

BADSEY FIRST SCHOOL

Badsey First School is a county school for children aged four to ten years and it is co-educational. The maximum number of children catered for in school is published by the Education Authority each year (currently 45 per year). Admission is usually at the start of the year in which the child has their fifth birthday. Further details are in a separate booklet and the accompanying L.E.A. leaflets.

BADSEY FIRST SCHOOL

This prospectus aims to give brief details of the many and varied aspects of first school life.

Written statements on all these are available and your interest is welcomed. A range of items is included in response to legal requirements but any omissions or clarifications can be discussed with the headteacher.

The ethos of Badsey First School is based upon the following principles:

Each child is an individual and has individual needs as well as responsibilities as a member of different groups.

Every child should have the opportunity to realise their potential.

Everybody has a right to self respect and a duty to respect others rights.

We see learning as a process which should be enjoyable and in which children are motivated to work through their own sense of achievement and the praise of others.

We see the school as a happy, caring and stimulating environment.

We see the school community as one based upon the religious and moral principle of treating others as you would wish to be treated yourself.

We see the purpose of school as the structured acquisition of skills and attitudes necessary for present interest and future success.

We see the school as an important and integral part of the whole community.

We see parents as partners in the process of education.

BADSEY FIRST SCHOOL

SCHOOL LANE, BADSEY, EVESHAM, WORCS. WR11 5ES.

Tel: 01386 830325

Headteacher - Mr. G.T. Hughes. B.Ed(Hons.)

Teaching Staff

Mrs. H. Brambani. B.Ed(Hons)	-	Deputy Headteacher/ Responsibility for Maths.
Mrs. E.J.T.B. James	-	Responsibility for Hist/Geog.
Mrs. W. Proctor	-	Responsibility for Science
Mrs. C. Cross	-	Responsibility for Art
Mrs. J. Jones. B.A., P.G.C.E.	-	Reception/Responsibility for Music
Miss E. Anderson. B.A.(Hons) P.G.C.E.	-	Responsibility for English
Mrs. S. Essex. B.Sc.(Hons) P.G.C.E.	-	
Miss A. Barnsley. B.Ed(Hons)	-	
Miss R. Didlick B.Ed(Hons)	-	Responsibility for Reception
Mrs. B. Bees	-	Responsibility for Special Needs
Secretary	-	Mrs. J. Sparrow
Caretaker	-	Mrs. M. Knight
County Education Officer	-	Mr. D.J. Stanley
County Hall Spetchley Road Worcester. WR5 2NP.		

School Governors The school is governed by school governors.

These governors are appointed by the Local Authority, through the minor authority (parish councils) or elected by parents.

Chairman of Governors	-	Mr. C. Richards 12 Seward Road Badsey. Tel: 01386 833825
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Other governors names are listed and displayed in the front office.



Dates of school year

Autumn Term begins	2 September 1997
Half term	27 - 31 October (inclusive)
Autumn Term ends	19 December 1997
Spring Term begins	5 January 1998
Half term	23 - 27 February (inclusive)
Spring Term ends	2 April 1998
Summer Term begins	16 April 1998
Bank Holiday	4 May 1998
Half term	25 May - 29 May (inclusive)
Summer Term ends	17 July 1998

As required by the Education Act 1993 the following information is provided for the past school year:

Attendance

The attendance last year was 95%. There was no unauthorised absence.

S.A.T.s

(level 2 and above) Badsey First School National Average

Reading	93%	70%
Writing	93%	77%
Maths	93%	79%
Science	97%	84%

Children are supervised for the 10 minutes before and after the normal school day except for those children participating in extra after school activities.

School Meals

There are no cooked meals provided at school. Facilities are provided for sandwich diners, including water to drink. Parents are asked, on safety grounds, not to send hot drinks. All children staying for sandwiches are supervised by children's superintendents and normal school rules with regard to behaviour apply.

Free school meals are available in the form of a packed lunch for those who qualify e.g. parents on Income Support. Application forms and advice are available from school.

Charges

There are no charges for educational activities. Parents are asked to make voluntary contributions of a notified amount to enable us to provide a broad, balanced and relevant curriculum with regard to transport for some activities e.g. swimming, educational visits. Cases of hardship can be discussed in confidence with the Headteacher.

School Crossing Patrol/Parking

As School Lane can at times be a very busy road there is a great element of danger to the children. A School Crossing Patrol is available at the following times for the children's safety:

8.45 - 9.15am.

3.15 - 3.45pm.

The provision of a Crossing Patrol is not obligatory upon the Education Committee and therefore should the Officer not be available the responsibility to cross the children over the road lies with the parents.

The school always tries to advise parents when the Crossing Patrol is unavailable. Clearly this is not possible in the case of sudden illness.

To maintain safety and a clear view for both the crossing patrol and drivers, parents are asked not to park their cars in front of the school within the "zig-zag" markings.

School Milk

Milk is available in school via the E.E.C. Subsidy to Schools. Milk is sold to children at 10p. per carton. Payment is collected by parents in advance each half-term. We regret that we are unable to offer refunds for any absences.

Special Needs

A system of support for individual children is in operation involving extra classroom help, individual tuition and small group work. This approach follows the S.E.N. code of practice details of which are available.

Sport

We aim to provide a range of opportunities for children to develop a wide range of skills for enjoyment and exercise. There is a full range of gymnastic equipment in the hall, a large playing field, two sports pitches, two playgrounds marked for children's games and an adventure playground. For those who enjoy competitive sport there are school teams in football, netball and swimming. There are prizes for everyone on Sports Day.



Curriculum

The children are admitted and arranged in classes of roughly the same age and of varying abilities. Each class is in the charge of one teacher who is responsible for the children's work and behaviour. Children are allocated to classes according to age although there is some flexibility in special circumstances. Children are grouped within classes for some subjects e.g. Maths and will work with specialist teachers at times e.g. Music, Swimming.

All teaching is centred upon the demands of the National Curriculum. There are detailed schemes of work available which are continually reviewed as well as an L.E.A. arrangement for the consideration of complaints.

Reading

Your child will learn to read by using a wide range of reading materials: from scheme reading books to favourite picture books. The reception child may start with a book from the class story chest collection while the older child may be given formal grammar work based upon a Ginn 360 text. Parents are a key part of the learning to read process and reading evenings with advice are planned. Your child's teacher can give you the best instant advice on what is appropriate in each individual case. As a general principle children learn to read through reading well-chosen books with enjoyment and understanding.

The school library contains a fiction lending section. All the children are encouraged to borrow a book of their own choice (at their own level) and to take it home as their home reader. We encourage parents to read with their children as well as hear them read. In addition the child will have a book from a class collection. This book is intended for sharing with an adult at home. Guidance with this is always available.

Please remember reading aloud is a very artificial activity and we do encourage children to read to themselves for enjoyment. You might find it useful to ask the children about the story they have read rather than listening to them reading.

There is also a wide variety of extension schemes and supplementary readers to cater for both the more able children and for those experiencing difficulty.

Maths

We concentrate on teaching mathematics with understanding and provide the children with as many practical experiences as possible. A central scheme based on Cambridge Mathematics and Nelson Maths. is followed by all children but here again resources exist for the more able and those who find mathematics a problem. These schemes are supplemented by a wide variety of other resources. Children are encouraged to think for themselves - good maths. means solving problems not just doing sums. Older children will have tables to learn.

Handwriting

A structured handwriting scheme (Nelson) operates throughout the whole school and good standards of presentation are sought at all times. The correct formation of letters is vitally important from a very early age. If you do any writing with your child at home please make sure that all letters are formed in the correct direction and capitals are only used in the appropriate place.

If you yourself are unsure of this please see your child's teacher.

Spelling

Phonics are taught through the Letterland system and form an early and vital reinforcement to reading and spelling. Incorrect spellings are adjusted through learning, regular reading and dictionaries. At this early stage confidence to write is all important. Older children will have spellings to learn.

Science

Science throughout the school stresses the need for careful observation of the physical environment. The development of this is towards written records of accurate measurements in the children's work followed by the drawing of conclusions. The correct use of scientific language is stressed. Work leads on to the older children checking results from reference books, applying scientific knowledge to different problems and incorporating controls in experiments. Science ranges from the science topics of the early years to systematic scientific enquiry using geographical, historical and artistic sources and a wide variety of skills.

History and Geography

For Primary children History and Geography should be based on first-hand experience related to their development levels. Children will, when possible, be taken into the immediate environment to further their understanding of it and to learn something of the role of others. Recording will include oral, dramatic, pictorial, three-dimensional, written and graphic approaches.

R.E.

Religious Education is statutory within the state system, is undenominational in character and is taught in accordance with an agreed 'County' syllabus. The school day normally includes an act of collective worship. There are informal links with the local church. Questions of religious differences and the option of withdrawal can be discussed with the Head.

P.E.

Physical Education is a vital part of the curriculum and children should always take part except in unusual circumstances e.g. following a serious illness. Gymnastics, dance and team games in co-operative and competitive situations will be experienced.

Personal Education

Personal Education continues throughout the school and for the term before transfer to Middle School Sex Education will be introduced. Parents will be notified in advance of precise subject matter and can request their children to be withdrawn. The subject will be treated as sensitively yet honestly as all other areas of the curriculum.

Information Technology

Computers are used throughout the school. Your child will use them to practice basic skills, extend their ideas and record their work using word processing. The staff make every effort to keep up to date with their teaching and ensure that the children gain the benefit of modern equipment which will help their learning.



Swimming

We aim to teach all children to swim well and to this end make full use of the main pool for K.S.2 children. We depend upon your support in this aim.

Music

The children will experience singing together as well as the use of basic instruments. Older children may have the opportunity to learn the recorder, violin or flute. There is a choir and orchestra.

Homework

Children are expected to follow up some school work at home. Whilst this is not a formal timetable likely areas would be:

- Age 5+ Reading books with parents every evening
- Age 6+ Learning weekly spellings and tables
- Age 7+ Own work-folders based on current class work.

Extra Curricular Activities

In our aim of providing a broad and balanced education we offer a number of after school clubs and activities. These are provided voluntarily by staff and parents and vary according to individual interests. At present extra activities offered include Craft, Library, Football, Running, Tennis, Music, Recorders, Country Dancing, Poetry, Sports.

School Charity

Badsey First School is a beneficiary of a trust fund run as a registered charity. This exists to support educational activities at Badsey First School and to further the educational opportunities for past and present pupils. Further details are available from the Headteacher.

Parent Helpers

The only way we can offer such a wide and effective teaching programme is by relying upon parents' help in school. On average we have up to 50 in school over the week helping with all activities. Your offer of help will be warmly welcomed.

P.T.A

The school has a flourishing P.T.A. of which all parents are automatically members. Educational, social and fund raising events are organised throughout the year and it is hoped to see many parents able to participate.

An annual General Meeting is held each September at which the committee for the coming year is elected. During this meeting you will be able to see and hear of the many ways in which the P.T.A. is able to improve the facilities and resources within the school.

Nursery School

There is a privately run Nursery on site with which the school has close links. Other pre-school links include visits in the term before entry, pre-school packs for the children and information packs for parents.

School Uniform

There is a school sweatshirt which is navy blue with an embroidered school design. These can be obtained through school and generally orders will go out whenever there is a demand. A small stock of sweatshirts is kept at school, however. Please ask if you are in need.

The school does have a uniform and although it is optional we would like to encourage as many to wear it as possible. The uniform is as follows:

BOYS

Grey trousers
Plain blue or white shirt
Navy blue pullover

GIRLS

Navy or grey skirt or pinafore dress
Blue blouse - plain or checked
Navy blue pullover or cardigan

Blue/gold tie

School Sweatshirt

Shoes should be "suitable" for school - dark leather ones if possible (they can wear the other ones at school discos!).

Summer:

Blue or white T-shirt
or polo shirt
Shorts

Parent's choice of dress style
made up in blue/white check material

All these items have been chosen as they are freely available in most stores selling children's clothes. The ties (£2.00) are usually available from school and sweatshirts (£10.00) can be ordered through the school secretary.

P.E. Clothing

All children are expected to change for P.E. A spare top, shorts and pumps should be in school each day. Girls may wear leotards if they wish.

PLEASE ENSURE THAT ALL PERSONAL ITEMS OF CLOTHING ARE CLEARLY MARKED.



Mr Hughes by Christopher

Mrs. Brambani by Emma



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Discipline

We believe that high standards of work and behaviour are crucial if all the children are to succeed. Before your child starts he or she (and you!) will be given a detailed list of acceptable and unacceptable behaviour together with their consequences so that the ground rules are clear to all. These stress the benefits of doing your best for yourself and others. These rules are strictly enforced initially through the classteachers but involving the Deputy or Headteacher whenever necessary. Wherever appropriate parents are involved early in the process and your support to reinforce the values of self-discipline, self-esteem and concern for others is appreciated.

Most problems are solved more easily if addressed early enough and a close liaison between school and home is very helpful. We can be flexible where necessary but

bullying and bad language will not be tolerated by anyone at anytime

and there are special procedures in place to support this.

Attendance

Children should only be absent in special circumstances - usually illness: when a note or phone call of explanation from home is necessary. Any other absences e.g. holidays can be authorised only by the headteacher and there are procedures for this.

Medicine

If a child is on a course of medication this should be notified to the headteacher so that suitable arrangements can be made.

Security

Children are not allowed to leave school during the day unless accompanied by an authorised adult. There is a book to sign them out in the secretary's office which is the first point of call.

Any visitors or helpers in school are required to wear official name badges: but our main safeguard is the large number of vigilant adults (teachers, classroom assistants, parent volunteers) always on site.

Changes in home circumstances

To avoid administrative errors or more importantly misguided comments: please contact the headteacher in strict confidence if there is anything at all that you think we should know.

Insurance

The L.E.A. does not insure children while at school. However the P.T.A. provide cover for all children in the case of serious accident.

Changes in information

Any updating will be notified directly to those parents concerned at the time.

Some common questions

The answers are general because each child is different and individual needs require individual consideration. This consideration and help is always available from the Headteacher and staff.

How can I help before my child starts school?

Even the youngest children enjoy feeling independent. Being able to dress themselves, take themselves to the toilet, etc. are very important skills to start with.

Social skills e.g. sharing, tolerance, taking turns, listening to others would also considerably ease the transition.

Should I teach him/her to read?

Better to spend time on pre-reading and pre-writing skills. There are starting points for these in our pre-school packs which can be changed weekly.

What can I do then?

Read with your child. Show him/her the enjoyment to be gained from the written word. Show how to turn the pages. Teach the direction in which we read. Point out individual words.

How about teaching sums?

You can encourage good number sense. Make a point of always counting with your child - going up or downstairs, putting on socks or gloves, sharing out sweets. Involve your child in the many activities in which you find counting features. In addition there are many opportunities for using maths in a fun, everyday situation, e.g. cooking, measuring, weighing.

How can I help once my child has started school?

Take an interest and be ready to listen when your child returns from school. Many children see their day as very personal so don't push them if they don't want to talk. Find a place to display the occasional picture they bring home.

How soon will he/she be given a reading book?

Your child will be encouraged to choose from a range of suitable books as early as possible. These books are intended to be shared with an adult at home. In addition the teacher will be working in class upon developing reading skills in other ways.

How often should I hear him/her read?

As often as your child wants or as often as the teacher asks you to. Remember your child works very hard at school during quite a long day. He/she needs relaxation time as much as adults returning home after a hard day. Reading with your child can provide this relaxation and enjoyment of books.

Don't pressurize - anxiety is one of the largest causes of reading failure. If you have any problems or worries contact your child's teacher at once.

What about extra help outside school hours?

It can't be emphasized enough that we are here to help your child in whatever way is needed. If you are worried, come in to see your child's teacher. Make an appointment if you need time together (9.15am. as the children are coming in is not the best time to discuss problems). Phone up and make an appointment to see the Headteacher who is always willing to discuss problems, worries or anxieties of any nature with regard to your child.

The school and the Authority have very clearly organised structures to deal with children experiencing problems during their school career. This applies to all children regardless of ability.

We recognise that the more able child deserves just as much of our attention.

All children have individual needs, however, and you as parents will know whether this is right for your child.

Beginning reading with children

DO

Make sure the atmosphere is happy and relaxed.

Let him/her sit very close to you.

Talk about the book (words and pictures)

Place just slight emphasis on new words and point to them at the same time.

Give plenty of time for reading.

Smooth out difficulties by telling words he/she doesn't know. Repeat the whole sentence the word is in and let him/her do it again.

Remember it's fun not homework!

Give lots of praise.

DON'T

Make reading an unpleasant task.

Threaten to tell the teacher if he/she doesn't want to do it.

Make the child think he/she is in competition with anyone else.

Be afraid to ask for help from any of the teachers however trivial you feel the trouble is.

Ask your child to read with the television on or during a favourite programme.

Spend much more than ten minutes at a time to start with.

Worry!

A separate guide to reading with your child will be available.



SIMS National Curriculum Assessment 1996 Keystage 1		17/06/96	
School Comparative Information (Percentages)			
LEA/School Name		Boys	Girls Total
918/2007 Badsey First		15	26 41
Key:			
U - Unable to calculate subject score due to disapplications			
S - Stated, T - Temporary Disapplication, N - Absent			
4+ at Task/Test indicates Key Stage 2 Level achieved.			

Subject/Attainment Target	U	N	S	T	W	1	2	3	4+
English (TA)	0				0	7	85	7	0
Speaking and Listening (Test)									0
Reading (TA)			0	0	0	2	90	7	0
Reading (En 2) (Test)			0	0	0	7	59	34	0
Writing (TA)		0	0	0	0	7	54	39	0
Writing (En 3) (Test)			0	0	0	7	85	7	0
Mathematics (TA)	0		0	0	0	7	88	5	0
Mathematics (Test)	0	0	0	0	0	7	61	32	0
Science (TA)	0				0	2	90	7	0

National Comparative Information (1995)

Attainment Target	U	S	T	W	1	2	3	4+
ENGLISH	0	-	-	1	18	60	20	0
Speaking and listening	-	0	0	1	14	62	23	0
Reading	-	0	0	1	20	50	29	0
Writing	-	0	0	1	21	63	14	0
Spelling	-	0	0	2	29	51	18	0
Handwriting	-	0	0	1	20	63	16	0
MATHEMATICS	0	-	-	2	20	67	12	0
Using and applying mathematics	-	0	0	2	22	64	11	0
Number	-	0	0	2	18	69	15	0
Algebra	-	0	0	1	20	64	14	0
Shape and space	-	0	0	2	23	64	12	0
Handling data	-	0	0	2	23	65	10	0
SCIENCE	0	-	-	1	14	70	14	0
Scientific investigation	-	0	0	1	19	66	13	0
Life and living processes	-	0	0	1	12	67	20	0
Materials and their properties	-	0	0	1	13	72	14	0
Physical processes	-	0	0	2	16	70	11	0

Test Levels of attainment	N	S	T	W	1	2	3	4+
English								0
Reading	0	0	0	1	20	45	33	-
Writing	0	0	0	1	18	65	15	-
Spelling	1	0	0	1	33	43	23	-
Handwriting	0	0	0	1	20	61	17	-
Mathematics	1	0	0	2	18	59	19	-

Grades within Level 2	C	B	A
Level 2 Reading	17	42	41
Level 2 Spelling	43	30	27
Level 2 Mathematics	39	33	28

A normal school week for your child is organised on a daily classroom basis as follows:

- 9.15am Registration and teaching time in classroom.
- 10.35 Collective worship (Assembly) in Hall.
(9.30am on Fridays when parents of children presenting Assembly are invited).
- 10.45 Break in playground/field. In hall/library if wet.
- 10.58 Teaching time in classroom.
- 12.10pm Lunch break for younger children (5-7)
- 12.25 Lunch break for older children (8-10)
- 1.10 Registration and teaching time in classroom.
- 2.20 Break in playground/field. In classroom if wet.
- 2.30 Teaching time in classroom.
- 3.15 End of school.
- After school activities for those children involved continue until 4pm.

(D.F.E. recommended minima - 21 hours 5-7, 23.5 hours 8-11)

Some teaching time will be undertaken in other areas eg. hall (P.E.), library (reading), workshop (craft/groupwork) or around the school (maths measuring) and its grounds (environmental studies).

Copies of the L.E.A. statement of curriculum policy, OFSTED/HMI reports, National Curriculum documents, D.E.S. circulars, schemes of work, L.E.A. complaints procedure, syllabus for R.E. are available at school for consultation by arrangement with the headteacher.

Religious Education and Collective Worship

There is a Hereford and Worcester Standing Advisory Committee on Religious Education (SACRE) which has a statutory duty to advise the L.E.A. on religious education and collective worship in maintained schools. It consists of representatives of:

- Christian and other religious denominations which reflect appropriately the principal religious traditions of the area;
- the Church of England;
- teachers' associations;
- the local education authority.

Any parents who wish to express their expectations in regard to religious education are invited to write to the Clerk to the SACRE, County Education Office, Worcester.

Badsey First School

SUMMARY OF THE INSPECTION REPORT

The school was inspected in February 1996. This is a summary of the inspectors' full report which can be obtained from the school.

THE SCHOOL

Badsey First School is average in size and has children from four to ten years old on roll.

There are 239 children taught by a team of 11 teachers of whom one is part-time. The average class size is 27.

INSPECTION FINDINGS

This is a good school with many strengths. Standards of teaching and learning are high and are reflected in the achievements of the children.

Headlines

- Children are generally achieving standards which meet or are above those set by the National Curriculum. They are making progress in line with, or above, expectation in relation to their general abilities.
- The majority of teaching throughout the school is of good quality, with some very good teaching at Reception and both key stages.
- Children's behaviour is excellent.
- The school is very well managed. The headteacher provides strong leadership and there are good working relationships between the governors, teachers and support staff.
- Support for children's personal and social development is good and their experience is enriched through extra-curricular activities.