



# Bramcote Hills Primary School

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EXPECT THE BEST

## SCHOOL PROSPECTUS



Acting Head Teacher  
Chair of Governors

Miss A Prodger  
Mr R Knightsbridge



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*Bramcote Hills is an outstanding school which gives its pupils an excellent all-round education. Staff and pupils successfully live out their school motto - Expect the Best. The Head Teacher is an inspirational leader who has the highest possible aspirations for the school and the pupils.*

OFSTED Inspection Report – October 2006

*I am pleased to inform you that our interim assessment indicates that the school's performance has been sustained.*

Chief Inspector of Schools

**Bramcote Hills Primary therefore remains an Outstanding School.**





## Welcome to Bramcote Hills Primary School

EXPECT THE BEST

This prospectus is intended to provide you with a wide range of information about our school. We hope you find it useful.

The prospectus sets out the administrative and organisational framework within which the school works.

However, it cannot convey the atmosphere, the enthusiasm and the joy of learning that is so much part of our school.

If you wish to find out more, we hope that you will visit us and see for yourself what our school is like.

### School Aims and Mission

#### Our Mission is to be

- A learning School
- An Inclusive School
- An Open School
- A Healthy and Happy School
- A Supportive School
- A Sustainable School
- An Effective School

In order to bring out the best in all our pupils, Bramcote Hills Primary School aims to provide an education of the highest quality which will: -

Maximise each child's potential and progress in all areas  
Raise levels of children's attainment continuously  
Develop effective and enthusiastic learners  
Promote constructive attitudes and values  
Foster caring relationships in a secure environment



## School Ethos and Values

We want our children to be happy and confident in school, to choose good behaviour all the time and to be assertive rather than aggressive. We teach them to say 'No' if they do not like what is happening to them and to tell an adult about their concerns.

We aim to create a strong partnership between home and school by letting parents know how much good work and good behaviour we see day by day and keeping parents informed of their child's progress and any concerns we have.

The school's Code of Behaviour is known as the '3Rs'- *Responsibilities, Rights and Rules*. The '3Rs' promote consideration, respect for others, honesty, fairness, good manners and polite behaviour.

## At Bramcote Hills Primary School we have 3Rs

### Bramcote Hills Pupils Say...

#### **We have a Responsibility**

- to let others get on with their work and play
- to learn to the best of our ability
- to respect and care about others
- to listen and answer thoughtfully
- to be honest and truthful at all times
- to care for the environment
- to tell an adult if we see or hear about someone being treated unkindly



## Bramcote Hills Pupils Say...

### **We have a Right**

to get on with our work and play  
to be ourselves and proud of our achievements  
to be treated fairly and with respect  
to have our say and know we will be listened to  
to feel happy, safe and confident  
to have clean and tidy surroundings  
to tell an adult if someone or something is upsetting us

### **Everyone must follow the Rules**

follow instructions first time  
speak kindly and politely  
always show good manners  
keep hands, feet and objects to yourself  
walk quietly in school

### **The '3Rs' also show that we do not tolerate: -**

bullying, whether verbal, physical or emotional  
racism, whether by word, action or attitude  
fighting or deliberately hurting others  
swearing or bad language  
disobedience or refusal to co-operate.

We encourage parents to inform us at an early stage of any concerns they may have and undertake to investigate the problem as soon as we can and report back. A leaflet is available from school explaining the Behaviour Code and parents may request to see the school's Behaviour Policy, which includes statements on dealing with racism and bullying. The school also has an Anti-Bullying Policy, which is summarized in a parent leaflet entitled *Action Against Bullying*; and a Race Equality Policy which is summarized in a parent leaflet *Promoting Race Equality*.

*"Pupils' attitudes, behaviour, personal development and relationships are very good."*

OFSTED Inspection Report – February 2002

*"Pupils' personal development is outstanding. Behaviour is excellent and pupils have good manners and learn to respect themselves and others"*

OFSTED Inspection Report – October 2006



## Admission Arrangements for Children Starting School

Admissions for children about to start school are decided by the Area Education Office – 0300 5008080 or [admissions.ed@nottscc.gov.uk](mailto:admissions.ed@nottscc.gov.uk) Information for parents wishing to make an application is available at [www.nottinghamshire.gov.uk/schooladmission](http://www.nottinghamshire.gov.uk/schooladmission)

The admission limit per year group is 60.

In the event of over subscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs which names the school:

1. Children looked after by a local authority
2. Children who live in the catchment area and who, at the time of admission, will have a brother or sister attending the school
3. Other children who live in the catchment area
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
5. Other children who live outside the catchment area

In the event of over subscription within *any* criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main administrative building of the school. Children offered a place in our school who were born between 1 September and 31 August of the appropriate admission year, have the option to start full-time school from the beginning of the autumn term. Parents may choose to defer their child's admission to the following term or until the beginning of the term following their child's fifth birthday, provided that the child's admission takes place within the current school year and subject to discussion with the Head Teacher.

The governing body aims to admit children near the beginning of the autumn term. However, the actual date of admission will be determined by the Head Teacher in the light of the need to manage admissions effectively and the individual needs of the child.



## Special Circumstances

The following groups of children will be given special consideration in their application for a particular school: children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented *at the time of the application*.

The Local Authority will consider each case on its merits and determine the allocation of any such place on the basis of the written evidence. Admission under 'special circumstances' will take precedence over all but the first of the numbered criteria. Children of nomadic Travellers will be allocated a place at their catchment area school.

## Admissions to Year Groups Other Than the Intake Year

Families moving into the area whose child or children already attend a school elsewhere may obtain an application form from the Area Education Office – 0300 500 8080 - [admissions.ed@nottsc.gov.uk](mailto:admissions.ed@nottsc.gov.uk) Applications for admission to year groups other than the intake year group, will be considered in relation to the published admission limit which applied when the year group was first admitted to the school, subject to infant class size restrictions. If places are available within the year group, applications will be considered in accordance with the above criteria. If places are available, the child will normally be admitted to the school.

Further guidance on the way in which applications are dealt with can be found in the current Nottinghamshire County Council's "Admissions to Schools" booklet and the County Council website [www.nottsc.gov.uk](http://www.nottsc.gov.uk) including:

Co-ordinated admissions scheme

Preferences for more than one school

Late applications

The way waiting lists are maintained and used





## Transfer of School Age Children

Parents seeking to transfer their child from another school should discuss this with their child's present school and contact the Area Education Office (0300 500 8080) [admissions.ed@nottsc.gov.uk](mailto:admissions.ed@nottsc.gov.uk)

## Visiting arrangements

Parents seeking a place in the school for their child(ren) are welcome to make a visit and meet with the Head Teacher. To make an appointment, please phone 0115 9179226 or e-mail [office@bramcotehills.notts.sch.uk](mailto:office@bramcotehills.notts.sch.uk)

Children entering the reception class for the first time make several informal visits to school before they start officially. A meeting with a member of staff is arranged for parents before their child begins school. Further information about the school can be seen on our web site – [www.bramcotehills.org](http://www.bramcotehills.org)



## School Governing Body

The school governing body is made up of 15 governors. Five governors are elected by parents and one is elected by members of staff. The Local Authority nominates one governor and there are seven co-opted governors. The Head Teacher is also a governor.

The governing body meets once each term and conducts much of its business through its committees - Finance and General Purposes, Pupils and Personnel, and Strategic Development. Minutes of governor and committee meetings are available on request.







## School Day: Teaching Time

### The Organisation of Education

There are two classes in each Year Group from Foundation to Year 6. Within a class, for certain core subjects, the children are grouped according to ability to facilitate group teaching. Older children may work in target groups based on ability, especially in Maths.

One teacher is responsible for most of the work of the class. Teaching Assistants also work with each Year Group and qualified instructors provide coaching in sport, swimming and French. Advice and support is given in planning and preparing work by subject leaders who have expertise in a particular curriculum area.

Teachers and Teaching Assistants work together in teams to plan the necessary schemes of work, which will ensure that children cover all the required programmes of study.

Foundation Stage Aged 4-5		Key Stage 1 – infants aged 5-7 Teaching time 22.5 hours		Key Stage 2 – juniors aged 7-11 Teaching time 23.75 hours	
Starting Time	08.45	Starting Time	08.45	Starting Time	08.45
Registration	08.45-08.50	Registration	08.45 - 08.50	Registration	08.45 – 08.50
Session 1	8.50 – 10.30	Session 1	08.50 - 10.05	Session 1	08.50 – 10.05
Break	10.25 – 10.40	Assembly	10.05 – 10.25	Assembly	10.05 - 10.25
Session 2	10.40-12.00	Break	10.25 – 10.40	Break	10.25 - 10.40
Lunch	12.00 – 13.00	Session 2	10.40 – 12.00	Session 2	10.40 – 12.45
Session 3	– 3.00	Lunch	12.00 – 12.45	Lunch	12.45 – 13.30
Finishing Time	15.00	Session 3	12.45 – 14.15	Session 3	13.30 - 15.00
		Break	14.15 – 14.30	Finishing Time	15.00
		Session 4	14.30 – 15.00		
		Finishing Time	15.00		



## Our School Curriculum

**The school has a clear Personal, Social, Health and Citizenship Education programme which underpins our whole curriculum. This ensures issues of personal safety, healthy lifestyles and growing up are not only introduced progressively through the school (together with teaching about citizenship, awareness of economic and enterprise issues and environmental education) but also lived out in our school community on a daily basis.**

Children in Foundation follow the Early Years curriculum comprising of communication and language; physical development; personal, social and emotional development; literacy, maths, understanding of the world and expressive arts and design. Activities are planned around imaginative topics and are play based to enable children to progress towards the Early Learning Goals. For children in Years 1-6, the curriculum remains broad and balanced but includes within it all the subjects in the National Curriculum: English, maths, science, computing, design and technology, history, geography, art and design, music and physical education. Children aged 7-11 also learn French. The school follows detailed schemes of work in each subject, based on the National Curriculum Programmes of Study and woven into learning topics which usually last four or five weeks.

In addition, the school has comprehensive schemes of work for religious education and sex and relationships education. Both are taught in accordance with guidelines issued by the Nottinghamshire Local Authority and approved by the Governing Body. Parents are informed when specific sex education is being planned and may exercise their right to withdraw their child if they wish. They may also view the materials used in advance. In addition, children's questions about sex are answered frankly by the teachers with due regard to the child's age and maturity.

Throughout the Foundation Stage, Key Stage 1 and Key Stage 2, a variety of teaching styles are used in order that children can access all areas of the curriculum. Teaching methods across the school include a mixture of whole class teaching, group activity, paired and individual work. As a result, curriculum subjects are sometimes taught in separate lessons and sometimes as part of a wider topic. Class timetables and termly plans are available for parents to see if they wish. The school is committed to providing equal opportunities, promoting racial equality and good race relations, and preparing children to live in a multi-cultural society.

Residential visits are arranged as part of the teaching programme for children in Years 2 to 6 and all classes go on educational visits to support work in the classroom. The governors charging policy is available on request.



## Curriculum Aims

We are committed to do our best to ensure that in the following subjects each child will:

### English

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Mathematics

Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

**Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**The curriculum at Bramcote Hills Primary School is broad and balanced, and aims to :**

- promote the intellectual, physical, spiritual, moral, cultural and social development of children
- prepare children for the opportunities, responsibilities and experiences of adolescence and adulthood
- meet children's individual and special educational needs as fully as possible at each stage



## Science

Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.



## Design and Technology

Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.

Critique, evaluate and test their ideas and products and the work of others.

Understand and apply the principles of nutrition and learn how to cook.



## Computing

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Are responsible, competent, confident and creative users of information and communication technology.





## History

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Geography

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Art and Design

Produce creative work, exploring their ideas and recording their experiences.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Evaluate and analyse creative works using the language of art, craft and design.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Languages

Understand and respond to spoken and written language from a variety of authentic sources.

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Discover and develop an appreciation of a range of writing in the language studied.





## Music

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others.

Have the opportunity to learn a musical instrument.

Use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Physical Education

Develop competence to excel in a broad range of physical activities.

Are physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

## Personal, Social and Health Education & Independent Learning

Learn how to research topics independently, acquire information from various sources, record information and findings in various ways and make judgements based on the information collected.





### **Religious Education**

Religious education is taught in line with Nottinghamshire guidelines. Although broadly Christian, it also reflects our multi-cultural society and the faiths, customs and celebrations of other cultures. We have daily school, Year Group or class assemblies, which are taken by the Head Teacher and other members of staff. Guest speakers from the local faith groups are regularly invited to lead an assembly.

Parents have the right to withdraw their children wholly or partly from religious education or assemblies on religious grounds.

**The school is not affiliated to a particular religious denomination.**



### **Religious Education and Collective Worship**

Be able to respond in appropriate ways to the spiritual dimensions of life, through learning about the religious traditions of the local and wider communities.

Experience collective worship that is broadly Christian in nature.





## The Care of Children

The class teacher is responsible for the day-to-day care of the children working within agreed school policies. The Head Teacher, Deputy and Assistant Heads and Key Stage Leaders are also actively involved.

Parents' Meetings are held in November and March to discuss children's educational progress and development and also their welfare.

Parents are contacted whenever the school has a concern and are involved in helping to sort out the problem. The school works closely with parents and strongly believes that parents are vital partners in their child's educational development.

If parents are at all anxious about their child's work or behaviour, they are encouraged to contact the Head Teacher or class teacher immediately to make an appointment to discuss the matter.

### Child Safeguarding Concerns

Every school in Nottinghamshire is required to refer any safeguarding concerns to the Children's Social Care department. While we will seek, in general, to discuss these concerns with the family and, where possible, seek agreement to making the referral, this will only be done where such discussion and agreement seeking will not place a child at increased risk of significant harm. This procedure is intended to protect children from abuse. When we refer a concern about a pupil to the Children's Social Care department, we are not accusing the parents/carers of abuse, but requesting that further enquiries take place and that any necessary help and support is provided.





## Assessment

The school has a thorough and comprehensive programme of assessment and testing to monitor children's attainment and progress. Attainment and progress is usually above the national average. The most recent assessment results are published nationally and can be accessed on-line.

In the Foundation Unit, teachers assess children's progress against the Early Learning Goals. In Key Stage 1 & 2, teachers assess children's progress through the National Curriculum expectations in reading, writing, maths and science. Teacher assessments are recorded regularly and formally reported to parents at the end of Year 2 and Year 6.

At the end of the Reception Year, teachers complete an Early Years Assessment to record children's development. At the end of Year 2, teacher assessments are supported by children completing statutory Standard Assessment Tests (SATs) in reading, writing, maths, spelling and grammar to assess if children are working at or above the year group expectations.

Children in Year 3 and 5 complete a Non-Verbal Reasoning test and children in Years 3, 4 and 5 complete internal tests in reading, writing, maths, spelling and grammar related to the National Curriculum age-related expectations.

In Year 6, children take the statutory Standard Assessment Tests (SATs) in reading, maths, spelling and grammar and writing is assessed by the teacher. The individual results are reported to parents and the overall school results are published more widely.



## **Gifted and Talented Children**

We aim to ensure that all children, including those with exceptional abilities, are encouraged to reach their full potential. To achieve this, we use not only curriculum planning but also a whole school approach to catering for all of the child's needs. Working with parents, teachers, support staff and the pupils themselves, we seek to explore and meet each child's needs whether physical, intellectual, social, moral or aesthetic.

We aim to provide a challenging and enriched curriculum for all children that not only caters for gifted and talented children but identifies them as well. Children identified as having particular gifts or talents are included on a register and their progress is monitored.



## Special Educational Needs

We are an inclusive school and comply fully with the national Code of Practice covering provision for children with special educational needs. Our local special educational need offer is set out in a statement on our website.

We identify children as having special educational needs if they have difficulty with some aspects of school life and as a result require some kind of additional support or resources.

Children at Bramcote Hills Primary School are identified as having special educational needs if:

- they have specific learning difficulties
- they have general learning difficulties
- they have emotional and behavioural difficulties
- they have physical difficulties
- they have sensory difficulties
- they have speech and language difficulties
- they have medical difficulties

We believe that:

- our school will have children who, at some time or other in their school life, will have some form of special educational needs
- all teachers need to be able to provide a differentiated curriculum for a range of abilities
- there should be a whole school approach to special educational needs with the staff working together for the benefit of all children
- children with special educational needs should be integrated into the life of the school as fully as possible
- there should be close consultation and partnership with parents of the children with special educational needs
- the policy and practice promoted in the school must have regard to the 'Code of Practice on the Identification of Special Educational Needs' published by the Department for Education (DFE)

*We aim to provide access to the whole curriculum for all children and recognise that this will require support for staff to develop appropriate strategies and resources as well as support for individual children.*

*If necessary, advice is sought from the Local Authority's support services. At each stage, issues are discussed with parents and their permission sought before the involvement of specialist help. Disabled access is available throughout the school.*

*There is a highly effective system for monitoring pupils' welfare and staff respond swiftly to support vulnerable pupils and those with learning difficulties.*



## **Home-School Contact**

The education of children is a partnership between parents and teachers. We hope all parents will feel happy to visit school and show an interest in their children's work. Parents, friends and relatives are always welcome at the weekly class assemblies, concerts, plays and sports days to enjoy the varied aspects of children's work.

## **Home School Agreement**

We are committed to promoting good relationships, effective communication, active involvement and a strong partnership with all parents in the school. We have a Home School Agreement, which outlines what is expected of the school, the family and the pupil. Parents are invited to sign the Agreement when their child joins the school. The Agreement is entirely voluntary and does not constitute a legal document but we do believe it provides a useful guide for all concerned. A copy of the agreement is available on request.

## **Keeping in Touch Events (KITEs)**

The school runs a series of parent information evenings to help parents keep in touch with current issues linked with school and parenting. For example, an open evening (*Meet the Team*) is arranged at the beginning of each school year so that parents can meet with their child's class teacher and be informed about the programmes of work for the year. Other topics have included learning phonics, internet safety, residential visits, healthy packed meals, choosing a secondary school, drugs awareness and sex and relationship education. In addition, there are occasional Family Workshop Evenings. These sessions focus on a particular aspect of the curriculum. Parents and children are able to see and try some of the work normally done by their child.

## **Parents' Evenings**

Individual parent meetings are arranged twice a year, in November and March, to give parents the opportunity to discuss with the class teacher their child's progress and work.





## Home Study

The school has a structured programme in place to promote homework throughout the school. This includes reading, spelling, maths and topic work. Children in Year 1 onwards undertake homework activities that get progressively more challenging each year. Extra homework is provided for children who may need some particular guidance or practice. A *Study Club* runs after school for older children.

## Parental Involvement

Parents are welcome to help in the school on a regular basis with aspects of the school curriculum, for example, swimming, cooking, sewing, artwork or listening to children read. Parents work with a small group of children closely supervised and aided by the class teacher. All parent helpers are required to complete the appropriate vetting procedures including checks by the *Disclosure and Barring Service*.

## Communication to and From School

Regular newsletters are sent home to keep parents informed about all our school activities and current issues. We send out copies by e-mail and by pupil post. The school also has a texting service which parents may request to join. Regular newsletters from our Parent Teacher Association are also produced informing parents of forthcoming events.

Children in Key Stage 1 have a *Reading Record Book* which acts both as a reading record and a message book. This is used by parents and teachers for passing and requesting information or for making comments, particularly about reading.

Children in Key Stage 2 have a *Communication Book* which is used by children, parents and teachers to exchange information. Teachers and parents use it to write quick notes to each other. Notes about homework are also made in this book.

## School Dress



### Girls

Grey skirt or pinafore dress.  
 Grey or black trousers.  
 Royal blue cardigan, sweatshirt or jumper.  
 White, or blue blouse, shirt or polo shirt.  
 Blue sweatshirt or cardigan.  
 Patterned blue and white summer dress  
 (any style or material).

### P.E clothing

Royal blue or navy skirt, or shorts.  
 Plain white or blue tee shirt.

- \*Training shoes
- \*Plimsolls
- \*Swimming costume

**\* Not required in Reception**

### Boys

Grey or black trousers (long or short).  
 Blue or white shirt.  
 White or royal blue polo shirt.  
 Royal blue jumper or sweatshirt

### P.E clothing

Royal blue or navy shorts.  
 Plain white or blue tee shirt.

- \*Training shoes
- \*Plimsolls
- \*Swimming trunks (not swimming shorts)

Many of the above items, including the sweat shirt and cardigan, are available with the school logo embroidered on, as are the school book bag and PE bag. These are available from **Morley's**: 116-118 Bramcote Avenue, Chilwell (0115 925 8046).

## Parent Teacher Association

All parents of children in the school are members of the Parent Teacher Association, which is affiliated to the National Association. There is no membership fee.

The Parent Teacher Committee, Chair, Secretary and Treasurer are elected at the beginning of each school year. All parents are eligible to stand for the offices and to join the committee. Nominations are sought each September. The Parent Teacher Association assists the school greatly in many ways and organises events for both social and fundraising purposes.

A parent information leaflet *Welcome to the PTA* explains how every parent can contribute.

The objectives of the Association are to advance the education of the pupils of the school by providing and assisting in the provision of facilities for education not normally provided by the Local Authority. Additionally the Association fosters more extended relationships between the staff, parents and others associated with the school, and engages in activities, which support the school and advance the education of the pupils attending it.







## After-School Activities and Sport

As part of the curriculum, dance, gymnastics, games, athletics and swimming provide a broad and balanced range of experiences for children of all ages. The school has a large hall and a wide range of PE equipment. There are two hard-surface play areas and easy access to extensive playing fields and the local swimming pool.

The school offers many activities as part of its *ACE Programme – Activities for Curriculum Enrichment*. During the last few years the school had teams for football, netball, cricket and tag rugby; offered specialised coaching in basketball, cricket, rugby, and tennis; attended the Broxtowe athletics and chess events; had visits from Notts Forest Football Club; and held school sports days.

After-school clubs also include dance, recorder groups, choir, multi-sports, chess, gymnastics, art, crafts, French, computer, study club and cookery. The programme broadens as children get older. The exact nature and frequency of these depend on children's interests and adult availability. A programme is published each term outlining the days, time and any costs involved to help children choose which activities they would like to try.

Various music and drama productions are organised at the end of each term. For older children, instrumental tuition is available on the violin, cello, guitar, flute, clarinet and trumpet. A charge is made for this service. Children have the chance to play in our school band and sing in our choir. The school has been awarded the *Artsmark Gold* for its provision in the creative and performing arts.

**Earlybirds Breakfast Club** runs from 7.30-8.45am each day on site run by an external organisation. More information is available by contacting the school office or 0750 1335182. See also [www.earlybirdsbhps.co.uk](http://www.earlybirdsbhps.co.uk)

An **After School Care Club** runs from 3.00-5.45pm each day in the school run by an external organisation. Places can be booked through *Bramcote Kids' Club* on 0115 – 967 7684

*Parents and pupils appreciate the tremendous number of clubs and special event weeks which bring children's learning to life.*  
OFSTED Inspection Report Oct 2006





## **Attendance and Leave of Absence**

Regular attendance at school is essential if children are to have access to the whole curriculum and benefit fully from it. If a child is away from school, parents are asked to contact school on the first day of absence explaining the reasons and keep the school informed if the absence continues. This helps the school decide whether or not it can authorise the absence. When children contract an infectious disease, parents should notify the school as soon as possible.

Holidays during term time are not usually permitted. However, the school may authorise parents to withdraw their child from school for up to five days during any year under exceptional circumstances. The appropriate form to apply for leave of absence is available from the school office.

Attendance at our school remains above the national average and unauthorised absences remain extremely low.

## **Children Leaving School During the Day**

Where children have to be withdrawn from school during school hours, parents are asked to notify the school in advance by letter, phone or e-mail of the date, time and reason for the withdrawal. Children should be collected from the school office and signed out. With the safety of the children in mind, they should not be collected by an adult not known to the staff without specific permission from the parent.

## **School Holidays**

The Local Authority determines school term and holiday dates. A list of all school holidays is issued annually to all parents and is available from the school office and the school website.

## Food and Drink in School

We are committed to promoting healthy eating through a whole school approach to food and nutrition. We want children to make informed choices about the food they eat. We aim to offer food and drink that reflects healthy eating messages, reduces the amount of fat, salt and sugar consumed and increases the intake of fruit and vegetables. We also take care to support children who have special diets or particular allergies and draw up a *Health Care Plan* if required.

- All children are encouraged to **drink water** throughout the school day. Children may use a suitable drink container which should be used in accordance with class rules. Chilled water is on tap for children to refill their drinks bottles.
- All infant children are provided with a free **piece of fruit or a vegetable** each day at morning break.
- **Chilled milk** is offered to all children for which there is a small termly charge. Children who do not have milk are encouraged to drink water .
- Junior children may bring in a **small snack**. We strongly promote healthy eating and suggest they maintain the habit of eating fruit or perhaps bring in a biscuit. *We strongly discourage crisps, sweets and chocolate.*
- A **mid-day meal** is cooked and served on the premises. The service provides a balanced and healthy meal each day and menus are displayed and available on-line. In addition, there is a vegetarian option and provision for special diets. Meals are free for all infant children and junior meals are paid for on-line using the Squid online system. Parents are provided with log-in details and can pay for meals up to a term in advance. Where meals are paid for but not taken, the amount is credited for the next week.
- Alternatively, children may bring in a **packed lunch** from home. We strongly advise including healthy options in children's lunches and discourage crisps, sweets and chocolate particularly.
- To **change from school meals to sandwiches**, or vice versa, notice is required from parents with changes taking place at the beginning of each half term if possible. This is so the appropriate food orders can be placed.



## Travel to and From School

The school has a comprehensive *Travel Plan* which aims to improve road safety round the school and encourage families to walk to school whenever possible. The plan encourages accompanied cycling to school and use of our *Park and Stride* Scheme. The school runs regular *Walk to School Weeks* and there is a *Walking School Bus* route in operation. Road safety is taught in school and junior children take part in an annual awareness-raising quiz. A *School Awareness Zone* has been created at the school entrance to slow traffic and help families cross the road in safety.

Parents bringing children to school by car are not allowed to bring the car up the school drive at any time, unless the circumstances are exceptional and the Head Teacher has been consulted. Cars moving or parked by the school entrance are a great danger to the children's safety and to families using the School Safety Zone to cross the road.

**Parents are asked to park well away from the entrance to the school on local roads.**







# Bramcote Hills Primary School

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