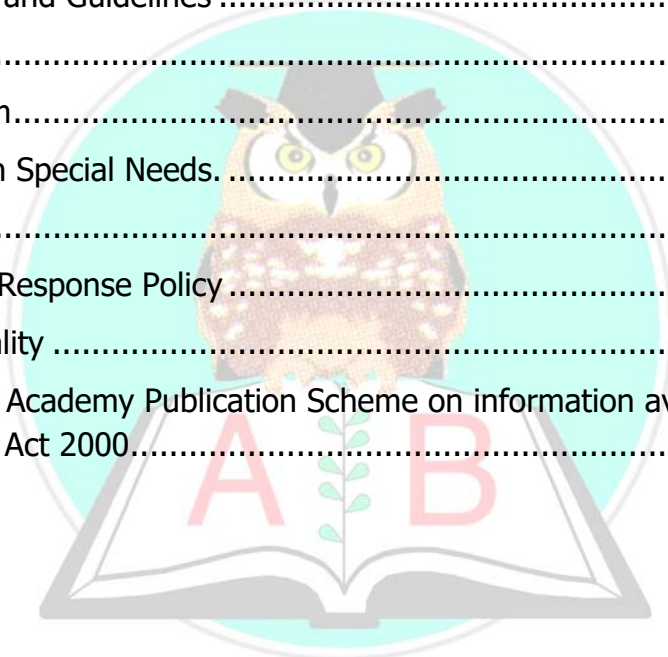
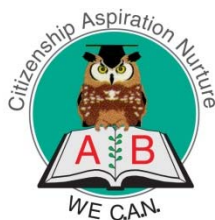


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Academy Values & Aims

At Albert Bradbeer Primary Academy we focus on the development of each child through three main areas Citizenship, Aspiration and Nurture.

This is expressed by our Academy vision WE C.A.N.

Citizenship:

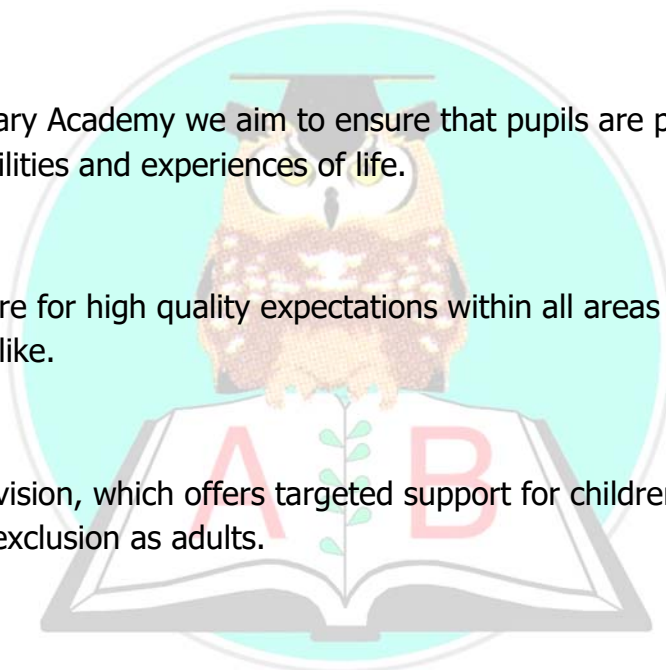
At Albert Bradbeer Primary Academy we aim to ensure that pupils are prepared for the opportunities, responsibilities and experiences of life.

Aspiration:

We aim to secure a desire for high quality expectations within all areas of Academy life from both pupils and adults alike.

Nurture:

We aim to establish provision, which offers targeted support for children and enables all children to avoid social exclusion as adults.



General Information

Albert Bradbeer Primary Academy is a two form entry Academy, admitting 60 pupils per year from reception to Year 6. Also on site we have a Nursery and Day care provision, both of which are controlled by the Governing Body. Our site is quite large and we have good provision for outside activities.

Our full name and address is:

Albert Bradbeer Primary Academy
Turves Green
Northfield
Birmingham
B31 4RD

Telephone: 0121 464 2356

Fax: 0121 464 2990

Email: enquiry@abprimary.bham.sch.uk

Website: www.abprimary.bham.sch.uk

Head teacher

Mr Charlie Chambers

Chair of Governors:

Mr Ian McGuff

Academy Information

Albert Bradbeer Primary Academy provides for the education of children between the ages of two and eleven.

Nursery

The Nursery offers one year provision for children aged 3-4 years.

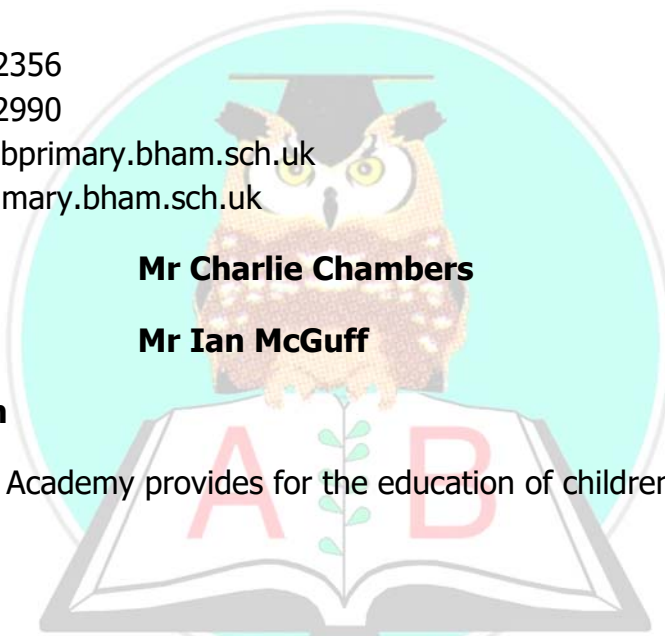
The morning runs from 9.00 am to 3.10pm. Our nursery is full time.

Primary

We have places for 420 children aged 4-11 with 60 children in each year group.

Academy runs from **8.55 am to 3.20 pm for Reception. Year 1 and Year 2.**

Academy runs from **8.50am to 3.25 pm for Year 3, 4, 5, and 6.**



Academy Terms/Holidays and Teacher Days

Autumn Term 2017

Term Starts: Monday 4 September 2017

Half Term: Monday 23 October 2017 to Friday 27 October 2017

Term Ends: Friday 22 December 2017

Spring Term 2018

Term Starts: Monday 8 January 2018

Half Term: Monday 19 February 2018 to Friday 23 February 2018

Term Ends: Thursday 29 April 2018

Summer Term 2018

Term Starts: Monday 16 April 2018

Half Term: Monday 28 May 2018 to Friday 1 June 2018

Term Ends: Tuesday 24 July 2018



Teacher Days

Monday 4th September 2017

Tuesday 5th September 2017

Friday 22nd December 2017

Monday 23rd July 2018

Tuesday 24th July 2018

Academy Staff

Head teacher:

Mrs C. Chambers

Assistant Head teacher

Mrs A. Masters

Assistant Head teacher

Mrs N. Pinnegar (SENDCo)

Assistant Head teacher

Mrs S. Robinson

Teaching Staff:

Mrs E. Sones- Nursery

Miss L. Wood - Reception

Mrs R. Hanson – Reception

Mrs A. Hiscox – Year 1

Miss K. Saunders – Year 1

Miss C. White – Year 2

Miss N. Garner – Year 2

Mrs A. Masters – Year 2

Miss R. Thomas – Year 3

Miss R. Simpson – Year 3

Mrs T. Way – Year 3

Miss M. Thomas – Year 4

Miss D. Edwards – Year 4

Mrs V. Pearce – Year 5

Mrs S. Sealey – Year 5

Mrs S Robinson – Year 5

Miss E. Ellis -Year 6

Support Staff:

Mrs M. Biddle

Mrs C. Smith

Mrs C. Burnet

Mrs N. McFerran

Miss N. Law

Mrs L. Elms

Mrs J. Gregory

Miss L. Beddoes

Mrs H. McLeod

Miss L. Peet

Mrs J. Hemming

Mrs N. Sanders

Mrs K. Petts

Mrs J. Jordan

Miss L. Edmonds

Miss J. Mead

Mrs S. Greenway

Mrs B. Hartford

Administration Staff:

Business Manager

Administrator:

Finance Officer

IT Support

Parent support worker

Learning Mentor

Site Manager:

Miss S. Sperring

Mrs J. Bowen

Miss L. Goodman

Mr S. Hussain

Mr R Phillips

Mrs R Warren

Mr C. Hall



Academy SATs Results

EYFS

Progress	Result
Achieving good level of development	67%

Phonics Screening Checks

Year	Pass Rate
Year 1	79%
Year 2 (Re-sits)	50%

Key Stage 1 (End of Year 2)

Subject	Reaching Expected Standard* (1)	Above Expected Standard
Reading	78%	22%
Writing	68%	10%
Mathematics	75%	22%

*Note: The figure for 'Reaching Expected Standard' includes those working 'At' and 'Above' Expected Standard (ie. at Greater Depth).

Key Stage 2 (End of Year 6)

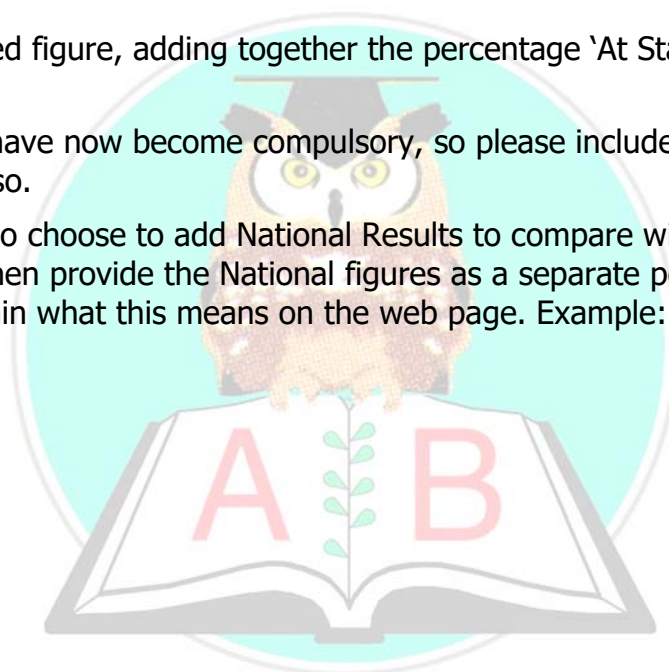
Subject	Reaching Expected Standard* (1)	Above Expected Standard	Average Scaled Score (2)
Reading	71%	14%	102.1
Writing	74%	17%	n/a
Grammar, Punctuation and Spelling	86%	22%	105.2
Mathematics	72%	7%	101.3
Reading, Writing and Mathematics Combined	59%	3%	n/a

*Note: The figure for 'Reaching Expected Standard' includes those working 'At' and 'Above' Expected Standard (ie. at Greater Depth).

Progress

Subject	Average Progress
Reading	- 0.8
Writing	- 1.6
Mathematics	- 1.6

- (1) This is a combined figure, adding together the percentage 'At Standard' plus 'Above Standard'.
- (2) Average Scores have now become compulsory, so please include this if you haven't previously done so.
- (3) A few schools also choose to add National Results to compare with their own. If you wish to include this, then provide the National figures as a separate percentage in brackets, and we will explain what this means on the web page. Example: 90% (88%)



Starting school at Albert Bradbeer

Admission and Induction Arrangements

Nursery

Places for our Nursery are allocated according to:

- **Brothers or sisters at Albert Bradbeer**
- **Distance from the Academy.**

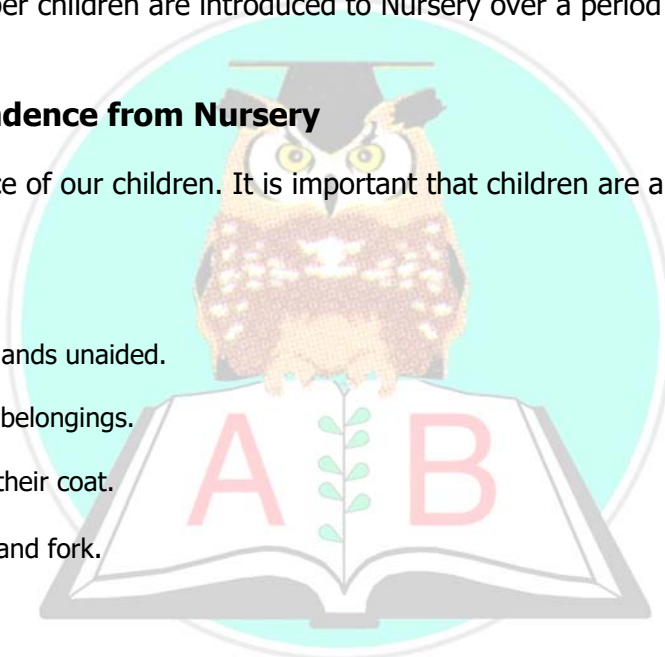
Parents are invited to register their children for a Nursery place after the child's second birthday. You are most welcome to visit the Nursery prior to registering your child providing an appointment is made.

To assist in ensuring a relaxed and happy introduction to nursery there are meetings arranged in June for parents. Each September children are introduced to Nursery over a period of time during the first half term.

Encouraging Independence from Nursery

We value the independence of our children. It is important that children are able to do certain things for themselves:

- Go to the toilet
- Wash and dry their hands unaided.
- Recognise their own belongings.
- Take off and put on their coat.
- Begin to use a knife and fork.



Reception

Places for Reception are allocated according to LA guidelines, which are:

- **Looked after children**
- **Children with statements for their special needs**
- **Children with brothers or sisters in Albert Bradbeer**
- **According to distance**

The LA will contact parents in the Autumn term before entry into Reception classes. Applications need to be completed by December. The Academy will offer a series of Open Events during the autumn term to assist parents in their decisions about which Academy to attend.

To assist in ensuring a relaxed and happy introduction to Academy, children are invited into their new classes during the summer prior to September.

Academy Uniform

We recommend that children wear school uniform. This is because:

- Putting on a school uniform in the morning is an important way of preparing your child for a school day.
- The school uniform enables your child to have a sense of belonging.



Academy Uniform

Albert Bradbeer sweatshirt, cardigan or fleece.

White polo shirt, t-shirt or blouse.

Grey or black trousers, grey skirts or dresses.

Summer dresses: green and white check

Black shoes.

Sweatshirts, Cardigans and other items of school uniform are available from the office. The office staff will be able to help you with your requirements.

Physical Education

Children will need to change for P.E. According to the activity, children will need to be in slip on pumps or trainers. Children will take part in activities in T-Shirt and Shorts. P.E. clothing and pumps should be kept in a named pump bag. Children will need to take home their pump bag each half term.

Name tags

It is important that your child, and staff are able to recognise your child's clothing. The best way is to ensure that all clothing has a clear name tag.



Academy Arrangements and Guidelines

Academy Times

Nursery

The morning runs from 9.00 am to 3.10pm. Our nursery is full time.

Primary

Academy runs from 8.55 am to 3.20 pm for Reception, Year 1 and Year 2.

Academy runs from 8.50am to 3.25 pm for Year 3, 4, 5, and 6.

Arriving at school

Children should be at school no more than 10 minutes before the start time. Should your child not be at school on time you must report to the school office who will amend the register accordingly. The registers closes at 9.00 am. If you arrive after this time your child will receive an unauthorised absence mark for the morning session.

When you take your child out of school

There are occasions, such as medical appointments, when it is necessary to take your child out of school. On these occasions please report to the office staff who will sign your child out and issue you with an authorisation slip. We **do** require proof of appointments so please bring your appointment card with you when you collect your child.

When your child is ill

From time to time your child may be ill. On these occasions please inform the office by telephone on the day of absence, and by letter upon your child's return.

At the end of the day

Please try to ensure that your child is collected from school by either yourself, or an adult with whom you have entrusted the responsibility of care for your child. It is important that the class teacher knows arrangements for your child's collection at the end of the day.

Fruit and Drinks

All children have access to water at any point in the day. Please ensure your child has a clear water bottle with them.

Nursery children have a drink during the session.

Children in Key Stage 1 can have milk during the morning.

All children in Foundation and KS1 have free fresh fruit every day.

Tuck is available for all KS2 children at break time for a small cost; toast, fruit and fruit juice are available. As part of our drive to encourage healthy eating at school, we ask that children only bring fruit to eat at break time.

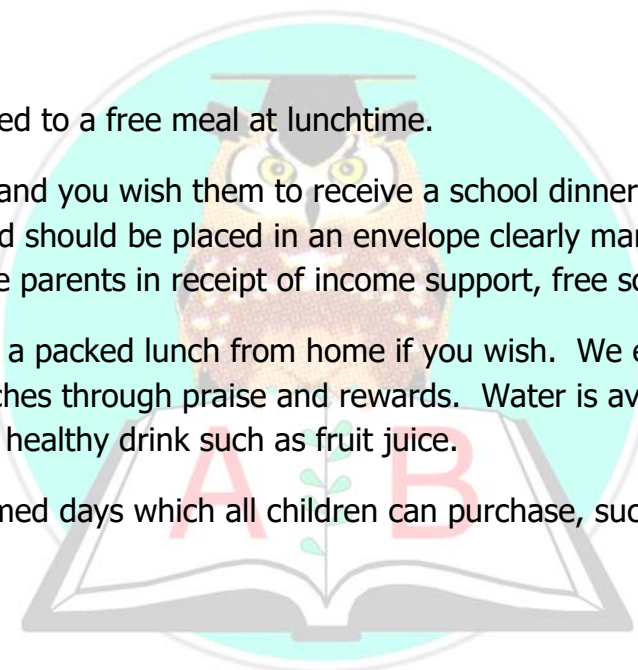
School Dinners

All Infant pupils are entitled to a free meal at lunchtime.

If your child is in Juniors and you wish them to receive a school dinner, dinner money is paid each Monday morning and should be placed in an envelope clearly marked with your child's name and class. For those parents in receipt of income support, free school meals are provided.

Junior children may bring a packed lunch from home if you wish. We encourage children to bring healthy packed lunches through praise and rewards. Water is available for children or they may bring their own healthy drink such as fruit juice.

We also offer special themed days which all children can purchase, such as Christmas dinner.



Academy Guidelines

Safe Guarding (Child protection)

Governors have agreed a formal statement in regard to child protection issues.

“Our first priority is the welfare of every child in our Academy. There may, therefore, be occasions when we are concerned about the welfare of a particular child. We recognise that on occasions some children may need support when we identify concerns of neglect, or concerns of a physical, sexual or emotional nature. These concerns may be single incidents, or an observable pattern. On those occasions when we are concerned we may consult other agencies, such as Children’s Services, even before we contact parents.”

The Birmingham Children’s Services has established the procedures that we follow. We seek to ensure that all staff are appropriately trained and supported in line with these procedures. If you want to know more about our child protection policy, please speak to the Head teacher.”

Drugs Education

At Albert Bradbeer Primary Academy we aim to teach a range of safety rules about medicines and about the health dangers associated with drugs, such as cigarettes, alcohol, and solvents, in accordance with Government guidelines. This is so that children can keep themselves safe and healthy now and in the future. We use a variety of teaching methods, including topic work, and class discussion, based on national guidelines. All staff receive in-service training.

Relationship Education

At Albert Bradbeer Primary Academy we ensure that the content of the relationship programme is appropriate for the age of our children. Therefore we are committed to teaching children the importance of stable and loving relationships, high self-esteem, respect, love and care. Children are also taught the similarities and differences between themselves and others and most importantly how to treat others with tolerance and sensitivity.

If you wish for more information on any of these policies, please speak to the Head teacher.

Charging and Remissions

Occasionally there are costs involved in the planned educational provision for children during Academy time. This may include, for example, a visit to a museum, or the visit to school of a professional theatre group.

There are also costs involved in providing some After School Clubs for children that are led by outside providers, music tuition and coaching these costs, or a proportion of these costs, will be charged to parents.

On other occasions, it is at the discretion of the Academy to ask parents for voluntary contributions when costs are involved. Consideration will be made by the Academy on an

individual basis and without prejudice in regard to supporting the contribution of pupils where there is an exceptional case.

If there are insufficient funds to enable the activity to take place, the activity will be cancelled, parents will be informed by letter and any refunds will be made in accordance with the Academy's financial procedures.

Collective Worship

In accordance with the 1988 Education Reform Act, children take part in an act of collective worship each day. This act of worship encourages the children to reflect on spiritual and moral issues and develop tolerance and respect for all faiths.

Arrangements are made to withdraw children from collective worship under the guidance of parents who request this.

Religious Education.

At Albert Bradbeer Primary Academy we follow the Birmingham agreed syllabus for Religious Education. Children learn about a number of world religions with the main emphasis on Christianity. Our children's moral, spiritual and cultural education is additionally supported by learning from these religions. Arrangements may be made to withdraw children from religious Education following Local Authority guidance and appointments can be made with the Head teacher to discuss this matter.

Concerns or complaints

We hope that you will always feel able to discuss any problems or concerns with your child's class teacher in the first instance. The Head teacher is always available to discuss issues of concern if you have been unable to resolve things to your satisfaction. Formal complaints should be made in writing to the Governing Body, and finally to Education Central our Academy Sponsor.

The Academy Curriculum

Albert Bradbeer is a Primary Academy. This means that the Academy curriculum is organised into three 'stages'.

The **Foundation Stage** covers the two years in Nursery and Reception.

Key Stage One covers two years; Year 1 and Year 2. This is the stage where children are introduced to the National Curriculum.

Key Stage Two covers the four years from Year 3 to Year 6.

Curriculum aims

Citizenship:

At Albert Bradbeer Primary Academy we aim to ensure that pupils are prepared for the opportunities, responsibilities and experiences of life.

Aspiration:

We aim to secure a desire for high quality expectations within all areas of Academy life from both pupils and adults alike.

Nurture:

We aim to establish provision, which offers targeted support for children and enables all children to avoid social exclusion as adults.

In this way at Albert Bradbeer we seek to ensure that children of all abilities achieve their full potential, through a WE C. A. N. ethos. Specialised provision is made for children with

- Special Educational Needs
- Children who are able, gifted and talented in a range of different activities.
- Children at risk of social exclusion.

In order that these groups of children achieve their full potential.

Curriculum Organisation

The Foundation Stage

The Foundation Stage is organised into key areas.

- Personal, social and emotional development
- Literacy
- Communication and language
- Problem Solving, Reasoning and Numeracy
- Expressive arts and design
- Understanding of the world
- Physical development
- Mathematical development

The classroom environment, and teachers' planning ensures that these areas are available to children at all times during the day. Children are encouraged to learn through both well-planned purposeful independent activities, and guided sessions.

Staff in Nursery and Reception ensure that the Foundation Stage offers continuity for your child. It ensures that your child feels happy, and confident about the transition from Nursery to Reception– and keeps on learning. That continuity can be seen in a lot of ways.

Staff plan together. The key to this planning is enabling your child to make progress with confidence not just in Nursery, but into Reception as well.

Assessment routines and procedures from Nursery into Reception are the same. This means that there is a clear understanding about your child as they make the transition.

A close relationship with parents can be maintained in the transition.

Children in Nursery and Reception will be working closely together: joining together at assembly time in the Academy hall, and during shared play times.

Key Stage One

Children in Year 1 and Year 2 form Key Stage 1. The curriculum is organised into subject areas.

English, Mathematics, Science, R.E., Information and Communication Technology, Music, Art, P.E., Design Technology, Geography, History.

Year 1 is a transition year for children leaving the Foundation Stage and embarking on the National Curriculum. The organisation of this transition in Academy, and the support for children as they progress has been well received.

Teachers plan closely together in order to ensure the necessary continuity for our children. Assessments are made every half term in English, Mathematics and Science to ensure that the progress our children make is reflected in future planning.

At the end of Key Stage One children will be assessed using the national material. Children are Assessed by teachers in Mathematics, reading, writing and spelling. The outcome of this assessment is reported to parents.

Additional education provision includes

Teaching assistants support the work of the teacher. They are able to enhance both the directed and supported learning experiences of our children.

Key Stage 2

The curriculum is organised into subject areas.

English, Mathematics, Science, R.E., Information and Communication Technology, Music, Art, P.E., Design Technology, Geography, History. Some subjects are integrated and taught through cross curricular topics.

Teachers plan closely together in order to ensure the necessary continuity for our children. Ongoing assessments are made in English, Mathematics and Science to ensure that the progress our children make is reflected in future planning.

At the end of Key Stage 2 children will be assessed using the national testing material, called SATs. Children are tested in mathematics, reading, writing, grammar and spelling. The outcome of SATs is reported to parents.

Additional education provision includes

Teaching assistants work in every year group, who support the work of the teacher at all times, are able to enhance both the directed and supported learning experiencing of our children.

Visiting teachers provide Violin, brass and Cello tuition. The Academy also has an orchestra which rehearses weekly and performs at Academy events.

The Academy has a range of out of hours clubs which are organised by teaching staff and change on a termly basis.

All pupils within key stage two have the opportunity to go on a residential visit.

Staying safe

Albert Bradbeer places great importance on providing a safe environment for your child whilst they are at Academy. We have routines for monitoring and ensuring a safe environment for everyone who comes to Academy, both adults and children. We seek your help in ensuring a safe environment for everyone in the following ways:

Bullying

The Academy places great emphasis on ensuring that children feel safe and are free from bullying behaviour, such as physical or verbal abuse. Pupil questionnaires show that the majority of children feel safe in school. Each year the Academy holds "anti-bullying week" to raise awareness and we have procedures in place to support children and parents when there are concerns raised.

Internet access

During your child's time at Albert Bradbeer Primary Academy they will be expected to access the internet to support their studies. Access to the internet is restricted through the Birmingham intranet. An IT manager is employed who takes responsibility for monitoring the internet access record in Academy.

Recruitment

All adults appointed by the Academy are subject to the safer recruitment guidelines which are implemented during a candidate's application and interview. All adults in Academy are required to have an up-to-date DBS certificate and further checks are made regarding Childcare disqualification.

Medicines in Academy

The Academy recognises that in order for children to maintain consistent attendance at school it is sometimes necessary for children to be at school whilst taking prescribed medication. This may include medication for chronic conditions, such as asthma, or short term medication, such as antibiotics.

The Academy will store only prescribed medicines in the original dispensed prescription bottle.

When medicines are brought to school parents should collect and complete a "care card" from the office.

The Academy follows the Birmingham guidelines for medicines in Schools.

The Academy entrances and grounds

CCTV cameras are in operation. The purpose of the CCTV cameras is to provide security for the Academy when the Academy is closed. However the cameras continue to record during the day.

Parents and children should enter the site only by the pedestrian entrances only. The vehicle driveway is not an appropriate or safe environment for pedestrians.

Bicycles are only allowed onto the site when they are being pushed.

Dogs, even on a lead or being carried, are not allowed onto the site.

Parking

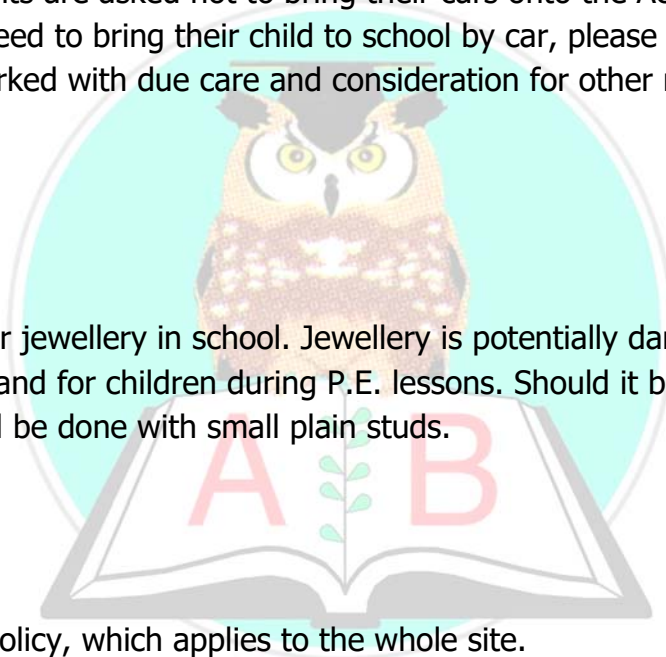
For safety reasons parents are asked not to bring their cars onto the Academy grounds. For those parents who do need to bring their child to school by car, please ensure that when you do park your car it is parked with due care and consideration for other road users and private property.

Jewellery

Children should not wear jewellery in school. Jewellery is potentially dangerous for children at play in the playground, and for children during P.E. lessons. Should it be necessary to maintain pierced ears, this should be done with small plain studs.

Smoking

There is a no smoking policy, which applies to the whole site.



Supporting Children with Special Needs.

We value all our children and their achievements both at home and school. We understand that children have a great variety of needs and that each child is unique and special in some way. Through our attitudes, organisation and our partnership with you as parents /carers, we aim for every child to achieve the highest standards in all areas of their development. Our commitment is therefore to work with you to identify and support children's needs as efficiently as possible.

It sometimes becomes clear during a child's time at school that a particular kind of extra support is needed so that the child can take part in every aspect of the national curriculum. Teachers and parents are both important in identifying these needs.

All teachers will take into consideration the varying abilities in any class and use suitable materials and methods for the range of abilities within lessons.

We have a specialist teacher in school that can do a more detailed assessment and assist in the development of programmes as appropriate. Teaching Assistants also help by delivering regular intensive programmes to smaller groups of children. We will work with you if your child has been identified as having special needs and discuss with you the kind of support the Academy can offer at different times.

Able, Gifted and Talented

Children who are working at a level significantly above that of a child of a similar age may also be described as having Special Educational Needs. We believe that it is vitally important that all children achieve their full potential and that we all work as a team to ensure this happens. Through the provision of a range of strategies and a properly differentiated curriculum the needs of all children, including the brightest, are addressed. The Academy also recognises that children may be talented in activities beyond academic studies, such as sport or enterprise. The Academy seeks to support these children through the curriculum provision it offers and the specialist support given.

We are fortunate to be able to call upon a range of support services from including Educational Psychologists, Speech Therapists, Pupil Support, Visiting Teaching Service and Behaviour Support.

Inclusion

The Academy follows LA and national policy on the admission of pupils with disabilities. The Academy admission criteria give priority to children with Special Educational Needs where the Academy is identified as having the facilities to accommodate them. The Academy is adapted for children with a range of needs.

For children who find classroom expectations challenging, or for children who are vulnerable, the Academy offers social groups including Friendship gang, nurture and Sulp. This provision is supported by experienced Learning Mentors.

As an Academy we ensure that all children with special needs join in fully with all curricular and extracurricular provision and everyday activities.



Behaviour Policy

Our behaviour policy is about promoting good behaviour. The Academy believes that promoting and rewarding good behaviour is essential to producing a calm and well-ordered environment in which all children can learn.

At Albert Bradbeer Primary Academy we believe that children will behave best in an environment that promotes learning, where they are stimulated to learn and where their needs are catered for. Children who are engaged in their work will be least likely to disrupt the class, and the teacher who knows his/her class well will endeavour to provide a safe and stimulating learning environment.

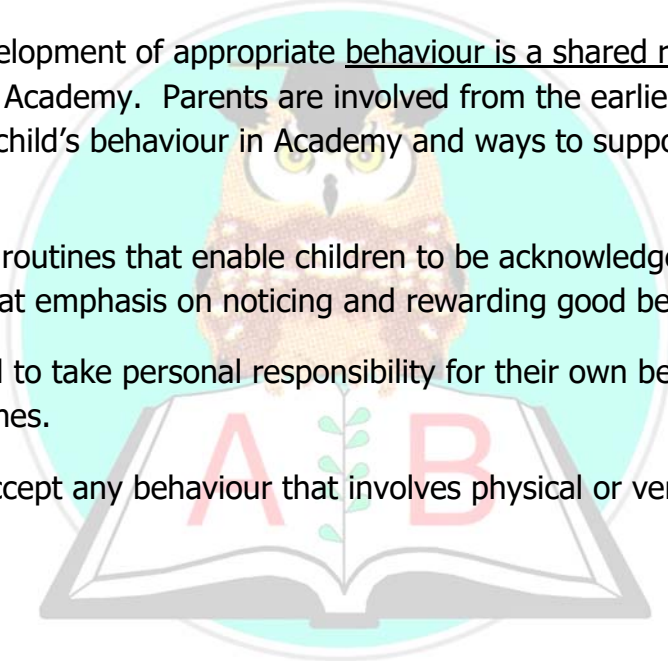
Our behaviour policy is based on a positive response to behaviour, which develops responsibility, independence and increases pupils self esteem.

We believe that the development of appropriate behaviour is a shared responsibility between the child, the home and Academy. Parents are involved from the earliest stages in receiving information about their child's behaviour in Academy and ways to support children's behaviour in the home.

The Academy promotes routines that enable children to be acknowledged for good behaviour. Academy staff place great emphasis on noticing and rewarding good behaviour.

Children are encouraged to take personal responsibility for their own behaviour through the clarity of Academy routines.

The Academy will not accept any behaviour that involves physical or verbal abuse.

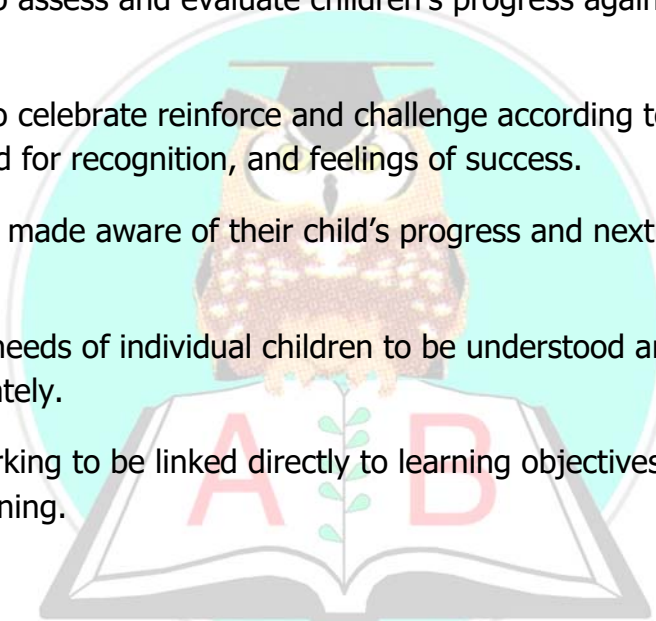


Marking

At Albert Bradbeer Primary Academy we value the success, achievement and progress of every child. We believe that every child in Academy can learn and achieve their full potential.

We believe that marking is an essential opportunity

- For children to know how well they have done, and what they need to do next.
- For the children to feel happy about success and confident to extend themselves.
- For the teacher to assess and evaluate children's progress against a specific learning objective.
- For the teacher to celebrate reinforce and challenge according to the teachers awareness of the child's need for recognition, and feelings of success.
- For parents to be made aware of their child's progress and next steps during termly reviews.
- For the learning needs of individual children to be understood and work matched and marked appropriately.
- For feedback/marking to be linked directly to learning objectives and individual children's next steps in learning.



Marking Procedures at Albert Bradbeer Primary Academy

Marking tells a story of progress and provides an essential opportunity for children to have a dialogue with their teacher about their own progress towards targets. We use a variety of methods for marking:

- We use a **symbol-based marking** system, which reflects teacher awareness, and child's success. The symbols are used to support the target making process and to extend children's learning. *These symbols are displayed in all classrooms and are understood by the children.*
- Extended comments and gap tasks will be written in every child's book and children are encouraged to respond to these.
- Children also assess their own work and that of others.

Attendance and Punctuality

Every day at school counts. All pupils' attendance should be above 96% unless there are exceptional reasons. You have a responsibility to make sure your child is in school, so that they can have every chance to do their best, and establish a proper pattern for the future. This responsibility is a legal requirement.

From time to time your child may need to be absent from the Academy.

- **Illness:** If your child is ill, please inform the Academy by telephone each morning of the absence and send a letter on return. Illness will only be authorised by the head teacher. Should illness continue to be a reason for absence your child will be referred to the School Nurse to support them back to school.
- **Medical appointments:** Remember to tell your child's class teacher and bring your child into school either before or after the appointment. Please also bring a copy of the appointment letter or card.

Punctuality is important too. It is important that your children arrive at school on time. Lessons begin at 8.50 a.m. for KS2 and 8.55am for KS1 and reception. The doors are closed at 9.00a.m., after this time you will need to report to the main reception for your child to be signed in.

Remember

What happens if your child has unexplained absences?

- If no reason is given the absence will not be authorised.
- Where there are prolonged absences, or absences with a pattern, (Mondays, and Fridays for example) the Academy will write and offer support where it is needed.
- Parents can incur fines for their child's poor attendance.
- Parents can be taken to court if their child does not attend school.

Other information

The Academy publish a number of helpful guides to parents including a range of policy documents.

Please contact the Academy if you would like any of the following

- Freedom of information policy
- Charging and remissions policy
- Complaints procedures
- Safeguarding
- Behaviour policy
- Attendance guidelines
- Home school agreements
- Medicine in school
- Homework
- Premises management
- Parents code of Conduct
- Admission policy
- SEN information
- Sports funding
- Pupil premium funding
- Accessibility
- Anti-bullying
- Emergency closures due to weather conditions or site conditions.

