

CHRISTOPHER REEVES Church of England (VA) PRIMARY SCHOOL



PROSPECTUS 2018-2019

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Contents

- **Welcome and Introduction** p 2
- **About our School** p 3
- **Joining the School** p 4
- **School Life** p 5 - 7
- **The Curriculum** p 8 - 12
- **Parents in Partnership** p 13
- **School Uniform** p 15
- **The School Day** p 16
- **The Wider Community** p 17
- **Appendices** p 18 - 22



Welcome

The ethos at Christopher Reeves Primary School is firmly rooted in our Christian Values. Our vision is to enable every child to flourish as a child of God; we are wholeheartedly committed to providing a curriculum that is rich and inspiring, and based on faith and the spiritual development of every child.

The school was last inspected by Ofsted in September 2014, when the school was judged to be Good in all areas. The Inspection Report said, *"Pupils are enthusiastic about learning and are proud of their school"* and *"The behaviour of pupils is good. They work well together in the classroom and show respect for one another."*

The full report is available on the School's website (www.christopher-reeves-school.co.uk)

Staff, supported by the governors, work hard to deliver a rich and challenging curriculum, to ensure children develop a thirst for learning and a curiosity about the world around them. We also believe it is our role to help develop children's life skills to support personal well-being, and a sense of social responsibility.

We are lucky to enjoy a village location with lots of green space around us. We would be proud to show you around our school and most importantly introduce you to the staff and pupils who work here. Please contact the School Office on 01933 353531 to arrange a visit.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Juliet Fraser, Headteacher

About our School

Christopher Reeves Church of England (Voluntary Aided) Primary School is a small rural school set in the village of Podington, North Bedfordshire. The school is maintained by Bedford Borough Council, and falls within the diocese of St Albans.



Recognising its historic foundation, the school preserves and develops its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level. The school aims to serve its community by providing an education of the highest quality, encouraging an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The original school was founded with a Trust Deed in 1842 and occupied a small Victorian building next to the church. In 1966 the school moved to a new site on Hinwick Road. This land was donated by Christopher Reeves, a local landowner. In 2004 an extension was added, in 2008-9, the school was refurbished and extended again and during 2018 we expanded from being a Lower School to a Primary School, building a Year 5 & 6 classroom, with a fantastic new hall, complete with cloakrooms and kitchen area.

From September 2018, Christopher Reeves VA Primary School will enter into a federation with St Lawrence VA Primary School. Each school remains an independent entity under a single Governing Body, the Chellington Federation.

There are 15 pupil places in each year group and school has capacity for 105 pupils in total aged 4 – 11 years, Reception to Year 6. Pupils will then normally transfer to Sharnbrook Academy for their Secondary Education.

LIVING OUR VALUES

Our Christian values underpin everything we do in school. Our two-year values programme covers 11 values that are explicitly linked with Bible teachings. We focus on each value for half a term in Collective Worship and throughout the school day. Children receive recognition for 'living their values' through our celebration assembly each week and this is communicated with parents through the newsletter.



ENVIRONMENT

Our site is extensive, with a variety of designated areas; a Spiritual Garden, a "mini-beast haven", a wild flower meadow, a Forest School base and a woodland area with picnic tables. The Spiritual Garden project in 2007 created a peaceful area for children to explore and tend. We also have an outdoor stage and a wooden trim trail. Children can play on the large field in dry weather, and we have playground marked with children's games, for use all year round.

ORGANISATION

Children start school full time in the September following their fourth birthday. We are a 0.5 form entry school, i.e. we take 15 children in each intake. This means that when classes are mixed as in Year 1 / 2, Year 3 / 4 and Year 5 / 6 the maximum number in each class is usually around 30. Pupils in all classes are taught individually, as a group or as a whole class but always according to their individual needs to take them forward in their learning.

Our four classes are arranged as follows:

Early Years Foundation Stage: Reception (4 – 5 years)

Key Stage One: Year 1 and 2 (5 - 7 years)

Lower Key Stage Two: Year 3 and 4 (7 - 9 years)

Upper Key Stage Two: Year 5 and 6 (9 – 11 years)

Joining the school

ADMISSION ARRANGEMENTS

Administration of admissions is dealt with centrally by Bedford Borough Council. Families living outside Bedford Borough should apply in the first instance to their own local authority. Information about starting school is available from the admissions team.

APPEALS

Every effort is made to make a place available to your child in our school. However schools have a limit on the number of children they can take. In the case of our school the number of children we can take is 15 in each year group. This figure is set by the Local Authority and agreed with Governors and Head Teacher. If the number of children wanting a place is below the set figure your child will be offered a place. If a place is not available on application, you have the right to appeal. Appeals are heard by an independent panel. A guide to appeals can be obtained from the admissions team.

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We are committed to working closely with parents to make the transition as smooth and rewarding as possible.

In the summer term once you have been offered a place at the school, you will be sent a letter welcoming you to the school, and this will give details of the induction programme. Various events are scheduled in the period leading up to your child's first day at school in the Autumn Term. There will be a new intake Parents Information Evening in June, your child will be visited by school staff in the summer term, and your child will be invited to visit the school for an afternoon in July.

The Early Years curriculum is grounded in active learning, and through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for later learning. In the Early Years Foundation Stage there are three prime areas of learning (Personal, Social and Emotional Development, Physical Development, Communication and Language) and four specific areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design) of learning. The EYFS promotes teaching and learning to ensure school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



IN-YEAR ADMISSIONS

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after and monitored closely so that they quickly settle and feel happy in the new environment.



MOVING ON-TRANSFERRING TO SECONDARY SCHOOL

From July 2017, there will no longer be a transfer to Middle School. Instead, pupils will stay with us as we form a full Primary provision.

Therefore, the next transfer will be in 2019, when our first cohort of Year 6 pupils will transfer to the Sharnbrook Academy High School.

School life

INCLUSION

All children have access to the full curriculum, regardless of disability, gender, creed or race. There is physical access for disabled children and adults; the school building is on one level with wide opening doors and we have disabled toilets on the premises for both pupils and staff.

Our commitment to equality of opportunity means that we will make reasonable adaptation for those pupils with additional needs, and this includes those with particular medical needs. Wherever possible we work with parents to allow children to attend the school, although sadly our facilities may occasionally be inadequate to allow us to do so. While we would not normally administer medicines such as antibiotics in school time, we work with parents to encourage and support children with long term conditions to take responsibility for managing their own medication e.g. asthma or diabetes.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At Christopher Reeves we are committed to helping all children fulfill their potential in all areas of the curriculum. Those who may have specific learning difficulties need help and guidance to fully achieve to the best of their ability. Once identified as needing extra support, a child may have an Individual Education Plan which is reviewed regularly in discussion with parents/carers and where appropriate, the child. We work closely with the Educational Psychology and Virtual SEND team at Bedford Borough to ensure that we offer the best provision possible for each child in our care. Children living in at a Northamptonshire address and/or registered with a Northamptonshire GP may also be supported by the Northamptonshire County Council equivalent services. **See also SEND information report on our website.**

MORE ABLE AND TALENTED

We believe that all children are entitled to a high quality curriculum which meets their needs. Our approach to more able and talented provision is therefore through a Quality First approach, i.e. the classroom teaching provides high quality, challenging opportunities that will ensure they make good progress. Children identified as having particular

gifts or talents can access various opportunities throughout the school year; these enrichment activities are often run in conjunction with other local schools.

BEHAVIOUR

As a Church School our Behaviour Policy is strongly underpinned by our Christian values and we encourage children to think about their behaviour in terms of how it impacts on others. We focus on creating a positive environment where all children can thrive and feel valued, and where boundaries are clear. We introduce specific skills for Restorative Thinking, to formalise an approach that encourages pupils to find solutions to everyday conflicts and to reflect on their own behaviour.

For more information please see our Behaviour Policy or our Anti Bullying Policy, both of which are available on our website www.christopher-reeves-school.co.uk

RAISING CONCERNS

We sincerely hope that you and your child will be happy with the school. However, if you do have questions or concerns, please arrange a meeting with your child's teacher in the first instance. If you feel that you need to speak with the Head Teacher at any point, please call in or telephone to make an appointment.

If you feel that your issue has not been dealt with appropriately please see the **Complaints Policy & Procedures** document available on our website.

HOMEWORK

Homework up to Year 4 is not compulsory, but parental support is invaluable for all children. Research has shown that if parents are engaged and support their child's learning at home it has a beneficial impact on their achievement at school.

By Year 5 & 6, children will receive more formal Homework tasks by way of preparing for their end of year assessments as well as for the expectations at Secondary school.

To encourage good communication between home and school, the teacher sends home a weekly newsletter in Foundation Stage, and a Curriculum Map in Year 1-6, detailing what is being taught in school and how parents can help at home. Parents are asked to help by:

- participating in the Family Challenge (Reception Class only)
- listening to their child read every day (all years)
- practising Maths facts or times tables regularly (Years 1 – 6)
- practising the weekly spellings in the context of sentences (Years 1 – 6)
- supporting children to complete a piece of creative curriculum topic work (suggestions provided by individual class teachers (Years 1 – 6))

From Year 1, parents may choose to purchase, through the school, a 'Spelling, Punctuation and Grammar' workbook, which links directly to, and reinforces, the learning in class. In Year 5 & 6 there are also workbooks available to support Maths, and the teacher will provide details to parents at the start of the school year.

The school will also help you to support your child, by putting on Curriculum Evenings (and in the first term, a 'Family Phonics' club for parents of Reception pupils) which explain how we approach the teaching of basic skills such as reading, writing and calculating, so that, in turn, parents feel confident to help children with these skills at home.

SCHOOL COUNCIL

The School Council is organised and run by school pupils themselves with the support of a member of staff. Two children from each year group are elected in September. The regular meetings are chaired and minuted by the pupils themselves. The School Council has served the school community in a number of ways: listening to and representing pupil concerns, suggesting ideas for improving the pupil experience in school, communicating with the school leadership and choosing new playground equipment. They organise charity events for the whole school, and are given opportunities to make decisions that will affect all members of the community.

CLUBS

Through the year we try to provide a range of clubs to enhance children's experience and skills. These clubs are run mainly by outside providers, but some are led by members of staff. Children pay £2 a week and sign up for a term at a time. Mrs Mustoe manages the clubs, registers and payments, and will communicate with you if there are any last minute changes.

Please note: these clubs are designed to extend children's individual interests. Unfortunately we are too small to be able to offer a before and after school club, and the clubs cannot be used as childcare – they are subject to changes and cancellations, and certain clubs may only run for a term at a time.

The Curriculum

The school curriculum comprises all learning and other experiences that we plan for our pupils. The curriculum is inclusive: we support, challenge, encourage and stimulate all children regardless of their background, race, gender or special needs. Pupils are helped to develop as rounded citizens through a broad and balanced curriculum that:

- promotes a life-long love of learning
- enables them to gain the necessary literacy and numeracy skills to an expected standard
- develops their personal values and attitudes, whilst encouraging them to show respect and understanding of other people and their opinions
- prepares them for the opportunities, responsibilities and experiences of life in the 21st century,
- develops their creativity
- ensures that each child is given every opportunity to achieve their full potential

EARLY YEARS FOUNDATION STAGE

The curriculum in your child's first year at school is the final year of the Early Years Foundation Stage, continuing the child-centred, active learning ethos that they will have experienced in pre-school settings. We use the "Development Matters in the Early Years Foundation Stage" (DFE 2012) document to inform, plan and assess our curriculum.

The **Characteristics of Effective Learning** underpin our pedagogy and are:

- **Playing and exploring** – engagement, finding out and exploring, playing with what they know and being willing to 'have a go'.
- **Active learning** – motivation, being involved and concentrating, keeping trying and enjoying achieving what they set out to do.
- **Creating and Thinking Critically** – thinking, having their own ideas, making links and choosing ways to do things.

The EYFS sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good progress through school and life.

The areas of learning and development are divided into seven areas. Three areas are particularly important for igniting children's enthusiasm for learning.

The **3 prime areas**, considered essential for children's healthy development and future learning are:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

As children grow and develop, the prime areas will help them to develop skills in **4 specific areas**:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

The curriculum is organised so that children learn through a combination of child and adult-directed activities.

At the end of Reception, the children will be assessed against the 17 Early Learning Goals and their progress will be shared with parents.

NATIONAL CURRICULUM

In Years 1 to 6 the curriculum is designed to reflect our aims and meets the requirements of the National Curriculum (2014) and other Government guidance. There are Age Related Expectations (ARE) for each year group, in Reading, Writing, Maths and Science. This framework, together with our passion for providing pupils with creative and meaningful contexts for learning, guides us in the development of a rigorous and exciting curriculum.

Morning lessons are focused on the development of Maths (number, geometry, measurement and problem-solving) and English (speaking, listening, reading & writing skills). Other subjects may be taught separately or as part of a cross-curricular thematic approach. Children may be grouped by ability for their learning, although this varies for different lessons and at different times; flexibility of grouping is essential to meet children's needs.

Whole school themed days and weeks are held during the year. These might include Pets Week, Healthy Living Week, RE days and Science Week. The curriculum is enhanced by visits from external professionals and Wow! Days, as well as topic-related school trips.

ENGLISH

English is taught following the new National Curriculum guidelines (from September 2014):

- **Speaking and Listening:** Speaking and Listening is at the heart of all literacy activities in our school; the curriculum is planned to engage learners through high quality drama, role play, debate and presentations. There are opportunities for children to develop confidence and self-esteem and they are encouraged to adapt their speaking for different audiences.
- **Reading:** We believe that children should think of themselves as readers from the very beginning, so they take books home from their first day in school. Children are taught phonic and sight vocabulary skills using a structured programme (Sounds Write). They are also heard read regularly by their teacher. Where children need additional support we timetable in extra individual sessions where they read to an adult more regularly. As well as phonics the children are taught comprehension and inference skills so that they can make sense of their reading.
- **Writing:** Units of work are planned using the National Curriculum and linked, where possible, to topic based work that is relevant in each class. In addition, basic skills are taught discretely in every class (cursive (joined) handwriting, spelling, vocabulary and grammar).

MATHEMATICS

Once again, following the National Curriculum (2014), children are taught to use and apply their skills and knowledge in relevant contexts and provided with practical experiences, "real-life" situations and in computer programs to enhance their understanding of mathematical concepts. There is more emphasis on children understanding the process rather than getting the right answer, and children are taught a range of strategies which then form part of a "toolbox" from which they can begin to select appropriately.



Children are taught written methods of calculation and encouraged to explain their thinking. We work closely with other local schools and an agreed Calculation Policy is followed.

SCIENCE

Children are taught to explore, observe, record, predict, question and test hypotheses through a variety of contexts, including Living Things, Materials and Physical Processes. Christopher Reeves Primary is ideally situated for outdoor activities being surrounded by open countryside, and having on site facilities such as our garden area, and a wide range of habitats in the school grounds, including a long grass meadow, mini-beast area, trees and grassy areas.

RELIGIOUS EDUCATION (RE)

As a church school we teach RE as a core subject and we are committed to ensuring that teaching and learning is of the highest quality. The curriculum is based on the Agreed Syllabus for Bedford Borough and we choose other units of work to supplement this, including a brand new, rigorous resource Understanding Christianity. Children have hands on experience through role play and drama or handling artefacts, and they visit places of worship in the village and further afield, e.g. the Parish Church, the Mosque and the Gurdwara in Bedford Queens Park. These experiences deepen the children's understanding of other faiths and ways of life. We have a regular whole school RE day and focus on specific Christian Values each term.

COMPUTING

The children are taught computing skills through a structured scheme of work which is compliant with the 2014 Curriculum. They learn word processing, programming, presentation, data, and email skills, and are encouraged to use these skills to support and enhance their learning in all areas of the curriculum. There is a range of ICT hardware in school for all children to access. As well as Interactive whiteboards and PCs in every class, there is a set of laptops, a set of iPads and a range of programmable toys, camcorders, digital cameras, computer microscopes and CD players for children to use in their learning.

ONLINE SAFETY

As part of our safeguarding commitment to every child, we have a scheme of work for ensuring children know how to stay safe online. Parents' workshops are also scheduled regularly and run by Bedfordshire Police. The content of these sessions is updated regularly to reflect changes in technology and software.

CROSS-CURRICULAR LEARNING

Most of our topic learning takes place through a cross-curricular approach. Children love to find out about topics such as the Who Were the Real Flintstones? Turrets and Tiaras, and Global Garden. They engage enthusiastically with English, Science, History, Geography, Art, and Design and Music in a range of contexts.



PHYSICAL EDUCATION (PE)



We believe that physical activity is extremely important for the health and fitness of our children. PE should be a fun activity that the children can derive enjoyment from, and leading to a lifelong interest and involvement in sporting or fitness activities. Skills are taught progressively throughout the school. The children have lessons in Dance, gymnastics, games, swimming and outdoor adventurous activities. We also have a number of PE / Sports after school clubs. We collaborate with local providers to offer a range of competitions and events for our children to take part in. Some of these activities are funded through the Government's new Sports Premium funding and this funding has really allowed our small school to extend the range of activities it can provide both in and outside lessons.

In 2017, we introduced **FOREST SCHOOLS** learning which develops life skills and Values, as well having health and physical benefits.

ART

Children are taught how to use a wide range of media and study the work of important artists. Often art is linked closely to topic work, and in accordance with National Curriculum guidance, links to great artists - e.g. when studying gardens children are taught about the work of William Morris. From Foundation Stage all children are taught basic skills and techniques and the correct use of tools.

DESIGN TECHNOLOGY

Design Technology includes food technology, card and paper technology, woodwork and mouldable materials. Children are taught skills and techniques and then given opportunities to apply these skills in a broader context. Each year we hold a very popular Christmas Craft Morning where parents are invited to work with small groups and help the children make decorations for the Christmas tree. We also encourage children to make and design things at home throughout the year as part of their homework or for competitions (e.g. our Easter Eggsibition).



MUSIC

The school is proud to be a Music Mark School, and Music is an integral part of our curriculum. We sing and listen to music regularly in Collective Worship as well as timetabling curriculum lessons. All children are encouraged to take up learning an instrument from Year 2. They have the opportunity to learn the recorder from Year 2 and violin, bassoon and piano from Year 3. We work closely with Bedford Borough Music Service teachers to provide good quality tuition and opportunities. KS2 classes access weekly lessons for a term (Samba/percussion, ukulele etc) then come together to perform with other schools in Bedford Borough at an annual concert. Children learning the violin also have the opportunity to take part in the Fiddle Fiesta at Sharnbrook Upper School each year. We also arrange in school concerts and use visiting musicians in lessons to teach workshops and demonstrations sometimes in different musical and cultural traditions.

PERSONAL, SOCIAL, HEALTH, and CITIZENSHIP EDUCATION (PSHCE)

PSHCE is taught throughout the year as a discrete subject in lessons/circle time and we schedule a range of regular themed weeks such as Anti-Bullying Week, Road Safety week, and Healthy Living Week. PSHCE helps children to understand the world in which they live and how their personal choices affect not only themselves but also those around them. Topics include: Restorative Thinking, Mental Health and Well Being, Healthy Lifestyles, British Values, Citizenship, Being Different, Celebrating Difference and Living in a Diverse World.

MODERN FOREIGN LANGUAGES

Modern Foreign Language lessons are taught from Year 3. In school we focus on French but pupils are given access to a range of languages with the intention of developing an interest and awareness of other languages and cultures. This may be related to their Creative Curriculum topic, e.g. children learn Italian when studying the Romans. The learning focuses on practical communication, including conversation, songs and games.

SEX AND RELATIONSHIPS EDUCATION

In the context of our Christian Values we believe that children should learn how to develop loving and respectful relationships with others. Through a progressive curriculum they learn:

- how to develop loving and respectful relationships with others (through Values and PSHCE, and through the modelling and examples set by adults)
- about the Science of life cycles and about babies and their needs, and how we change as we get older. At Upper Key Stage 2, children begin to learn about the changes that will affect them at puberty

COLLECTIVE WORSHIP

We have a daily act of Collective Worship at Christopher Reeves. This includes hymns and songs, a story and discussion, Bible readings where appropriate, prayers and a time for reflection. The children learn Anglican responses and all staff participate. Collective Worship is mostly based on the Christian Year, but we also include stories and traditions from other faiths and cultures and celebrate festivals such as Diwali and Chinese New Year.

During the week there is a set programme for worship, including Singing Practice, a Values assembly and worship led by a visiting member of the Chellington Team Ministry. Every Friday we have a Celebration Assembly; children are rewarded for living their values and are invited to share successes both in their learning and personal lives.

Christopher Reeves Primary School encourages the development of an inclusive school culture. However, we recognise that parents have the legal right to withdraw their children from religious education or Collective Worship if they choose to do so.

Parents in Partnership

We welcome parents and carers into our school, believing that we are partners in the education of your child.



There are many opportunities for parents to be involved in the life of the school, and gain an understanding about the work we do with your child. Parents' support and expertise is greatly appreciated and valued. There can be many ways of helping at school, from being in class to helping with gardening, listening to readers or administrative tasks. If you are able to help please talk to your child's teacher or let Mrs Mustoe (School Office Manager) know.

All parents automatically become members of the Parent Teacher Association (PTA) when their child starts school; there are many roles and tasks within the PTA that require specific skills or expertise that you may be able to offer.

NB To ensure the safety of our children, all volunteers are required to sign a volunteer policy and confidentiality agreement and DBS checks are carried out for everyone who volunteers their help regularly in school.

We believe that good home-school communication is vital to the effectiveness of our school. We have a variety of communication means; newsletters and/or topic webs from class teachers, school newsletters home, emails, texts and a Facebook page. We also put on workshops and information evenings every term, to give parents further information about the curriculum. Some of these evenings are delivered by outside speakers (e.g. in relation to online safety, or bullying). In addition parents are invited to give their views through Ofsted Parent View, in school annual surveys, consultation on policy reviews, and through responding to annual reports.

Further information is available on our website: www.christopher-reeves-school.co.uk

We have a **Home School Agreement** which we ask every child and parent to sign up to at the start of their school career. This is also signed on behalf of the school by a member of staff.

Staff are always happy to meet and discuss any concerns you may have; please arrange a time to meet after school unless your concern is urgent and needs dealing with before school.

PARENT TEACHER ASSOCIATION

Our Parent Teacher Association raises funds to support and enhance the schools activities and resources. The PTA runs a range of events each year, e.g. Annual Christmas Bazaar and May Fayre, sponsored pancake race, Mothers' and Fathers' Day events, 2nd Hand School Uniform sales, summer camping evening.

In recent years significant contributions have been donated by the PTA; such as refurbishment of the outdoor areas, Early Years equipment and Science resources, but the PTA also provides smaller items such as Easter eggs, Christmas presents and trip transport costs.



Photo Credit: Tina Horn

We are extremely grateful for this support which enables us to enhance the opportunities we offer all children. This is particularly important as government funding cuts continue to impact significantly on schools.

BECOMING A GOVERNOR

The Chellington Federation Governing Body of the two federated schools is made up of people from a variety of backgrounds. The Governors are elected, nominated or co-opted, and they are representative of parents, staff, the Church, the Local Authority and the local community. School Governors work with the Head Teachers and are responsible for setting the strategic direction of the two schools. If you are interested in becoming a Governor please contact the Clerk to the Governors, Carolyn O'Donnell, (codonnell@crls.org.uk) to find out about any vacancies and ask for an information pack.

Children dance traditional Country and Maypole Dances at the annual PTA May Fayre.



Photo Credit: Tina Horn

SCHOOL UNIFORM LIST

School Uniform

- Navy school v-neck jumper* or cardigan*
- Green Christopher Reeves polo shirt with logo* (*optional*) or plain green polo shirt
- Navy skirt/pinafore dress/ trousers (not combat style)
- Black or navy shoes (*not trainers*)
- White, black, grey or navy socks/tights
- Navy reversible showerproof/fleece with school logo* (*optional*)

FOR SUMMER

- Green checked/striped summer dress (*optional*)
- Navy tailored shorts (*optional*)

Miscellaneous items

- Christopher Reeves book bag*
- Blue long sleeved nylon art apron*
- Wellies (*to be kept in school all year round*)
- Water bottle

PE kit

- Navy school PE bag*
- Navy shorts / skorts*
- Christopher Reeves green PE t-shirt with logo*
- Change of socks (any school socks colour)
- Trainers
- Christopher Reeves navy hooded sweatshirt* or own navy sweatshirt
- Navy joggers or tracksuit bottoms

FOR UPPER KEY STAGE 2

- Christopher Reeves Games shirt (*optional*)
- Games Kit bag – plain colour, no logo

*Items with the school logo are all available from the Wellingborough branch of the Uniform Shop:

8 Olympic Way,
Wellingborough,
NN8 3QE

(*please check the website for opening hours*)

or can be ordered on-line from www.uniformshopwellingborough.co.uk

The School Day

THE SCHOOL DAY

The school day begins at 8.50 am. Before this time it is the responsibility of parents to supervise their child, but we ask that you do not arrive before 8.35 am.

8.50am	Start of school day
8.55-9.00	Registration
9.00- 10.20	Lessons
10.25-10.40	Collective Worship
10.40-10.55	Break time
11.00-12.15	Lessons
12.15-13.15	Lunches
13.15-15.30	Lessons
Mid-afternoon	Break for KS1 and Foundation Stage (KS2 at teacher's discretion)
15.30	Home time

SCHOOL MEALS

Following a change in government policy in September 2014, every child in Year R, 1 and 2 is entitled to a free hot meal at school every day. Our school meals are provided by Caterlink who are contracted by Bedford Borough Council to provide meals for their schools. Older children may order these meals at a cost of £2.15 a day, and paid for online. Parents are given an account log-in and will be required to keep the account in credit (ie pay in advance). The lunches are cooked off site at another school in Bedford and transported here each day.

Children whose families who are in receipt of certain benefits are also entitled to a free meal and the school receives additional Pupil Premium grant to provide support for these children. Below is a list of benefits which qualify for FSM:

- Income Support
- Income-related employment and support allowance
- Income based job seekers allowance
- Child tax credit but NO working tax credit being received by either partner and a combined annual income of less than £16,190
- The guaranteed element of Pension Tax credit

NB If you think you qualify for the pupil premium grant due to low income or other circumstances, please let us know or contact the Borough council for further information. It is important to declare this eligibility so that your child can benefit from this additional funding, even if your child chooses not to eat the lunches.

If children prefer they can bring a packed lunch from home, however, this must be a healthy balance of foods:

- A protein / savoury item
- Include fresh salad / veg and/or fresh or dried fruit
- No chocolate or chocolate covered biscuits
- Drinks must be sugar-free

SNACKS

All children entitled to Universal Infant Free School Meals may also have a free carton of milk each day. Older children may purchase milk through the online scheme operated by Cool Milk, who provides our school milk

All children in Years R, 1 and 2 are provided with free fresh or dried fruit and vegetables at morning break as part of the Government Schools Fruit and Veg scheme. Year 3 and 4 may bring healthy, non-sugar snacks to be eaten during the morning break.

WATER

Children need to bring a bottle of water (sports bottle type) to school every day. They are given regular water breaks during the day. *NB we do not allow squash or juice in bottles as it attracts ants/ wasps and is bad for teeth.*

HEALTHY SCHOOLS AWARD

Our school first achieved National Healthy Schools Status in March 2009 and has maintained this status since. The award is for work in the following four themes: Healthy Eating, Physical Activity, Emotional Wellbeing and Personal and Social Education.

As a school we have a strong focus on wellbeing for pupils and staff. We deliver nurture groups interventions and small group work for children to support their emotional health we have just started working with Young Minds on an exciting project with the Local Authority to develop academic resilience in our children. This is an area that will have impact on further raising standards removing barriers to learning that can affect a child's progress.



The Wider Community

COMMUNITY LINKS

As a Voluntary Aided Church of England School, a close relationship is maintained with St. Mary the Virgin Parish Church in Podington. We learn about and celebrate Christian festivals and those of other faiths, e.g. Harvest, Remembrance, Christmas, Hannukah, Passover, Diwali, and Chinese New Year.

We have close links with the other North Bedfordshire Schools, and maintain close links with the Sharnbrook Academy Federation. As professionals we are strongly committed to working collaboratively for the good of all children in the North Bedfordshire Area.

We are invited to join in with village events such as the Cricket Club Fun day and other local events in and around the village. Residents are invited along to our PTA fetes and Bazaars and Governor fundraising events.

92nd Bomb Group

The American Air force was stationed at Podington during the Second World War. In the past the group was closely engaged with the school and village, having provided resources and funding for projects such as the Spiritual Garden and books for the library. We are very proud of the beautiful stained glass window in our Entrance Hall which was commissioned by the 92nd Bombardment Group.



Ghana link

We have a link with a school in Ghana and children are involved in class based activities and project such as letter writing and making books to send to the children in Abonkosu School. These activities have really begun to raise an awareness of life beyond the local area. We believe that this is particularly important for our children who are growing up in an area that is populated in the main by people of white British origin.

APPENDIX A

SCHOOL STAFF for 2018/19

Mrs Juliet Fraser	Head Teacher, SENDCo
Mrs Trish Mustoe	School Office Manager
Mr David Palmer	Caretaker, Midday Supervisor
Miss Kerry Spence	Cleaner
Miss Rachel Bilson	Year 5 and 6 Class Teacher
Mrs Sally Wildman	Year 3 and 4 Class Teacher
Mrs Nicola Clark	Year 1 and 2 Class Teacher
Mrs Louisa Fairey	EYFS / Year 1 Class Teacher
Mrs Joanne Cranage	Teaching Assistant (EYFS)
Mrs Nicola Harris	Teaching Assistant (Year 1 and 2)
Ms Felcitiy Shiner	Teacher Assistant / Learning Support Assistant (Year 3 and 4)
Ms Victoria Roach	Higher Level Teaching Assistant (Year 5 and 6 / PPA cover teacher)
Mrs Emma Manko	Teaching Assistant (Inclusion)
Mrs Linda Mutton	Midday Supervisor
Mrs Diane Sims	Midday Supervisor
Mrs Tracey Abbott	Midday Supervisor

THE GOVERNING BODY 2018 - 2019

The new Governing Body of the Chellington Federation will be in place from 1st September 2018. The current list of Governors will always be available on the school website www.christopher-reeves-school.co.uk

In the meantime, please direct any enquiries to Mrs Pauline Cameron, Chair of Governors until August 31st 2018, c/o/ the School Office.

APPENDIX B

ADMISSION POLICY

September 2019

Christopher Reeves is a Voluntary Aided Church of England Primary School. The governors will admit 15 (fifteen) children to the Reception Class during each academic year. Children will start school full time from the beginning of the Autumn Term. However if parents feel their child is not ready to start full-time school at this time, they can request:

- a) that the date their child is admitted to school is deferred until later in the academic year or until the term in which the child reaches compulsory school age, or
- b) that their child takes up the place part-time until the child reaches compulsory school age

Where a parent of a 'summer-born' child (1 April – 31 August) wishes, they may choose not to send the child to school until the September following their fifth birthday

If parents do not take up the offered place before the end of the academic year of entry, then they would have to re-apply for a place in Year 1. Parents should discuss this with the school as soon as possible and this would be treated as an in-year application.

However If parents wish such a child to be educated "out-of year group" i.e. in the Reception Year rather than Y1 they may request this and should discuss it with the school as soon as possible. Such applications will be considered by the governors on a case by case basis. Each case will be judged on its individual merits but to admit out of year group would require exceptional and extenuating circumstances and professional evidence explaining why the child's needs cannot be met in the chronological year group.

An application would need to be made in the normal admissions round for Reception in the year they wish their child to join where this application will be considered alongside all other applications. Parents do not have the right of appeal against a decision not to accept this request

In the event of there being more applicants than there are places available, the Governors will apply the following criteria in the priority order of categories as listed.

Category 1:

Children who are in public care (Looked after children), or children who were previously 'looked after' but immediately after being "looked after" became subject to an adoption, child arrangement or special guardianship order (see definitions).

Category 2:

Children, who at the time of entry are living in the catchment area of Hinwick, Podington and Farnish (the Ecclesiastical Parish), and who have siblings attending the school at the time of admission.

Category 3: Children, who at the time of entry are living in the catchment area of Podington, Hinwick and Farnish.

Category 4: Children who have siblings in the school at the time of admission. For the purpose of this policy siblings are children permanently residing at the same address (see definitions).

Category 5:

Children living outside the area as defined in Category 2 above, one or more of whose parents/guardians, at the time of application have attended an Anglican or other Christian Church at least once a month for a minimum of 6 months preceding the date of submission of application to the school (see Note 7)

Category 6:

Children of staff at the school, where a member of staff has been employed at the school for two or more years at the time when the application is made and/or they have been recruited to fill a vacant post for which there is a demonstrable skill shortage.

Category 7:

Any other children. Priority will be given to children in receipt of Pupil Premium within this category (see Note 1)

Category 8:

Any other children

Definitions:-

- 1. The Children Act 1989 defines a child who is 'looked after' as a child or young person who is (a) in the care of the local authority or (b) being provided with accommodation by a local authority in the exercise of their social services function (see Section 22(1) of the Children Act 1989)**
- 2. The definition of a "previously looked after child" is one who immediately after being 'looked after' became subject to an adoption, child arrangement, or special guardianship order. An 'adoption order' is an order under section 46 of the Adoption and Children Act 2002. A 'child arrangement order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians)**
- 3. A sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or foster siblings. The sibling must be in the school at the time of application and be likely to remain in the school at the proposed date of admission.**

Notes: -

1. If applying these criteria results in there being more children with an equal right to admission to the school than the number of available places, priority will be given to children in receipt of Pupil premium. Following that the tie break will be the distance the pupil lives from the school, measured in a straight line, using the Local Authority's computerised mapping system, with those living closer to the school receiving the higher priority. The distance will be measured from the address point of the pupil's home to the main entrance to the school. Priority will not be given within each criterion to children who meet other criteria.
2. Pupils who have a Statement of Special Educational Needs are required to be admitted to the school which is named on the statement or an Education, Health and Care Plan which names the school, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted

even if the school is full.

3. A pupil's home address will be regarded as the address of the parents or carers with parental responsibility, with whom the child normally lives. This will not usually include grandparents, aunts or uncles. Where the child spends time with parents at more than one address, the address used to allocate a school place will be the one at which the pupil is ordinarily resident and where the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the home address this will be checked against original official documentation e.g. council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information.
4. In the case of older children who apply to join the school, admission will be on the basis of places being available in the relevant class group. If there are more applicants for places than available, then the above admissions criteria will apply.
5. Requests for admission into other year groups should be made directly to the school. The form is available from the Local Authority and can be downloaded from the Local Authority website. The form should then be returned to the Local Authority.
6. For the purposes of this policy, Christian churches relates to Churches Together in Britain and Ireland and / or the Evangelical Alliance. The website is helpful in checking the parish of residence. Parents applying for a place on religious grounds should complete the relevant section on the Local Authority application form and have your priest or minister sign the declaration on the form.
7. Where the last available place is offered to a twin or multiple birth sibling the other twin or sibling(s) will be admitted as exceptions to the infant class size rule.

ADMISSION PROCEDURE

Applications for admission to the school should be made in accordance with Local Authority's co-ordinated admission procedures and arrangements.

Application forms are available from the Local Authority. Parents can also apply online at www.bedford.gov.uk/onlineadmissions or a form can be downloaded from the Local Authority website.

The governors will meet to agree the allocated places and the LA will notify parents of the outcome of their application. The date for confirmation of acceptance will be included with the notification letter.

Children, who are refused a place, as part of the co-ordinated arrangements, will receive an appeal form with the refusal letter. The appeal forms should be returned to the Clerk of the Appeals panel in Member Services at Borough Hall. (Tel: 01234 228905) or for information <http://www.bedford.gov.uk/appeals>

Any child refused a place at the school will be placed on a waiting list which will be prioritised according to the admissions criteria. Waiting lists for the normal year of entry will be maintained until the end of the Autumn term. Further information is available at: www.bedford.gov.uk/admissions

APPENDIX C

HEALTH AND SAFETY POLICY

STATEMENT OF INTENT

INTRODUCTION

The Governing Body believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school.

We are committed to:

- a. Preventing accidents and work related ill health.
- b. Compliance with statutory requirements as a minimum.
- c. Assessing and controlling risks from curriculum and non-curriculum work activities.
- d. Providing a safe and healthy working and learning environment.
- e. Ensuring safe working methods and providing safe working equipment.
- f. Providing effective information, instruction and training.
- g. Consulting with employees and their representatives on health and safety matters.
- h. Monitoring and reviewing our systems and prevention measures to ensure they are effective.
- i. Setting targets and objectives to develop a culture of continuous improvement.
- j. Ensuring adequate welfare facilities exist throughout the school.
- k. Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable.
- l. Trade Union Safety Representatives play a valuable role and the Governing Body recognises the mutual benefits that will arise from supporting their work.

A Health and Safety Management System will be created to ensure the above commitments can be met. All Governors, staff and pupils will play their part in its implementation.

Name: Pauline Cameron (Chair of Governors)

Date: September 2016