



The school has a welcoming atmosphere, founded on a caring Christian ethos in which all are nurtured in love and respect for each other. This is reflected in a typical comment
'I wish we could come every day'

**Church Inspection
December 2008**



Brierley CE (VC) School

Prospectus 2012-2013



School Prospectus : 2012-2013

This prospectus contains information about our school. After reading it you might like to visit Brierley, find out more and see us at work. You are most welcome at any time. The school is co-educational, catering for children from 4 – 11 years old.

Our commitment is to the continuity and progression of your child's education. During their years at Brierley, we hope that their true potential socially, academically and spiritually can be reached. We believe in a firm partnership between home and school. We hope you will work with us to make this possible, after all, it is you who knows your child best.

**The staff and governors of
Brierley CE (VC) Primary School.**

The School

The present school was opened at Easter 1981. It is of modern design and situated within its own grounds. We are very proud of our distinctiveness as a Church school with our foundation firmly rooted in the trust deeds of our church of St Pauls, located just behind the school.

Since 2003 the premises have undergone significant developments including increased classroom sizes, a new library area and an extended administrative/ reception area. Our IT facilities are good with an interactive whiteboard in every classroom. The school also has wireless connectivity throughout the building.

We have three playground areas and a large playing field. To one side of the school there is also an environmental site, a "trim-trail" and an attractive garden area. We are situated behind our church of St. Paul's which provides further learning stimuli.

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The Rt. Revd. Stephen Platten
Bishop's Lodge
Woodthorpe Lane
Wakefield
WF2 6JL

Wakefield Diocesan
Council of Education

From earliest times the Christian faith has held learning and teaching at its heart – the monasteries of Yorkshire were centres of education. The Church of England helped pioneer education for all and the Diocese of Wakefield now has 104 church schools within its boundaries. For all these reasons we welcome you and your child to this school.

We hope you will find it a happy community where young people are nourished in every way. This school offers all that our educational system requires, but it aims to do this within the context of the Christian faith, where teaching and learning are rooted in faith in God as seen in Christ Jesus, and handed on by the Church over the centuries. Alongside this must stand the respect for children of other faiths.

Church schools work to foster those attitudes in children which prepare them to become good, reliable and honest members of the wider community. But good citizenship is also dependent upon and nurtured by the guidance and example received through family life. We invite you, then, to work with the school staff in helping your child to develop into a mature and responsible member of the community. This will mean guiding your child to grow spiritually, socially and intellectually, thereby encouraging self-respect, respect for others and faith in God.

We welcome you most warmly and I commend you to God's blessing.

Stephen Platten
The Bishop of Wakefield

Every Child Matters and Remaking Learning

Every Child Matters, the Government's vision of children's services, was published in September 2003. It proposed reshaping children's services to help achieve the outcomes children and young people told them were key to well-being in childhood and later life.

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being



The Government has legislated for changes in the way children's services work together.

Every Child Matters: Change for Children explains how the Children's Act 2005 forms the basis of a long-term programme of change.

At Brierley we welcome the challenge that "Every Child Matters" brings. It is at the very heart of our ethos ensuring that every one of our pupils receives the support they need and deserve. Our work will be reflected locally within Barnsley's "remaking learning" vision which has high ambition and success for all at its core. It is about raising levels of achievement, aspirations, promoting a "can do" culture, cultivating change and creating an encouraging learning environment in which self-improvement is the norm.

"Remaking Learning" signals a decisive break with the past into a new future of opportunity, excellence and success for children, young people, families and communities within the borough.

V Scaife
Chair of Governors

Brierley CE (VC) Primary School : Statement of Intent

Our ethos is essentially Christian in character and is to help children to become independent, co-operate with others, explore their potential, and thus develop their skills to take a full part in society.

We therefore seek to promote:

- 1 Children as individuals with a sense of their own personal worth.
- 2 Children who are aware of living together and respect the feelings, views, capabilities and properties of others regardless of ethnicity and gender.
- 3 Children who are developing characteristics such as honesty, tolerance, consideration, friendliness.
- 4 Children who are enthusiastic, industrious, persistent and who have a sense of initiative and responsibility.
- 5 Children who, if they wish, can develop and extend their religious commitment further.



This is developed by the following:

A curriculum that is appropriate and matched to the developmental level and needs of individual children.

All children and young people being afforded the space, time and opportunity to develop their full potential.

All children to be helped to understand their role with regard to the needs, aspirations and problems of other people.

All children to have the right to expect respect regardless of race, gender, background, ability and disability.

For the process of education to involve children in the acquisition of knowledge, development of concepts, mastery of skills and development/clarification of values and attitudes within an environment conducive to learning.

Providing opportunities for all children to achieve success in their education and share and celebrate this success with parents and the local community.

A broad, balanced, relevant and differentiated curriculum.

There will be coherence in the curriculum, allowing for appropriate continuity, progression and development.

The monitoring of children's progress to inform planning, evaluate performance, set targets and thus facilitate high standards of achievement.



Education that is exciting, stimulating and enjoyable, wherever possible exploiting the experiences of the child.

Education that provides the skills, confidence and persistence to enable a positive response to the challenges of a fast-changing world.

A curriculum that is appropriately resourced and effectively and efficiently managed.

Education is a life-long process and children's curiosity and imagination will be stimulated so that they are able to develop their educational opportunities beyond the period of compulsory schooling.

Having the opportunity to enhance the knowledge and understanding of religious belief and practice. To be aware of life experiences and the questions they raise, to explore and respond to other religions and develop a positive attitude towards them.

Stressing the importance and relevance of the children's experience in their religious faith and thus enable the development of their own ideas, beliefs and attitudes.

Providing opportunities and structured support for all the staff to fulfil their personal development needs and be empowered to drive the school's vision of maintaining high standards of teaching and Learning.



“The school successfully encourages pupils to be active and responsible learners and to make a positive contribution to the life of the school. Their positive attitudes and above average standards mean that they are very well placed to make the most of the next phase of their education”

Ofsted 2008

Contacts and Staff

Children, Young People & Families

Berneslai Close
Barnsley S70 2HS
Telephone (01226) 773500

Brierley CE (VC) Primary School

Beech Close, Brierley, Barnsley S72 9EJ
Telephone (01226) 711332
Email: brierley.primary@barnsley.org
Web site: www.brierleyschool.com

Headteacher

Mr M A Reed

Chair of Governors

Mr V Scaife
48 Regina Crescent
Brierley, Barnsley, S72 9JU

The Governing Body - 2011

Parent Governors

Mrs H Garner, Ms D Carman, Mrs S Alcorn,
Mrs J Griffiths, Mr L Ray

L.A. Governor

Cllr P Doyle

Staff Governors

Mr M Reed, Mrs M Biggs, Mrs Burke

Foundation Governors

Fthr P Needham, Mrs B Sargesson, Mrs I Nippers JP

Community Governors

Mr V Scaife, Mr A Vodden, Mr M Burns

Clerk to the Governors

Val Simpkins

Non-teaching Staff

Kitchen Staff

Mrs Lynn Abbott, Mrs Sharon Wilson & Mrs Karen Brennan

Lunchtime Supervisors

Mrs Lynn Lomas, Mrs Catherine Fletcher,
Mrs Christine Barker, Mrs Tracy Grayson &
Miss Victoria Bretton

Caretaker

Mrs Karen Brennan

Site Maintenance

Mr John Niland

Cleaning Staff

Mrs Patricia Webster & Mrs Christine Hirst

Crossing Patrol Person

Mrs Tracy Grayson

Educational Welfare Officer

Mrs Nicola Fowler

Educational Psychologist

Mr John Smith



















School Nurse

Mrs Pat Haigh



School Doctor

Dr Burgul

Teaching Staff **as at September 2011**

	Mr Mike Reed	Headteacher
	Mrs Melanie Biggs	Deputy headteacher
	Mrs Alison Hartley	Teacher
	Mrs Sharon Gough	Teacher
	Mrs Suzanne Hopkinson	Teacher
	Miss Faye Simpson	Teacher
	Mrs Claire Hawkrigde	Teacher
	Miss Elaine Fella	Teacher
	Mrs Anne Burke	Teaching assistant
	Mrs Suzanne Charlesworth	Teaching assistant
	Mrs Janet Baxendale	Teaching assistant
	Miss Michelle Baker	Teaching assistant
	Miss Sarah Greenwell	Teaching assistant
	Mrs Jenny Winstanley	Teaching assistant
	Miss Victoria Bretton	Teaching assistant
	Miss Sarah Weldon	Teaching assistant/Cover supervisor
	Mrs Christine Beck	Teaching assistant/Cover supervisor
	Miss Krystal Tunncliffe	Teaching assistant/Cover supervisor

Administrative Staff

	Mrs Susan Kitchin	Office manager
	Mrs Tracy Appleyard-Hockey	Administrative assistant

Admission to School

Nursery There is no nursery provision at this school.

Admission The Local Authority admission policy is as follows:

The Authority does not allocate places in schools by referring to defined communities or catchment areas. All children, including those residents outside the Barnsley Metropolitan Borough, have an equal right to apply for a place in any school.

In order to ensure that your child is considered for admission to the school of your preference it is necessary for you to complete and return an application form. It should be noted that submission of an application form is not in itself a guarantee of admission to school.

The Authority, in normal circumstances, will only admit up to the agreed standard admission number of 30 for the school. In the event of school being over-subscribed, the Authority will determine which children are eligible for a place by using the following priority of admission criteria:

First, to those children with a statement of special educational needs where our school is named on the statement in accordance with the council's procedure

Second, looked after children

Third, to children with brothers and/or sisters attending our school on the proposed date of admission

Fourth, to children living nearest school, the distance to be measured by a straight line between the child's ordinary place of residence and the main entrance to the school building.

Full details of admission arrangements for schools in the Barnsley Metropolitan Borough are contained in the 'Admission to School - Advice to Parents' booklet, which is available free of charge from either school, or the Education Department (01226 773689).

Admission arrangements have changed for 2012 with the following options available;

Date of 4th birthday 01.01.11 to 31.12.11	Date of 4th birthday 01.01.12 to 31.03.12	Date of 4th birthday 01.04.12 to 31.08.12
Full time school place from Autumn term or Part time school place from Autumn term and full time from Spring term or No place required for Autumn term	Full time school place from Autumn term or Part time school place from Autumn term and full time from Spring term or Part time place from Autumn term and Spring term and full time from Summer term or No place required for Autumn and Spring terms	Full time school place from Autumn term or Part time school place from Autumn term and full time from Spring term or Part time place from Autumn term and Spring term and full time from Summer term. or Part time for Autumn, Spring and Summer term and full time place from Autumn term 2012 (although this offer of a place for 2011-12 would no longer be valid and an application to start year 1 in 2012-13 would have to be made). or No place required for this year and a full time place from Autumn 2012
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> For Further details please see the matrix at the back of the prospectus – Appendix 1 (page 23) </div>		

If you would like to discuss these arrangements or would like to visit us first, then you would be welcome at anytime. Please contact school for an appointment.

Parents are requested to come to school well before the admission dates and give us the following details:-

Child's full name, date of birth, address and telephone number.

Pre-School

During the term prior to starting school, the admission procedure is as follows:

Children will be invited for a brief visit with parents to "have a look" at their new school and see the children working. The children will then be left for the morning session with their new teacher and can be collected after a complementary lunch (full-time admission only).

Parents are also invited to bring their children to all school events held in the term prior to admission.

Although school has seven year groups, the children are based in six classes. This means that classes are mixed ability, composite groups. Children are placed in their classes at the Head teacher's discretion, normally this is done on an age basis.

General Organisation

It is expected that approximately 189 children will be on roll by the end of the Summer Term 2012 and these will be arranged as follows:

Class	No. of pupils
Foundation	29
Y1	26
Y2	25
Y3	28
Y4	31
Y5	27
Y6	23
(Total)	189



School Policies

Hours of School Day

Key Stage 1 Classes (including Foundation, Year 1, Year 2)

9.00 a.m. to 12.00	3 hours
1.00 p.m. to 3.15 p.m.	2 hours 15 minutes
Total	5 hours 15 minutes daily
Less:	Playtimes 30 minutes daily
	Assemblies 15 minutes daily
Equating to 4 hours 30 minutes daily or 22 hours 30 minutes weekly	

Key Stage 2 Classes (Year 3, Year 4, Year 5 and Year 6)

9.00 a.m. to 12.00	3 hours
1.00 p.m. to 3.15 p.m.	2 hours 15 minutes
Total	5 hours 15 minutes daily
Less:	Playtimes 15 minutes daily
	Assemblies 15 minutes daily
Equating to 4 hours 45 minutes daily or 23 hours 45 minutes weekly	

Lunchtime Arrangements

School meals are prepared at school by our own cook. A Healthy Eating policy is maintained and lunches are served on a “cafeteria” basis. Children who require a special diet can also be catered for.

Money for the whole week’s dinner money may be paid at any time using the cash machine in the school hall. By entering your child’s PIN number you can check balances and pay in what you wish to maintain a credit. Cheques and bank notes are accepted. This system requires a photograph of your child when entering school. Under certain circumstances children may be entitled to free school meals. Application forms and advice about such entitlement can be obtained from the school office.

Arrangements are also made for children who prefer to eat their own sandwiches at lunchtime.

The Local Authority’s recommendations for dealing with arrears of dinner money are as follows:-

1. One day to be the maximum period allowed for arrears to accumulate.
(To be confirmed with the Education Welfare Officer as necessary).
2. If no response, the Headteacher to write to parents:
 - (a) requesting payment of the arrears
 - (b) suggesting that if they are in financial difficulties, an appointment should be made to see the Education Welfare Officer to discuss the possibility of free school meals.
3. If the child is not eligible for free school meals the headteacher should write to the parents giving a week’s notice and stating that in future either:
 - (a) the child should be sent to school with sandwiches or
 - (b) the child should be provided with a lunch time meal at home. (In the case of primary school children parents should be advised to collect the child at lunchtime and return him/her in time for the afternoon session).
4. If, after a day’s notice, the child is presented at school without money and expects a school meal, then the child should be provided with a meal but the Education Welfare Officer should be appraised of the situation at once. If arrears are still not paid the head teacher should write in immediately to the Education Department.

Arrangements in Case of Illness or Absence

It is really important that we can always quickly contact parents or carers if children are taken ill or have an accident at school. With this in mind, will you please give all the details requested and any relevant medical information when you admit your child to Brierley. Will you please keep us up to date with any changes in address, telephone numbers, etc. as soon as possible after it happens?

In the case of absence from school due to illness or medical/dental appointment, a note or telephone call is essential. An authorised absence can then be logged in the school's attendance records. If absences are for longer periods, it is even more important to keep us informed so that our Education Welfare Officer is fully aware of the situation as we now have to monitor and log reasons for absence. Up to May, 2011, the total number of registered pupils was 179.

Percentage of half days missed through authorised absence	5.8%
Percentage of half days missed through unauthorised absence	1.2%
Percentage attendance	93%

The Governing Body and the staff are concerned that the child learns about the importance of regular attendance at an early age to take them through the whole of their formal education. Even short absences waste scarce resources and impact upon the individual child and the school. Absences during term-time for such things as holidays, etc. are therefore discouraged.

The education authority may levy a fine for any unauthorised absence over 5 days in any one term, which includes holidays during term-time above those normally given at the head's discretion. Further details can be sought from the school office.

School Dress

School uniform is as follows:-

The school does not have an exclusive supplier of uniform

Girls

White blouse
Red cardigan or jumper/sweatshirt
Grey Skirt or trousers
White socks or tights
Black shoes (not trainers or shoes with large heels)
Red, white or black sandals may be worn in summer
Red small check gingham dress may be worn in summer
School tie - available from school

Boys

White shirt
Red jumper/sweatshirt
Mid-grey trousers
Grey socks
Black shoes (not trainers)
School tie – available from school

All school uniform must be clearly marked with your child's name.

Parents are asked to provide children with appropriate safe clothing for indoor and outdoor P.E. and games. Since storage is limited in cloakrooms, this clothing should be kept in a named P.E. bag, preferably a traditional drawstring one. Sweatshirts, Sweat Cardigans, School Coats and ties may be purchased from school.

Indoor P.E. is done in bare feet since it is much safer to work on apparatus in this way. If children have a medical reason and need to wear plimsoles you should notify the school. T-shirt, shorts and/or leotard are all acceptable attire for PE and, as with all items of school clothing, they should be clearly marked with the child's name. Jewellery must not be worn for P.E.



Valuables

Children are discouraged from bringing valuable items such as expensive watches or jewellery. Mobile phones are not allowed. The school cannot be held responsible for any loss or damage howsoever caused.

Discipline and Positive Behaviour

There are few rules at Brierley. We try to educate the children to conduct themselves sensibly so that no action causes distress or injury to themselves or others. We expect children to be polite, honest and trustworthy and make every effort to encourage a self-discipline. This is achieved through mutual care and respect for each other and the rapport and relationship developed between teacher and pupil. The children have produced their own "charter" to make our school a better place in which to learn and play. These are embodied in the 'Golden Rules' set out below:

The children of Brierley school have agreed to:

1. Always be gentle - never hurt anyone
2. Always be kind - never hurt anyone's feelings
3. Always be honest - never hide the truth
4. Always be careful - never damage anything
5. Always be polite - never interrupt
6. Always be helpful - never leave other people to clear up

We praise and promote positive behaviour in all aspects of our school life and reward the children accordingly. A range of class and school merits are used to recognise the high importance we give to good behaviour, an example of this is our weekly 'special mention' assembly when the children can celebrate with the staff all the positive events that have taken place throughout the week.

When discipline breaks down then appropriate sanctions are applied through our "assertive discipline" policy (copy available in school). This usually means the withdrawal of privileges which will be carried out by teachers. Parents will be invited into school if there is continued minor disruptiveness which cannot be reduced by such measures or if there is a single event of such gravity that the child and/or others were put in danger. In serious cases, the head teacher and school's governing body reserve the right to exclude a child from school, either on a fixed term or permanent basis. This action would only be taken after consultation with parents and after all other measures have failed. Parents will reserve the right to appeal against the final decision if they so wish.

By example, we hope to foster care and concern for our surroundings, be it our school or further afield. Any damage caused by children to school property or equipment could result in parents being asked to pay for their repair or replacement. We believe that school and home can work together to educate children who show care and concern for individuals and the environment and who consider others before themselves.



Curriculum

The staff at Brierley School work together to provide a planned curriculum which is broad, balanced and differentiated. We plan children's work both in phase groups and as a whole over a two-year cycle. This enhances the continuity and progression of your child's education from 4+ to 11+.

Complete attention is paid to the study of the core and foundation subjects as stated in the National Curriculum, whilst taking into consideration the spiritual, moral, cultural and social development of every child in order that they can fulfil their role in the multi-ethnic society in which we live.

Our policy statements are developed and reviewed carefully and thoroughly to take into account both National Curriculum and government initiatives. The children work from the programmes of study towards the attainment targets as set out in Key Stages 1 and 2 of the National Curriculum. We are continually developing schemes of work and activities which will ensure coverage of all the subjects of the curriculum.

Foundation Stage

Foundation Stage learning follows the EYFS guidance and welfare requirements.

There are six areas of learning

1. Knowledge and understanding of the world
2. Communication language and literacy development
3. Problem solving, reasoning and number
4. Physical development
5. Creative development
6. Personal, Social and emotional development



Religious Education

This is a Church of England School and, as such, Christianity is a basic essential requirement of our curriculum and in our practice. Religious education is taught either in its own right or as part of our integrated topic work, partly in the classroom and partly through school assemblies. We also feel that in a multi-cultural society children need to be made aware of other religions and cultures in order to develop both their tolerance and understanding.

Children have the opportunity to participate in a daily act of worship which may be held as a whole school, in classes or in other groups. We have close links with the church and local clergy visit school. Services and assemblies are also held in St. Paul's Church.

We value the work of every individual and our main aim is to encourage children to live together happily in school and within the society in which we all live.

There is a parental right to withdraw a child from receiving R.E. or attending collective worship if they so wish. This should be done via the head teacher. Parents are not obliged to state their reasons for seeking withdrawal.

English

We place high priority on the development of all aspects of literacy - speaking, listening, reading and writing. As in all areas of development children will progress at different rates - learning to read and write are only two of the many skills we expect children to acquire.

Children will learn to choose books that are appropriate to their own level of ability. In the early stages this will rely jointly on their own reading skills and those of adults reading to them. Children can borrow books to read at home. In addition we have regular book sales which allow children and parents to buy books. We place importance on the development of handwriting, spelling, punctuation, grammar, written, phonics and oral expression. We have adopted the National Literacy Framework to help us deliver these points.

Maths

The backbone of the mathematics in school is based upon the National Numeracy Framework, which is supported, as necessary, with work from other sources. We try to emphasise the importance of practical and mental maths as well as the application of concepts, ideas and skills to real-life situations, thus developing a positive and enquiring attitude towards the subject. In our aims we see the value of such activities as investigational problems as well as the more traditional principles of number facts and multiplication tables.

Science

Science is taught as a separate subject following the Qualifications and Curriculum Authority and Barnsley schemes of work. This developmental programme is covered over a two year cycle during which the children are taught all the main strands of National Curriculum Science:

- Experimental and Investigative Science
- Life Processes and Living Things
- Materials and their Properties
- Physical Processes

History and Geography

These subjects are covered each half term on an alternate basis. All the programmes of study are taught over a two-year period and move from a topic focus at Key Stage 1 to more specific subject orientation at Key Stage 2. Visits are often planned as part of this work to take into account the importance of first hand experience.

Music

We try to develop an appreciation in a wide variety of music for the children. There are opportunities for them to make music and have various instruments available to them. In conjunction with Barnsley Music Service, there is teacher expertise in woodwind, guitar, brass, string and percussion tuition. At present we provide brass, and string tuition through this service.

Information, Communication technology (ICT)

We have a computer in each of our classrooms and a workstation area consisting of five computers, which give the children regular opportunities to work individually and in small groups. We also have an ICT suite and this provides the children with a first-class resource in which to develop specific I.T. skills. However, these learning experiences are often part of another subject where the children see ICT facilitating and supporting them in their work. We are part of the National Grid for learning and all the children have access to e-mail and secure broadband Internet facilities. This access is protected and restricted for children's use by Bull Tcl We also have whiteboard facilities in every classroom to further support ICT.



“The quality of teaching and learning is good. The school makes optimum use of the site to create a vibrant, attractive and stimulating environment. Relationships between staff and pupils are excellent.

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Art and Craft

Art and craft activities form a valuable and integral part of the curriculum at Brierley. Children are encouraged to experiment and ‘play’, to develop observational and imaginative skills using a variety of media. They will have the opportunity to paint, draw, and use clay and fabric in many different contexts. We place a great deal of importance upon the development of the individual child’s creativity and shall encourage this wherever and however possible. To reflect our commitment to the arts we are a recognised “Artsmark “ School



P.E.

All children take part in physical education activities. We have extensive playing fields and an adequately equipped school hall. Children can only be excluded from these lessons on medical advice. A note should be sent if you wish your child to be excluded for any reason.

Safe and appropriate dress should be worn for physical education activities (see school dress). It is vital that you encourage children to bring suitable clothing on the correct days so that all children can have the same opportunities.

All Year 3 and some Year 4 children take part in a 30-week planned swimming programme at Barnsley Metrodome. Qualified instructors and our own teaching staff supervise these sessions.

A “trim-trail” is located adjacent to the Key Stage 1 playground for the children to “explore” their physical capabilities.

Sport

Throughout the year, many of our children take part in sporting activities. They include rounders, netball, Kwik cricket, football and athletics. Whilst we foster the competitive spirit in our games we also



encourage sportsmanship and playing by the rules. Over the past year our children have competed against other schools and against each other. We are proud to have achieved “Active Mark” recognition for our commitment to promoting the benefits of physical activity and school sport. As part of the Football Association Development Programme we also hold the “FA Charter Standard for Schools”

Sex Education

This governing body, in exercising their responsibility for deciding content and organisation of sex education, accept the requirement of Section 1 of the Education Reform Act 1988 that the school curriculum should be one which:

- a. promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

The curriculum is broad and balanced and enhanced significantly by a wide range of additional and extra –curricular activities which clearly enhance the children’s motivation to learn”

Ofsted 2008

b. prepares such pupils for the opportunities, responsibilities and experiences of adult life.
(this is documented in the school ethos, mission statement and policy documents).

Current areas of study, as laid down in the National Curriculum Council Health Education guidance, include:

Key Stage 1 and 2	Health-related exercise
Substance use and misuse	Food and nutrition
Sex education	Personal Hygiene
Family life education	Environmental aspects of health education
Safety	Psychological aspects of health education

The teaching staff exercise their discretion and judgement about how to deal with particularly explicit issues raised by an individual pupil. It is unlikely to be appropriate to deal with such issues with the whole class. Teachers will normally discuss the child's concerns first with the parents, to see how they would like the matter to be handled. Where the parents wish them to do so, it may be appropriate to respond individually to the child's question outside the class.

Inclusion - Pupils with Special Educational Needs

At some time in their school career many children have difficulties or problems which will be recognised by teachers and parents as deserving special attention - these may take the form of a disability or special ability in the case of a gifted child, or may be due to social or emotional problems in a child's school life. We hope that such problems can be identified as soon as possible on entering school though often it is only later that learning difficulties do become more apparent. In order to help children make progress, they will be given individual programmes of work. We hope teachers and parents can work together to help the child overcome their problem and that, as a result, confidence grows and progress is made. On occasion, we may feel that a child would benefit from the assistance of an educational psychologist or visiting support teacher. These teachers will help class teachers to plan an appropriate programme of work using special resources. There may be instances where a Statement of Special Educational Need will be prepared by the school. Parents will always be involved in these decisions and are encouraged to work with their children to help them to overcome any difficulties. The school has disabled access and a disabled toilet.

If you feel that your child has a particular problem, however small, do not hesitate to talk to one of the staff. For further information a copy of our SEN policy and Code of Practice is available in school and may be inspected or borrowed at any time.

The governing body continually monitor the support for Special Educational Needs and wish to comment that there have been no changes to our policy during 2009 -10

Accessibility

The school has carried out an Accessibility audit and is confident about meeting the needs of all pupils here. We provide parking spaces, toilet facilities, wide corridors and easy access to all school rooms. Signage is clear so that visitors can clearly find their way around the school. We have a School Accessibility Policy and a Disability Equality Policy which are available upon request.

Child Protection

The school endorses the work of the multi-agency Child Protection network and actively promotes the "Safeguarding Children" rationale. We see ourselves as demonstrating an ethos of vigilance, training and culture within our school to safeguard pupils. It is therefore the policy of the governing body to:

1. Raise and promote the awareness of both teaching and non-teaching staff of the need for Child Protection and of their responsibilities in identifying and reporting cases of abuse.
2. Provide a systematic means of monitoring the children thought to be at risk.
3. Emphasise the need for good levels of communication between all members of staff.
4. Develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.

5. Promote understanding and build relationships with other agencies in order to work together more effectively.
6. Support the child's development in ways which will foster security, confidence and independence.
7. Integrate a Child Protection Curriculum within the existing curriculum, allowing for continuance in progression through all key stages.
8. Develop a network of support for young people and adult members of the school community.
9. Actively work within the policy and procedures set down by the Local Authority and the Area Child Protection Committee in the protection and support of children thought to be at risk from abuse (see Safeguarding procedures).

Safeguarding Procedures

Under the Children's Act 2004 and DfES guidance (2007) Safeguarding Children and Safer Recruitment in Education, schools must make arrangements to safeguard and promote the welfare of children and follow the correct procedures and processes. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Services. If such discussions place the child at increased risk of significant harm then school will contact Social Services directly. Schools will seek advice from Social Services and the Barnsley Safeguarding Team when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection carries out their responsibilities in accordance with the law and acting in the best interests of all children.

The designated Child Protection person in school is our Headteacher, Mr Reed.

P.S.H.C.E. (Personal, social, health and citizenship education)

Personal, social education and the spirit of citizenship are integrated into our school ethos and the way we work. They are taught as part of our integrated topic approach and are cross-curricular. We value what our pupils have to say and involve them in school life. We have a school council that represents the "pupils' voice", meeting regularly throughout the year. We are pleased to be recognised as a "Healthy School" having achieved the "National Healthy School Award" (silver).

Educational School Visits

At Brierley, we value the importance of first-hand experience and enhance the children's learning wherever possible, with out of school visits. We make full use of the many valuable local facilities we have and make visits to places further afield. If educational visits take place mainly during the school day and involve transport or admission costs, we need to ask for a voluntary financial contribution from parents to make them possible.

If we receive insufficient voluntary contributions we may be unable to go ahead since funds are limited for this purpose.



Record Keeping

As a vital part of a child's development and continuity of learning, records will be kept of experiences and progress. As children mature they will be encouraged to take part in their own assessment (making personal judgements on their own achievements). As teachers and parents we hope to work together to develop self-confidence and to enable your child to reach their full potential.

Children's records of achievement and experiences will be kept at school and will be available at parent/teacher/pupil consultation meetings or at any other time if parents wish to see them.

Our pupils cover Key Stage 1 and Key Stage 2 programmes of study and attainment targets and, as laid down by the Department for Education regulations, will be assessed at the end of both these cycles. This means assessments when your child is 7 and 11 years old. The results of assessments for children at the end of Key Stage 1 and Key Stage 2 (2011) are set out below alongside National Average Comparisons for 2010:

Table showing Key Stage 1 Teacher assessments vs national averages		Percentage Splits		W*	1	2c	2b/2	2a	3
Data Brierley School 2011 National Averages 2010	Reading	Brierley School	0	14	7	36	25	18	
		National average	3	12	12	23	24	26	
	Writing	Brierley School	0	11	11	11	50	18	
		National average	4	15	21	28	20	12	
	Mathematics	Brierley School	0	7	11	43	25	14	
		National average	2	9	16	26	26	20	
	Science	Brierley School	0	7		79		14	
		National average	2	9		68		21	

*Key

W Working towards

1 Achieving below the nationally expected standard for most 7 year olds.

2c Children who achieve level 2c may not be progressing well enough to achieve level 4 when they are 11.

2b Level 2b represents achievement at the nationally expected standard for most 7 year olds.

2a Level 2a represents achievement just above the nationally expected standard for most 7 year olds.

3 Level 3 represents achievement above the nationally expected standard for most 7 year olds.

Table showing Key Stage 2 Teacher/Task and Test assessments vs national averages		Teacher Percentage Splits		3*	4	5
Data Brierley School 2011 National Averages 2010	English teacher	Brierley School	16	38	46	
		National average	17	49	32	
	Mathematics teacher	Brierley School	16	38	46	
		National average	17	46	35	
	Science teacher	Brierley School	8	50	42	
		National average	14	49	36	
	Task and Test Percentage Splits		3	4	5	
	English	Brierley School	8	62	31	
		National average	19	48	33	
	Mathematics teacher	Brierley School	8	54	38	
	National average	19	46	35		

*Key

Levels 3 and below represent achievement below the nationally expected standard for most 11 year olds.

Level 4 represents achievement at the nationally expected standard for most 11 year olds.

Level 5 represents achievement above the nationally expected standard for most 11 year olds.

Other Facilities

Book Club

A Book Club is run periodically throughout the year and children may purchase books from the order sheet they are given.

Out Of School Club

A registered not-for-profit out of school club operates in Shafton providing wrap around childcare during term time and a holiday club for the benefit of the local community. Our pupils have access to this facility. Please contact Tracy on 07716858990 for details of time and costs.

The term time arrangements are as follows:

Morning session	7.30 a.m. – 9.00 a.m.
Evening session	3.15 p.m. – 6.00 p.m.

Extra-curricular Activities

Opportunities for children to take part in activities outside class time exist according to the expertise and interests of the staff. Parents will be informed of any out of school activities in which their child is involved. Over the past year, the following activities have been available:

1. Dream Team, girls and boys football.
2. Board Games.
3. Aerobics.
4. Sew Much Fun.
5. Film Club.
6. Strictly Fun Dancing.
7. Sound of Music - School Choir.

Homework

Children will be encouraged to continue school work at home, as outlined in our homework policy. Amounts of work will vary depending upon the age and ability of the children. Equally they may be asked to collect information from various sources for a particular project. These are valuable opportunities for parents to work with the school in their child's education. If a child needs further practice in some area of the curriculum, he/she may occasionally be given work to do at home and we would be grateful for your support at these times.

Parental Involvement

We realise the importance of the partnership between school and home and we acknowledge your contribution to make your child's school experience enjoyable and successful. We want to involve you in the education of your child in as many ways as possible. By attending parent, teacher, pupil consultations you will be made aware of our organisation and be able to discuss your child's work and progress with their teachers. You are invited to come to school at any time which will obviously lead to a better understanding of the work we do in school.

We would urge all parents to maintain regular contact with school in order that your child sees home and school working together for their benefit. Without your assistance, co-operation and support our work at Brierley is both far more difficult and far less likely to be successful.

Five parents are elected members of Brierley School's Governing Body to represent your views. The parent representatives currently in office, and their respective Terms of Office expiry dates, are:

Ms D Carman (01/10/2012), Mrs J Griffiths (09/02/2014), Mrs S Alcorn (24/01/2015),
Mrs H Garner (13/01/2013), Mr L Ray (13/01/2013)

In accordance with regulation 6(3) of the Education (School Curriculum and Related Information) Regulations 1989, parents may consult the following documents in school:

- a. any statutory instruments and circulars sent to schools by the Department about their powers and duties under Chapter 1 of Part 1 of the Education Reform Act (the curriculum, including the National Curriculum);
- b. any schemes of work and syllabuses in use;
- c. for voluntary schools, that part of the trust deed governing religious education, and any statement by the governing body about RE.
- d. published OFSTED reports.

School Profile

You can access the school profile online at www.parentscentre.gov.uk and follow the “school profile” link. The profile relates to the academic year 2008/09. There is also a paper copy in school.

Complaints Procedure

Under the School Standard and Framework Act 1998 and the Education Act 2002, the governing body has established a complaints procedure about matters relating to the school. It is expected that complaints will be dealt with by the school in the first instance. If parents are still dissatisfied, then a formal complaint can be lodged with the governing body for their consideration.

After thorough investigation, parents will be informed in writing of any decisions made. If a parent still feels that this is inadequate then complaints can be referred to the Secretary of State or the Local Government Ombudsman, who can be contacted as follows:

Department for Children, Schools and Families

Sanctuary Building, Great Smith Street, London, SW1 3BT

Tel: 0870 000 2288 (Phone lines are open 9.00 – 17.00 Monday to Friday)

Email: info@dcsf.gsi.gov.uk

Local Government Ombudsman for East Midlands and the North of England

Beverley House, 17 Skipton Road, York, YO3 6FZ

Tel: 01904 663200

*The Ombudsman does not look at internal school management matters and usually expects that thorough attention has been given to a complaint locally before investigation.

A copy of our complaints procedure is available in school.

Safety

Pastoral Care

All the staff at Brierley feel they have a responsibility for the personal and general welfare of your child. The key figures are always your child’s year group teachers who spend the most time with them. Matters such as absence, medical appointments or any home or school circumstances which may be affecting your child will normally be dealt with by them. School and home need to keep each other informed as fully as possible in order that strategies can be adopted to overcome problems and to encourage a positive and happy attitude to school.

Building Security

We take the security of our pupils, employees and visitors very seriously and the school governing body implements and monitors the security of our premises. This includes arrangements for the following;

Information and Communication, Supervision, Visitors, Access and Egress, Fire Detection Systems, Intruder Alarms, Out of Hour’s Access, Control of Contractors, Valuable Equipment, Emergency Planning.

This is supported by controlled access to the main entrance and a perimeter fence which is gated and locked during session times.

Emergency Preparedness

In the event of an emergency that threatens either the imminent safety of the pupils, staff and visitors or causes the school building to be evacuated, an Emergency Planning Policy and Business Continuity Plan have been developed. These documents are reviewed by the governing body annually or sooner should circumstances or legislation change.

School Fund

We have a private fund which exists to subsidise educational visits and provide extra equipment and activities for the children. Children, parents, friends, staff and governors raise money for the fund.

“The School Fund is subject to Annual audit and audit reports are considered and approved by the Governing Body”.

Home-School Agreement

In support of our strong partnership between home and school we uphold the following home-school agreement which we expect everyone to consent to;

Brierley School agrees to:

- ensure that each pupil has access to a broad, balanced curriculum
- encourage and support pupils in their efforts to learn effectively and achieve their personal best
- care for the safety and happiness of the child in a caring and stimulating environment
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- keep you informed about general school matters and about the progress of your child on a termly basis
- be open and welcoming at all times and offer opportunities to become involved in the daily life of the school
- widen educational opportunities, wherever possible, through educational visits, links with the wider community and the provision of out of school activities.

Parents agree to:

- support their child's Learning by ensuring prompt and regular attendance at school and provide an explanation on the first day if the child is absent
- encourage and support their child with homework as set out in our homework policy (a draft homework policy will be sent home soon)
- make the school aware of any concerns or problems that might affect the work or behaviour of the child
- support the school's discipline policy
- ensure, wherever possible, that children follow our dress code
- encourage pupils to look after and respect property and to keep the school rule
- support school visits and out of school activities
- attend, whenever possible, parents' meetings and discussion about the progress of the child.

Child agrees to keep the school's Golden Rules:

- Always be gentle - never hurt anyone
- Always be kind - never hurt anyone's feelings
- Always be honest - never hide the truth
- Always be careful - never damage anything
- Always be polite - never interrupt
- Always be helpful - never leave other people to clear up

Education is a partnership between home and school

Together we will:

- support the child's Learning to help them achieve their best
- share pride in their achievements
- be committed to nurturing the child's development as a responsible, caring person

"The school provides very good value for money"

Ofsted 2008

Appendix 1 : Admissions' matrix

ADMISSION TO THE RECEPTION YEAR ALTERNATIVE OPTIONS TO THE OFFER OF A FULL TIME PLACE FROM SEPTEMBER 2012

DATE OF FOURTH BIRTHDAY	AUTUMN TERM 2012			SPRING TERM 2013			SUMMER TERM 2013			NEXT SCHOOL YEAR 2013-2014			AUTUMN TERM 2013		
	1 September 2011 to 31 December 2011	Part time school place (mornings only)			C			C			C			C	
Full time early years place															
No provision required this term															
1 January 2012 to 31 March 2012	Part time school place (mornings only)			Entry to full time school deferred to this term			C			C			C		
	Full time early years place			Part time school place (mornings only)											
	No provision required this term			Full time early years place											
1 April 2012 to 31 August 2012	Part time school place (mornings only)			Entry to full time school deferred to this term			Entry to full time school deferred to this term			Entry to full time school deferred to this term			C		
	Full time early years place			Part time school place (mornings only)			Part time school place (mornings only)			Part time school place (mornings only)					
	No provision required this term			Full time early years place			Full time early years place			Full time early years place*					
	No provision required this term			No provision required this term			No provision required this term			No provision required this term*					

KEY

- C Compulsory school age.
- * Compulsory school age in the next school year. The offer of a school place made for 2012-2013 no longer valid- parent must apply for entry into Year 1 in the 2013-2014 school year.