school will normally be granted (except in the case of the finished products of practical lessons) where: -

- a) Parents are in receipt of family credit or income support (and in the case of board and lodging the activity can be classified as taking place in school hours and if outside school hours is provided specifically to fulfil requirements of the National Curriculum, Religious Education or a syllabus of a prescribed public examination); or
- b) Parents are in receipt of a maintenance grant and/or free transport if the pupil is aged 16+ (and where board and lodging is concerned the activity can be classified as taking place in school hours); or
- c) The Headteacher (the Music Adviser for individual music tuition) has recommended remission of the charges in individual cases of hardship.



COOMBE ROAD PRIMARY SCHOOL

POUCY REGARDING CHARGES FOR ACTIVITIES

1.

i) In order that activities such as class outings (educational), swimming and sports meetings can take place, it is often necessary to ask for voluntary contributions from parents.

ii) No child will be excluded from such activities arranged for his/her class whether his/her parents have made a voluntary contribution or not and shall not be discriminated against in any way.

2. The school will continue to subsidise such events, as in the past, out of school funds where possible.

3. On each occasion it is necessary to ask for voluntary contributions, the parents shall be reminded by letter of the school's policy regarding charges (outlined in 1 (i)).

4. In the event that insufficient money is raised by voluntary contributions to cover a substantial amount of the costs incurred by an activity, such an activity may have to be cancelled.

This is an example of the kind of letter you might receive from your child's teacher.

Dear Parents,

On Tuesday 3rd December we are planning to take Class SD to the Natural History Museum as part of our work on Our Earth. We are hoping for an interesting and exciting day. We will be travelling by coach and leaving at 8.30, arriving back at school by 4.30 p.m.

There is no charge to get into the museum, but we are asking for a contribution of £3.50 per child to pay for the coach fare. This is a voluntary contribution, and no child will be excluded from the trip if it is not paid, but if there are not sufficient contributions, it may not be possible for the activity to take place.

Each child will need a packed lunch. Children who normally have a free lunch will be provided with a packed lunch by the school kitchen. No glass bottles for drinks please!

Yours sincerely,

Class Teacher