

Church of the Ascension C. E.  
(Voluntary Controlled)  
Primary School



***Where education  
comes to life***

New Street  
Wall Heath  
Kingswinford  
West Midlands  
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Awarded 2001

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## Introduction

The staff and pupils would like to welcome you to Church of the Ascension C. E. (Voluntary Controlled) Primary School. We hope that the following information will contribute towards the welfare and happiness of your son/daughter during his/her progress through the school.

Please keep this handbook safely for reference. Annual additions will be sent to each home and the folder can also serve as useful storage for newsletters and date lists.

The school is eager to establish good relationships with the home so children will obtain most benefit from their education. Parents' interest and encouragement in their child's education is vitally important. We believe that each boy and girl is capable of being successful in some way and, therefore, able to make a real contribution to the school community.

In December 2001 the school was inspected under the *OFSTED* regulations. As a result of this extensive investigation the school was praised again by the Inspectors for being "*a caring school*" which has developed "*a challenging climate for learning within a strong Christian tradition.*" and as "*an effective school with many good and very good features.*"

The report says that parents have "*very positive views about the school*" and the inspection team supported those views. They found that relationships between pupils are very good and that "*pupils are secure and confident*" in their relationships with adults at school.

Following this successful inspection, we were granted Beacon status and worked to support schools in the area and further afield.

In 2005 the school was named by the Daily Telegraph as one of the top 100 primary schools in the country.

The latest report from OfSTED, published in June 2007, described Church of the Ascension Primary School as a school with "*outstanding features*". The inspector also felt that "*The school's Christian ethos contributes significantly to the pupils' excellent spiritual, moral, social and cultural development.*"

The report praised the school for standards that are "*well above average*" and states that "*the good progress that pupils make is the result of good quality teaching and learning*". Our "*classrooms are interesting places and there is always a 'buzz' of enthusiasm*".

The most pleasing aspect of the report centred on the excellent behaviour of the children. The inspector gave a grade 1 for the personal development and well-being of the children. "*The pupils' outstanding personal development is shown in their friendly, relaxed and confident manner.*" Our inspector was taken aback when pupils took the time to thank him for inspecting their school! He also encouraged the children to continue to guard and look after the environment, as part of their exciting Eco-school project.

## Our School

The School is situated in the centre of the Village of Wall Heath and caters for pupils of ages ranging from rising 5 to 11 years. It is sited in pleasant grounds and is the result of the joining of the old Infant and Middle School buildings.

School facilities include a large hall, (Assembly/Dining/P.E.), 11 spacious and airy classrooms, 2 libraries, nearby playing field, environmental area, computer suite, four playgrounds and an administration area. Recent improvements in the school environment include the refurbishment of the toilets and the provision of facilities for disabled in both Key Stages. We have recently installed a new perimeter fence and an improved security system and intruder alarms.

As it is a Church controlled school the Diocese of Worcester is responsible for the appointment of the School Foundation Governors. There are strong and helpful links with the local Church and at all times the school has a warm Christian environment, where we hope children will experience the love of God.

This quiet and caring school enjoys a reputation for high standards and benefits from motivated, hardworking and experienced staff. There is also considerable interest and support from the parents, several of whom help in the classrooms.

The school is organised in three departments (Foundation Stage, Key Stage 1 and Key Stage 2) and there are co-ordinators to oversee the work in these areas. There are currently about 288 children on roll.

## Aims of The School

We aim to help every child to develop to his/her full potential according to age, ability and aptitude.

We aim to provide a lively, caring environment which will afford children the opportunity to cultivate as many skills and talents to *as high a degree of excellence as possible*.

We aim to help the children to develop lively enquiring minds and positive attitudes.

We aim to encourage, in our children, the ability to question and argue rationally, to make sensible choices and, where necessary, to withstand mass pressures.

We aim to instil respect for spiritual and moral values and an understanding of other races, religions and ways of life.

We aim to develop awareness of self and sensitivity to others so that children will live peaceably with their fellows and show kindness, consideration and helpfulness both in and out of school.

The school aims to help each child to learn how to learn and enjoy school life finding excitement and satisfaction through achievement.

## School Staff 2009 - 2010

Head Teacher ..... Mr. R. E. Green  
Deputy Head Teacher ..... Mr. C. Bradley

### Teaching Staff

Mrs C. Ruddock	Mrs. C. Gardner
Mrs. E. Hobson	Mrs H. Moore
Mrs A. Ayres	Mrs D. Baker
Mrs. S. Mason	Mr. P. Walsh
Mrs. S. Peters	Mrs E. Wilson
Mrs T. Hodgkins	Mrs C. Marsh

Secretary.....	Mrs. E. Milner
Administrative Assistant .....	Mrs. C. Reynolds
Caretaker .....	Mr. N. Bailey
Nursery Nurse .....	Miss K. Westwood
Nursery Nurse .....	Mrs. G. Hovers
SEN Classroom Assistant .....	Mrs. K. Jones
SEN Nursery Nurse.....	Mrs. J. O'Kane
Teaching Assistant.....	Mrs C. Clarke
Teaching Assistant.....	Mrs T. Fullard
Teaching Assistant.....	Mrs L. Kilvert
Teaching Assistant.....	Mrs A. Whitehead
Teaching Assistant.....	Mrs E. Hart
Teaching Assistant.....	Mrs F. Walley
Teaching Assistant.....	Mrs J. Wild

## Peripatetic Music Teachers

Guitar .....	Mr. P. Wheatley
Violin .....	Ms. K. Jewes
Keyboard.....	Miss K. Ashman
Strings .....	Mrs. C. Moss
Woodwind.....	Miss S. Mellish, Miss R. Dawkins,

## Kitchen Staff

Cook in Charge .....	Mrs. A. Barlow
Assistant Cook .....	Mrs. J. Douglas
Assistant Cook .....	Mrs. J. Green
Lunchtime Superintendent .....	Mrs. K. Jones
Lunchtime Supervisor .....	Mr. N. Bailey
Lunchtime Supervisor .....	Mrs. M. Bridgwood
Lunchtime Supervisor .....	Mrs. J. Lamb
Lunchtime Supervisor .....	Mrs. C. Malpass
Lunchtime Supervisor .....	Mrs. J. Nichols
Lunchtime Supervisor.....	Miss A. Cooper

## Members of the Governing Body

### Dudley L.E.A. Governors

Miss S. Morant

Personnel Committee

### Foundation Governors

Miss N. Robbins

Finance and General Purposes Committee

Mrs P. Wooldridge

Personnel Committee

### Parent Representatives

Mr A Grove

Finance and General Purposes Committee

Mr. J. Harper

Finance and General Purposes Committee

Mrs C. Ludwig

Finance and General Purposes Committee

Mrs. M. Siviter

Finance and General Purposes Committee

### Community Governor

Mr. T. Reynolds

Finance and General Purposes Committee

### Teacher Representative

Mrs E. Wilson

Finance and General Purposes Committee

### Head Teacher

Mr R. Green

### Chair of Governors:

Mrs S. Benbow,

The Sheepcote

Frith Common,

Eardiston,

Tenbury Wells WR15 8JX.

### Clerk to Governors:

Mrs

Dudley L.E.A.,

Westox House,

1 Trinity Road,

Dudley DY1 1JB

## School Governors

The Governors' Meetings are held every term and are concerned with the general welfare of the school. Governors appoint the staff, are responsible for the general direction of the curriculum, oversee the school's budget and maintain links between Church and School.

## Admissions Policy

The Admissions limit for Church of the Ascension C. E. (Voluntary Controlled) Primary School is 45 pupils for the educational year. In accordance with the Local Education Authority Primary Admissions Policy, places at the School will be based on the following priorities: -

1. Parents will be asked to express first and second preferences for schools.
2. Places at a school will be allocated first to those children whose parents have identified the school as their first preference, on the basis of the following priorities:-
  - (a) to children for whom the school is the most suitable available school to meet either the child's special educational needs as identified on a statutory statement of special educational needs or other medical needs of the child
  - (b) to children who have a brother or sister already at the school who will still be attending the school at the time of entry.
  - (c) on the basis of proximity.

Full details of the Admissions Policy are available from the School Office.

If an offer of an acceptable place cannot be made, under the terms of the 1980 Education Act, an appeals procedure has been established to consider such cases. If this becomes necessary you should write to the Chief Administrative Services Officer, Council House, Dudley DY1 1HF. You should state clearly the reasons why you are appealing against the decision and you will be invited subsequently to attend a meeting of the Appeals Committee.

Children who were born between 1<sup>st</sup> September and the end of August are admitted to the school at the beginning of the autumn term (September).

Prospective parents and pupils are welcome to visit the school, by appointment, before deciding to apply for admission.

## The School Day

Morning Session: 8.50 a.m. to 12 noon  
Afternoon Session: 1.00 p.m. to 3.20 p.m.

We consider punctuality to be of the utmost importance, so will you please make every attempt to see that your child is here by the times stated. Children should not arrive more than 10 minutes before these times for safety reasons. The school cannot take responsibility for pupils who come before this time. Parents and children should enter through the main gate in New Street, the gate on Dudley Road or through the gate in Foundry Road.

All children should remain in the playground until calling in time unless the weather is inclement. Parents who accompany their children to school should normally bring them on to the playground and then can wait, if they wish, but please stand well back from the children's play area.

## School Organisation

The school is organised in two departments, Key Stage 1 and Key Stage 2. Curriculum planning is organised on a whole-school basis and members of staff meet regularly to discuss the curriculum and to monitor standards throughout the school.

The pupils are organised in the following way:

Foundation Stage	Age of most of the children at the end of the academic year
Reception Classes	5

Key Stage 1	Age of most of the children at the end of the academic year
Year 1	6
Year 2	7

Key Stage 2	Age of most of the children at the end of the academic year
Year 3	8
Year 4	9
Year 5	10
Year 6	11

There are 11 classes in school. With the exception of the foundation stage classes, the average size is 30 pupils in a class. The school takes 45 new children into the foundation stage each year and as a result some classes will have children in them from two year groups.

Please see appendix 1 which will help to explain our organisation for this year.

## Curriculum

The curriculum of the school aims at being broad, balanced and relevant. A balance of formal and informal methods of teaching is provided with as much first hand experience as possible. All children will have equal access to the curriculum, which is designed to promote progression and continuity.

In order that the children may realise their potential through the development of necessary skills, concepts and knowledge, the curriculum which the school offers includes: -

### **The Core Subjects**

English  
Mathematics  
Science

### **Foundation Subjects**

History            Personal and Social Education  
Geography        Modern Foreign Languages  
Music  
Physical Education  
Art  
Information Technology  
Design Technology

In addition to Core and Foundation Subjects, Religious Education is taught throughout the school.

Curriculum documents can be inspected at the school office by prior arrangement.

Every effort is made to make the curriculum interesting, stimulating and challenging, continually extending the children's intellectual growth with opportunities for problem solving and forming valuable judgements. Emphasis is placed on the National Curriculum Core Subjects of English, Mathematics and Science and it is important that the child practises these skills and is able to apply them with increasing confidence to other curricular areas. Throughout the school there are many opportunities for children to experience a wide variety of activities in all areas of experience and learning. Children are expected always to do their best in whatever aspect of work they are engaged. In this way they will develop positive attitudes towards learning, pride in achievement of a job well done and confidence in their own ability to succeed.

## English

The school generally follows the National Literacy Strategy and has adopted the literacy hour recommended in the Strategy's Framework. Children will have literacy teaching every day for at least an hour. For more details on the contents of literacy lessons, please ask to see a copy of the Framework. In addition we provide opportunities for the children to extend their writing and to develop comprehension skills.

Our aim is that children gain an increasing love of books and for that purpose the school has purchased several hundred paperback books appropriate to the interest level of different ages in the school. Pupils of all ages are encouraged to take books home to enjoy. Please help by sharing these books with your children. It is important that books are returned to school in good condition. The basic reading scheme is "New GINN Reading 360" but this scheme is supplemented with the numerous other schemes.

The school aims at providing opportunities that enable children to achieve competence and pleasure in spoken and written language i.e. to become fluent and literate.

## Mathematics

The school follows the National Numeracy Strategy which identifies key objectives for teaching and learning in each year group. The strategy places emphasis on mental maths and children's familiarity with number facts and multiplication tables and teaches children to identify the correct strategy to use to solve mathematical problems.

Every appropriate mathematical topic in the 4-11 age range is covered in short developmental stages or modules. As each new skill is introduced it is immediately reinforced by application. Each topic is developed to include:

- Practical experience.
- Working in the abstract.
- Application to problem solving and investigations.

## Science

The learning and experience in this specific area of the curriculum is aimed at developing children's abilities to: -

- undertake ordered observation
- ask questions and investigate by experimentation
- select what is important and relevant to come to meaningful conclusions
- think logically

We have recently developed new approaches to this important area of the curriculum, devoting large blocks of time to science and improving the level of resources throughout the school. In addition, all Key Stage 2 science has been revised in line with Q.C.A. (Qualifications and Curriculum Authority) recommendations.

## Information and Communication Technology

In an increasingly important area of the school curriculum pupils are required to apply knowledge and skills to solve problems and communicate effectively.

The school was a pilot school for the implementation of the Dudley Grid for Learning. There are at least two computers in every classroom, which are linked to the Dudley Grid, the World Wide Web and Internet. The School also has clusters of computers where groups of children can use the very latest technology. The children have opportunities to use various computer systems and technological hardware such as scanners, digitisers, programmable robots, sensing equipment and video conferencing. We already meet many of the aims of the National Grid for Learning, but are striving to have an increasingly ICT capable student body. Children will follow a programme of work developing their skills in:-

- Communication through using the Internet and E-mail
- Word processing
- Graphic design
- Data handling
- Control and modelling

The school aims to help pupils become more knowledgeable about the nature of information and to exploit the potential of the new communications technology. Technology is used throughout the school in a cross curricular approach. The school has both hardwired and wireless networks to enable mobile use of technologies. Children are becoming increasingly familiar with laptop and tablet computers and the use of mini computers to support all subjects.

The School Library is computerised and children are able to search for book titles in their own classrooms.

Our most recent work includes being an early adopter and trial school for the new Dudley Portal. This exciting new innovation will allow children, parents, governors and our whole school community to access and share documents and information from any computer in the world.

## History and Geography

A variety of topics and projects take place in different classes to give pupils a wider experience of their environment and the world in which they live. The aim is that children develop skills, which enable them to acquire knowledge and understanding, form opinions and judgements, making them successful and understanding members of the modern world.

Through Historical topics, children will develop the ability to describe and explain historical change, interpret history and search for and use historical sources to form judgements. Children study events from ancient to modern and the lives of famous and everyday people.

In Geography studies children will develop skills in the use of maps, gain an understanding of places and geographical features, investigate the weather and climate, populations, communications and the use and misuse of natural resources. All classes undergo some form of field research during the year.

## Physical Education and Sport

The school aims at providing pupils with a balanced programme of movement in order that they should experience: -

- gymnastics.
- creative movement /dance.
- games skills and swimming.

The school also aims to provide opportunities for children to take part in competitive team sports in particular football, netball, athletics and swimming.

The school has four playground areas, a large sports field and good indoor P.E. facilities. Children are given the opportunity to develop individual and team skills in a number of sports. They are coached in large and small ball control and will play, amongst other games, football, netball, unihoc, and bat and ball games such as short tennis, rounders and cricket. In addition we have been able to provide swimming tuition for children from Key Stage 2 and our sporting programme includes orienteering, athletics and dance. The school has had many successes in sporting competition, notably football, swimming, netball and athletic teams. All classes are allocated at least 2 hours each week for physical activities.

The school has numerous trikes, bikes and other playground vehicles to help us develop the gross motor skills of our youngest children.

We have an activity trail in the wooded area at the rear of the school. This is especially useful to our younger children to develop their fitness, balance and strength. The school has achieved a Sports Council Active School award in recognition of our commitment to developing fitness and health.



## Creative Arts

Creativity is integrated into the learning environment to provide pupils with experiences and opportunities to develop their ideas in a variety of media. Art, craft, dance and drama are all part of our work at school.

Children have the opportunity to develop skills in painting, drawing, modelling, sculpting and also study and imitate the work of famous artists.

Through design technology the school aims to give pupils experience with various materials and resources, to plan and make artefacts and evaluate the finished product.

We also have a strong musical tradition and are able to support recorder groups, a music club and a choir. The Dudley Music Services provide individual musical instrument tuition and peripatetic music teachers support much of our ensemble work.

## Religious Education.

Religious Education is taught according to "The Dudley Agreed Syllabus for Religious Education". Children learn about personal spiritual development through the study of Judaism and Christianity in Key Stage 1 and with the addition of Islam in Key Stage 2.

The school promotes the spiritual development of pupils throughout the curriculum. This means that R.E. is expressed, not only through a specific subject, but is evident in the curriculum as a whole.

Parents have the right to withdraw children from R.E. lessons and arrangements for withdrawal are detailed in a policy statement available from the school office.

## Health Education and Sex Education Programme

The School is part of the local and national Healthy Schools project and has a Health Education Programme, in which emphasis is placed on helping young people make informed choices and decisions in matters relating to their health.

The school has been awarded Level 3 of the National Healthy Schools Standards which is the highest level available. We aim to encourage a lifestyle that will promote mental and physical health. Part of this programme involves Sex Education.

The School has a Sex Education Policy. Above all, sex education will be taught with emphasis placed on the loving and caring family. From the age of eight onwards children will study the human body in some detail. Care is taken in the selection of teaching materials to ensure that they are appropriate to the needs and ages of pupils. In the final year at the school, the Health Education Programme involves work on physical and emotional development at puberty and human reproduction. Parents will be informed of the details of this work. Parents have the right to withdraw their children from sex education if they so wish. Copies of the school's Sex Education Policy are available from the School Office.

## Homework

Children are encouraged to continue working at home on any subject which they find interesting in school. This is an extension of the classroom activity that forms a positive contribution to their class work and progress.

If a child is experiencing learning difficulties and needs extra help and practice, then work will be sent home with the parents' consent. We hope that you will do all you can to encourage this practice.

There is a minimum amount of work required from each child. If children fail to complete work in class, then this will be another reason for extra work at home.

There is a progressive requirement for homework throughout the school. Children usually return the work on the day following its issue but there is sufficient flexibility to allow an appropriate amount of time to complete homework well. It is important that work is completed and returned on time.

- From the latter part of Year 1 onward, children will be given spellings, mental maths and a piece of either numeracy or literacy each week. They should also be able to read for about 10 minutes each day.
- From Year 2 onward, children are given mental maths and spellings to learn and practise at home during the week and will have weekly literacy and numeracy tasks to complete. Again, they should also be able to read for about 10 minutes each day.
- Children in Years 3 and 4 should be able to read for 10 -15 minutes each night and will have mental maths and spellings to practise each week. They will also have weekly literacy and numeracy tasks and occasional assignments in other subjects.
- In addition to weekly spellings and mental maths, children in Years 5 and 6 are expected to read for 20 minutes and follow a regular weekly schedule of numeracy and literacy homework with assignments and projects in other subjects as appropriate. This work should normally take 30 minutes to complete.

## Collective Worship

The collective acts of worship are of a "broadly Christian" character and reflect the "broad traditions" of Christian belief without being distinctive of any particular denomination. Assemblies are not the only Act of Worship in our Church School. All the children are taken to the local Church at least once a term where they can participate in a service. Parents have the right to withdraw children from our acts of worship and arrangements for withdrawal are detailed in a policy statement available from the school office.

## Additional Educational Needs

The School has a Special Educational Needs Co-ordinator (S.E.N.Co) who is responsible for the maintenance of our S.E.N. policy. The co-ordinator helps teachers construct Individual Education Plans (I.E.P.s) for children. We also have a co-ordinator for gifted and talented children. We offer these children extension activities and the opportunity to develop their particular abilities.

We have in place sophisticated systems to identify barriers to learning and participation, and to provide for children throughout the learning spectrum. We have additional learning support assistants to work with children who need some form of extra help.

The school has a register of children at various stages of S.E.N. and has regular meetings with parents of children on this register in order to discuss I.E.P.s.

Formal termly planning meetings are held, usually with the Head teacher, S.E.N.Co., area learning support teacher and Educational Psychologist. These meetings are to discuss the educational needs of children on the register. Following these meetings I.E.P.s may be modified, expert help may be sought from other agencies (such as Speech and Language Therapists) and parents will be consulted on the progress of their children.

The S.E.N.Co attends INSET sessions and conferences during the year as the school tries to understand and implement all of the details of the "Code of Practice". The school operates a budget that has been agreed by governors and earmarked for S.E.N.

## Provision for Disability

The school is committed to compliance with the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act. We have produced a full disability access plan which will ensure that we will not treat disabled pupils less favourably for a reason related to disability and we will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

When changes have been made to the physical environment, we have tried to make provision for those with disabilities. For example, we have ramped access to both buildings and toilets in both buildings incorporated facilities to serve the needs of those with mobility difficulties. There is a lift, in the corridor which links our two buildings, to serve the needs of those with mobility difficulties. The school's commitment to inclusion ensures that we actively seek to accommodate those with disabilities and members of staff receive appropriate support and guidance in meeting their duties to their pupils.

Parents of children with particular needs are asked to give the Head teacher details as soon as they are offered a place at the school. The Head teacher will arrange a meeting at a mutually convenient time to discuss the ways in which your children can be supported to take full part in the life of the school.

## Procedure for complaint about delivery of the School Curriculum

The Dudley L.E.A. scheme for the above is available for inspection at the school.

## Charging Policy and School Visits

School visits and journeys have always played an important part in enhancing pupils' educational experience and have made valuable contributions to the delivery of the school's curriculum.

Where an educational visit takes place mostly during a school day it may not be charged for, but parents may be asked for voluntary contributions, making clear that there is no obligation to contribute. The income of the school does not allow for meeting the cost of school visits without contributions from parents. It is hoped that parents will feel able to support this valuable part of their children's education. The School Governors have a Charging Policy, which allows for school visits to be subsidised, up to an agreed limit, from funds in cases of genuine hardship.

Copies of the Charging Policy are available from the school office.

## Home and School Association

Constant and sympathetic liaison between home and school is desirable in order that the aims of the school can reach full attainment and to this end our Home and School Association has been formed. The school benefits socially and materially from its efforts. All parents of pupils are automatically members of the Home and School Association and dates of meetings and events are circulated. Parents who would like to join the committee of the association should enquire through the school secretary, Mrs Milner.

## Parents in School

We have many parents helping in school with a range of activities. These activities might include creative work, crafts, pottery, sewing, cooking, art, library or generally supporting teachers in classrooms. We are very grateful for this help. If parents are interested in helping in this way, please contact the class teachers, the school secretary or the Head teacher.

## School Uniform

There is a tradition of wearing school uniform. This is extremely important as it helps children to develop a pride in their appearance and a sense of belonging to the school.

In practice many problems regarding dress are resolved for the parent by the very fact that there is a uniform.

**All clothing and personal belongings must be clearly marked with the child's name**

Mid grey trousers or Grey skirt/pinafore dress  
Blue shirt, blouse or School Polo Shirt.

Royal blue pullover, cardigan or School Sweat shirt/cardigan  
Grey/white socks  
Black or brown sensible shoes (not training shoes, fashion shoes or shoes with high heels)

**Summer alternatives:**

Blue open-neck shirt (short sleeved if desired) or School Polo Shirt.  
Blue and white gingham or plain blue dress of suitable school design.  
Sensible summer sandals or shoes (no jeans or training shoes)

**School cardigans, sweatshirts, polo shirts, hats and book bags are available from the secretary.**

## Physical Education Requirements

P. E. Kit (pumps, shorts, tee shirt) should be provided in a suitable *named* bag with a drawstring so that it can be hung on a cloakroom peg.

**P. E. Clothing:**

Black shorts, white tee shirt and black plimsolls for indoor sports.

Football boots (where appropriate) and training shoes (which are designed for sport, and not leisurewear), are suitable for outdoor games.

Any suitable sports kit and tracksuits can be worn for outdoor games. As guidance we ask that kit should be simple and functional rather than fashionable and designed for sport rather than for the beach.

If for any reason your child is unable to participate in physical activities please send a letter. A verbal message is not enough.

## Protective Clothing

Protective clothing i.e. aprons will be provided for activities involving the use of certain creative materials including paint, clay, water, sand, glue etc.

## Break Times

Children in Key Stage 1 have a morning and afternoon break. Children in Key Stage 2 have a morning break. Toast, fruit, milk and fruit juice are on sale at morning break, but you may wish to send a snack from home. Please do not allow children to bring sweets to school.

## Lunchtime Arrangements

The school has its own kitchens and the catering staff have won '*Heartbeat*' awards for providing healthy meals. The present cost of a school meal is £1.75 per day. Dinner money for the week is collected and banked on Monday mornings or whichever day begins the school week. Please endeavour to pay for the whole week, in one payment, wherever possible.

Children can stay for cooked dinners or sandwiches or a combination of both. The correct money for each child, either cash or a cheque made payable to 'Dudley Metropolitan Borough', should be sent in an envelope clearly marked with

the child's name and class. Please send a separate cheque for each child to assist our administration.

Parents should ensure that sandwich boxes are clearly marked with the child's name and are securely packed. Please do not send cans, bottles or vacuum flasks, as the internal glass breaks easily when dropped.

Supervisory Assistants look after the children under the direction of the Midday superintendent. No child staying lunch is allowed to leave the school premises during lunchtime for any reason.

Children who go home to lunch should not return before 12.50 p.m.

## Free Meals

Applications for Free Meals should be made through the local Benefits Office.

## Road Safety

Many parents bring their children to and collect them from school by car. The roads around the school become very congested and dangerous. We do ask you to observe the yellow lines and park with care and thought for the safety of children. Please do not park on the pavement. Whenever possible, please park away from the school grounds. **Children must not walk across the school car park.**

## Absences

Notification of absence is necessary. We are required to receive a reason for absence, by law. If none is received it will be recorded as unauthorised absence. Please either telephone before 9.15 a.m. or send a note of explanation addressed to the Head Teacher if your child is absent or requires time out of school for dental or medical visits. Telephone 01384 818760 to report absence.

Please do not send your children to school if they are not well, as we have no facilities for looking after them. If they are taken ill at school we prefer them to be returned home or to an emergency address. For this reason will you please complete the emergency address form and return it when your child starts school.

If you have to take your annual holiday during the school year you are legally entitled to do so for 10 school days. Absence forms obtained from the School Secretary must be completed with the dates you intend being away.

**Parents are asked to note that only two weeks (10 days) are allowed for such additional absences in one school year, i.e. from September to July.**

Where no notification for an absence has been received or where holidays are taken beyond the legal entitlement of two weeks, this is regarded as **unauthorised** absence. **The rate of unauthorised absence during the last academic year (2007/2008) was 0.1 % of all attendance. The rate of authorised absence during the last academic year was 3.4% of all attendance.**

**Attendance Target 2009**    96.6%

Under no circumstances may children leave the school premises unaccompanied. An adult must always collect them if they are given permission to leave during school hours.

## Medicines in School

As a general rule please do not send medicines into school. If circumstances are such that it is necessary for children to have medication during school hours, a request can be made to the Head teacher using the appropriate L.E.A. form available from the School Office. No medication will be administered without the completion of such a form. The medicine will be kept in the Secretary's office or the refrigerator and administered to the child concerned at lunch time. The school will, on no account, prescribe any form of medication without parental consent. We are not allowed to give any medication to children which has not been prescribed by the child's Doctor.

## School Rules

There are very few School Rules. We ask children to be considerate to others and the property of all.

Children must *walk and not run* along pathways leading to school entrances and within the school building.

The wearing of jewellery, except for watches, is not allowed for reasons of security, safety and hygiene and the maintenance of order and discipline. The piercing of ears and the wearing of ear jewellery, even studs, are actively discouraged. **Children will not be allowed to take part in P. E. activities whilst wearing ear jewellery**, as the most dreadful accidents can occur during periods of physical activity. If you intend to have your child's ears pierced, please arrange for this during the long summer holiday. This will avoid the 3-6 weeks exclusion from Physical Activity whilst sleepers are worn and the ears heal.

We also ask that no makeup including nail varnish is worn in school.

Mobile phones are discouraged but if they are brought to school must be left, for safe keeping, in the school office until the end of the day, when lessons and after school activities are completed.

## Discipline, Relationships and Attitudes

Relationships and attitudes are of the utmost importance when educating children for life. We, therefore, expect children to be polite, well-mannered, kind, considerate and helpful to others. We encourage such behaviour by example, constantly reminding children of the advantages of such behaviour and by creating a caring environment.

When children are interested, actively involved in their work and achieving success, very rarely does discipline become a problem. Children who misbehave usually understand what is expected of them when they have been reasoned with. Children learn much by example. Their respect for others is often a reflection of their own experiences.

The school has a Behaviour Policy, which stresses that the specific objectives of our school are: -

- to develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- to create the type of environment where effective learning can take place in which there is mutual respect between all members and where there is a proper concern for the environment.

**The Behaviour Policy is reviewed and revised each year and this policy and our Bullying Policy are available on our website.**  
**[www.churchoftheascensionprimary.co.uk](http://www.churchoftheascensionprimary.co.uk)**

The school places emphasis on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment. Criticism always includes advice on how to improve and is constructive.

### Reparation for Misbehaviour.

Misbehaviour is pointed out and the child is told why such behaviour is not acceptable.

A minor penalty is given, where possible relevant to the offence, e.g. picking up litter for those who drop it; repeated work or extra work where work is poorly presented or below the child's potential.

If such behaviour occurs again this will result in a withdrawal of privileges such as membership of 'after school' clubs, school sports teams, attendance at discos etc.

Serious concerns are always referred to the Head or Deputy Head Teacher

If the child continues to misbehave parents will be invited to school to discuss the problem and the appropriate action to be taken.

Bullying, a deliberate act, which causes distress or harm to another individual or group, is not tolerated. All incidents are treated seriously and are dealt with in accordance with our Behaviour Policy. Copies of the school's Behaviour Policy are available from the school office.

## Code of Conduct

The following Code of Conduct was agreed after consultation with teaching and non-teaching staff, pupils and Governors. It represents the behaviour that is expected of each child at the School.

We expect everyone to: -

- Be able to care for each other and share with each other.
- Be polite and show good manners. (to say 'Please' and 'Thank you', 'Excuse me', to open doors for others, to offer help etc.)
- Be respectful to others and to the property of others.
- Be obedient to members of staff and lunch time supervisors.
- Show a positive attitude toward work.
- Take a pride in his/her appearance.
- Show respect for the school environment.
- Be punctual.
- Be a good ambassador for the school.

## House System

To encourage and foster the team spirit with children working together for the good of all, the school operates a House System in Key Stage 2 where team points are awarded for endeavour and attitudes. House competitions are organised on a regular basis. In Key Stage 1 special efforts and good attitudes are recorded in the '*Tried Hard Book*'. Children who are mentioned in Praise Assembly each week receive a merit sticker for their efforts.

## Consultation Evenings

During the year there are three evenings when parents are invited into school to discuss their children with the class teacher. Near the beginning of the academic year parents are invited to meet the new class teacher. During the spring term parents are invited into school, firstly on an evening when they can see their child's work and then to a more formal consultation with the teacher to discuss their child's progress. In the summer term parents will have the opportunity to see their child's work and discuss the end of year report.

From time to time parents' educational evenings are held to discuss areas of the school curriculum.

## Secondary Transfer

At Church of the Ascension School pupils complete their primary education at the age of eleven years and most transfer to The Kingswinford School or The Summerhill School. We enjoy excellent liaison and very full consultation with both of these schools. Parents wishing to consider transfer to The Kingswinford School should contact the school directly. In the Autumn Term during their child's final year at Church of the Ascension parents will receive a letter from the Chief Education Officer explaining the procedure for transfer to L.E.A. secondary schools. Parents at this time have the opportunity of requesting a place at any Secondary School in the Borough if desired.

## School Health Service

The aim of the School Health Service is to promote the health and well-being of the school child and young person so that they may reach their full potential and not be disadvantaged through ill-health.

It is hoped that your child will have had the pre-school booster immunisations before starting school. If not, this will still be available at your local Clinic or Health Centre.

Shortly after starting school, routine entry medicals take place at school with the doctor and school nurse. Parents are asked to give consent and attend.

At 5-6 years, an audiometric technician will carry out hearing screening.

Dental Officers carry out dental screening each year. No treatment or further inspection will be offered without the signed consent of a parent or guardian.

Health surveillance will be carried out by the School Health Advisor, who is a registered General Nurse with further specialised training in school nursing, based at the local Health Centre or Clinic. The School Health Advisor will conduct individual health care interviews at the School. It will not be necessary for parents to attend as ideally the children will be seen individually where they will be encouraged to participate in self-care and to understand the purpose of screening tests.

In this way by the time the child leaves school he/she will be educated to develop his/her own programme of health care. If there are any health problems found at these interviews the school nurse will contact the parent or guardian and assist them in getting help for their child.

The following checks are included at the interviews:-

8-9 years Vision, height, weight, feet and oral hygiene checks.

10-11 years and 12-13 years: As above with the addition of blood pressure testing.

Rubella immunisations will continue to be offered to all girls aged 12-13 years. At present B.C.G. immunisations will be offered at 13-14 years. At 15 years vision will be checked and a doctor will offer school leavers tetanus and polio immunisations and the opportunity for a medical examination.

The School Health Advisor for this school is based at Brierley Hill Health Centre, Albion Street, Brierley Hill. Telephone 01384 366176.

Please contact the centre directly with any queries.

Parents are kindly asked to inform the school of any medical problem that might affect your child at school. Please see also on page 17 our procedure for dealing with medicines in school

## Guidance for Parents of New Children Admitted to School

Your child will be off to a flying start in school if you teach him/her the following: -

- how to dress and undress
- how to use the toilet correctly
- how to wash and dry their hands
- how to care for their belongings and toys and how to put them away tidily
- how to count and to recognise their own name

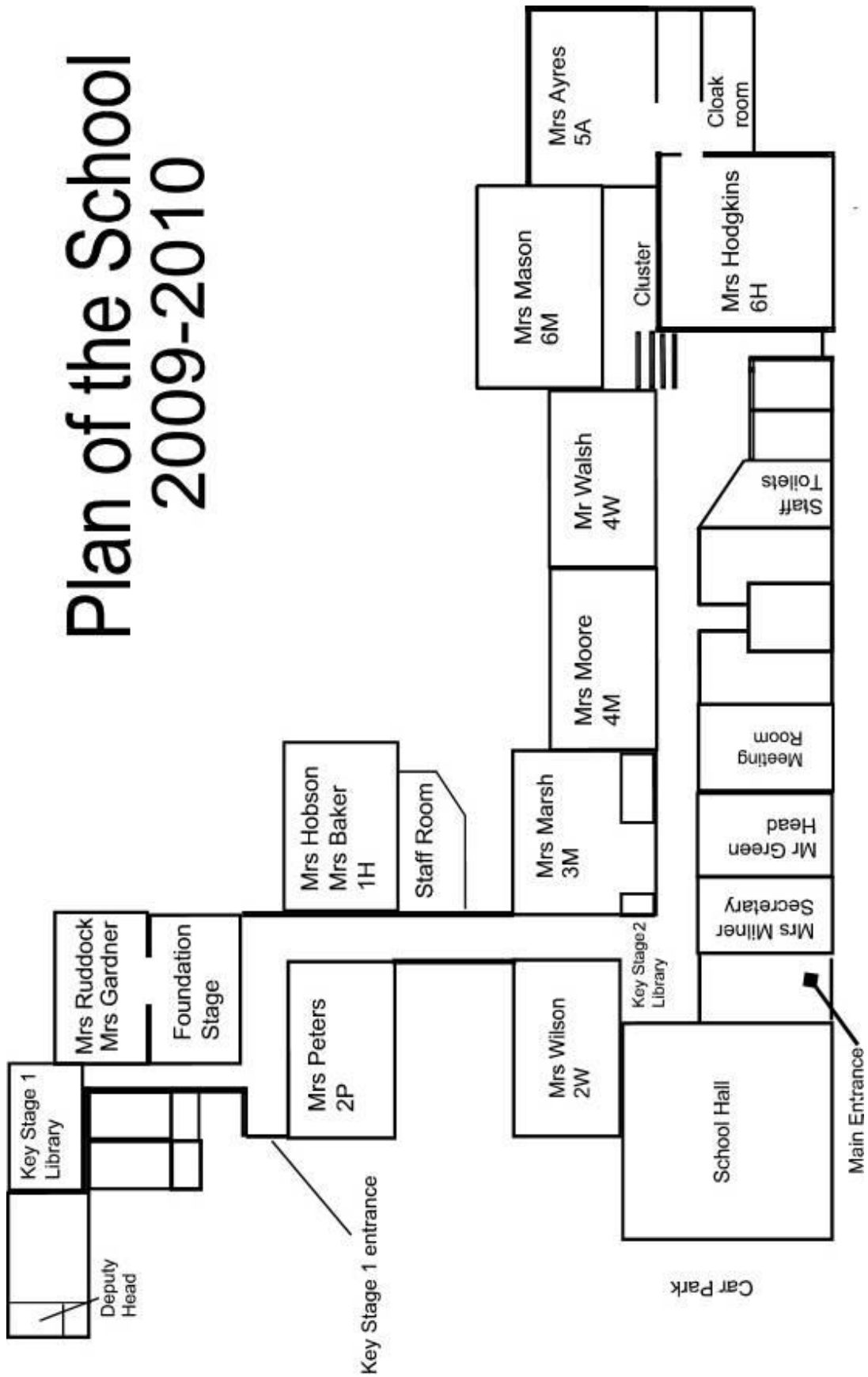
Beginning school is a very big step in a child's life and the new experience and change in routine can be exhausting. You can help by seeing that they get plenty of rest. They will benefit from a quiet time when they get home and a little extra attention from parents.

Arrangements are made for parents and new entrants to visit the school at the end of the term before the child starts school. This is in order that: -

- children can be reassured by spending some time in the Reception Class
- parents can discuss with the Head Teacher the policies of the school and any problems relating to their child.

For full details of our 'Policy for the Induction of New Pupils' and our 'Chalky The Church Mouse' pack, designed to prepare children for entry into the reception class, please contact the Head Teacher or the School Secretary

# Plan of the School 2009-2010



## The School Term Dates:

### **Autumn Term 2009**

Monday 7 September – Friday 18 December  
Half Term: 26 October – 1 November

### **Spring Term 2010**

Monday 4 January (this is an INSET day) – Thursday 1 April  
Half Term: 15 February - 21 February

### **Summer Term 2010**

Monday 19 April – Friday 23 July  
Half Term: 31 May – 6 June

Municipal Elections First Thursday in May (provisional)  
May Day Bank Holiday: 3 May

- Reserved Inset days:
  - Thursday 3 and Friday 4 September
  - Monday 4 January

**NB. School is closed to children on INSET staff training days**

## Results of Statutory Assessment Key Stage 1 2008

Below are the results of statutory assessment for children at Church of the Ascension Primary School **at the end of Key Stage 1**. The assessment has been carried out during the summer term of 2008.

### Church of the Ascension Primary School Key Stage 1

#### Teacher Assessment

percentage at each level

	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
<b>Speaking and Listening</b>	0	0	41				59	0	0
<b>Reading</b>	0	0		2	24	24	50	0	0
<b>Writing</b>	0	0		2	28	26	43	0	0
<b>Maths</b>	0	0		7	15	33	46	0	0
<b>Science</b>	0	0	28				72	0	0

Key: W – working toward level 1

\* - These assessments do not apply to every level and therefore figures may not total 100%

## Key Stage 1 Assessment Results National Comparisons

Below are the **comparative results** of statutory assessment for children at the end of Key Stage 1. The figures for National Comparison are from results in 2007.

### National Comparison

#### Teacher Assessment

Percentage at each level

	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
<b>Speaking and Listening</b>	2	11	65				22	0	0
<b>Reading</b>	3	13		13	22	24	26	0	0
<b>Writing</b>	5	15		22	27	20	13	0	0
<b>Maths</b>	2	8		16	24	27	22	0	0
<b>Science</b>	2	9	66				23	0	0

Key: W – working toward level 1

\* - These assessments do not apply to every level and therefore figures may not total 100%

## Results of Statutory Assessment Key Stage 2 2008

Below are the results of statutory assessment for children at Church of the Ascension Primary School **at the end of Key Stage 2**. The assessment has been carried out during the summer term of 2008.

### Church of the Ascension Primary School Test Results 2008 Percentage at each level

	Below level 3	3	4	5	Pupils not entered	Pupils absent
<b>English</b>	0	3	38	59	0	0
<b>Reading</b>	0	3	18	79	0	0
<b>Writing</b>	3	3	46	49	0	0
<b>Mathematics</b>	0	3	46	51	0	0
<b>Science</b>	0	3	41	56	0	0

### Church of the Ascension Primary School Key Stage 2 Teacher Assessment 2008 Percentage at each level

	2	3	4	5	Pupils Disapplied	Pupils absent
<b>English</b>	3	8	38	51	0	0
<b>Speaking and Listening</b>	3	10	38	49	0	0
<b>Reading</b>	0	10	36	54	0	0
<b>Writing</b>	3	13	51	33	0	0
<b>Mathematics</b>	0	13	33	54	0	0
<b>Science</b>	0	3	36	62	0	0

## Key Stage 2 Test Results National Comparisons

Below are the **comparative results** of statutory assessment for children at the end of Key Stage 2. The figures for National Comparison are from results in 2007

### National Results 2007

#### Key Stage 2 Test Results

#### Percentage at each level

	A	T	B	Below level 3	3	4	5
English	1	0	0	6	14	47	32
Mathematics	1	0	0	6	17	43	33
Science	1	0	0	3	10	41	46

(A=absent T= unable to access the test B= assessed by teacher only N=failed to register)

### National Results 2007

#### Key Stage 2 Teacher Assessment

#### Percentage at each level

	W	1	2	3	4	5	A	D
English	0	1	4	18	49	28	0	0
Mathematics	0	1	4	17	45	32	0	0
Science	0	0	2	13	47	37	0	0

(W= working toward level 1 A=absent D=disapplied under section 364/365 of the Education Act 1996)

## Summary of Key Stage 2 Results Since 2006

	% children reaching Level 4 or above
<b>2006</b>	
English	93
Mathematics	96
Science	98
<b>2007</b>	
English	86
Mathematics	84
Science	93
<b>2008</b>	
English	97
Mathematics	97
Science	97

## Agreed School Targets for Key Stage 2 in 2009

	English and Mathematics	2 Levels Progress English (Statutory Target)	2 Levels Progress Mathematics (Statutory Target)
Level 4+ Statutory Target	93%	89%	89%