

Welcome to Baines Endowed VC School
Prospectus

We are so very pleased that you would like to learn
more about us.

Please read on to find out more about our school
and the ethos we have which shapes our everyday
lives.



We are a friendly, safe, caring community in which everyone can be happy and confident and where children can reach their full potential.

Dear Parent and Carer,

Thank you so much for showing an interest in our wonderful school which has a long history.

Opened in 1717, it was one of three schools founded by James Baines, a Poulton draper, who left money in his will to ensure the education of the children in this area. Additions and alterations over the years have made the building an interesting mixture of old and new.

Our Mission statement above is the backbone to our school life and we use this throughout our school day to help and inspire the young children in our care and the adults in our community.

The children are motivated and enthusiastic to learn and the staff ensure that the creative curriculum we offer takes into account the interests of the children wherever possible- something we feel passionate about.

This prospectus tells you something of the life and work of the children in the school and has been put together to encourage the important partnership between home and Baines Endowed.

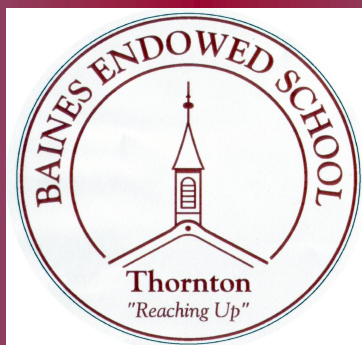
We hope that the information is presented as clearly as possible; however, if you have any queries, please do not hesitate to contact me on 01253 823420 or head@bainesendowed.lancs.sch.uk

I am very much looking forward to meeting you and for you to join our wonderful, friendly and caring school.

Very best wishes.

Gill Finney,
Headteacher.

THE AIMS OF OUR SCHOOL



The governors and staff of Baines' Endowed School have the following aims for our children:

To provide a happy, welcoming and safe environment.

To ensure that all individuals will be valued and respected in an atmosphere of consideration and kindness throughout school and the wider community.

To stimulate and nurture enquiring minds through a rich and varied learning experience.

To celebrate achievement and inspire children to realise their full potential.

To lay the foundations for a happy and fulfilling future to all our children.

Our school was inspected by Ofsted in January 2020. Here is the opening paragraph of their report which classified our school as good.

Pupils love coming to school. They enjoy exploring the topics that their teachers plan for them across the curriculum. They learn about their local area and the wider world. Pupils are encouraged to make suggestions about what they want to learn. Pupils learn to read well. They love to read different kinds of books. They know that this helps them to learn more. Leaders and teachers have high expectations of pupils. Pupils enjoy being challenged. Pupils take part in the wide range of activities on offer outside of lesson time. They appreciate how these activities help to keep them physically and mentally well. They have many opportunities to help staff and other pupils around the school. Pupils carry out these roles with pride. The school is a harmonious place. Pupils play and work well together. Staff and pupils respect and care for each other. Leaders ensure that pupils behave well. Pupils feel safe. Leaders deal with bullying effectively.

Pupils trust adults to sort out any worries that they might have. Parents, carers and governors support the work that staff do. The whole school community works together to make sure that all pupils achieve as well as they can. Staff provide effective support for pupils with special educational needs and/or disabilities (SEND).

The full report is available from the Ofsted website – www.ofsted.gov.uk or from our school website

STAFF OF BAINES ENDOWED PRIMARY SCHOOL

TEACHING STAFF

Headteacher	Mrs G. Finney	B.Ed (Hons) NPQH
Acting Assistant Headteachers	Mrs L. Hedges	B.A. (Hons) QTS
	Mrs N. McPhee	B.A. (Hons) PGCE
Reception Class	Miss C. Haynes / Mrs A. Rothwell / Mrs K. Taylor	
Year 1	Miss M. Finney/ Mrs M. Clueit / Mrs J. Allen	
Year 2	Mrs L. Hedges	
Year 3	Miss K Sherlock/ Mrs L. Lowe (HLTA) / Ms K .Treece-Birch	
Year 4	Mrs N. McPhee / Miss R. Thornton / Mrs A. Weston	
Year 5	Mrs N. Holland / Mrs S. Bannister	
Year 6	Mr M. Aspden / Mrs K. Buck / Mrs D. Kershaw	
SENCO Team	Ms R .Lea / Mrs C. Davidson	

PASTORAL LEAD

Mrs C. Davidson

OUTDOOR LEARNING

Mrs J. Mylecraine (HLTA)

WELFARE ASSISTANTS

Mrs J. Allen

Mrs V. Bailey

Mrs S. Bannister

Mrs K. Buck

Mrs M. Clueit

Mrs D. Kershaw

Mrs K. Millwood

Mrs K. Taylor (Senior Midday Supervisor)

Miss R. Thornton

Ms K. Treece-Birch

Business Manager Miss S. Uttley

Office Administrator Mrs S. Harrison

Site Supervisor Mr D. Lambie

School Cleaners Mr G. Cairns / Mrs S. Connor

BAINES ENDOWED SCHOOL GOVERNORS

Trust Governors Appointed by the Baines' Foundation:
Mr I. Fogg (Chair)

Mrs G. Finney - Headteacher /Ex Officio

L.E.A Representatives:
Rev. J. Atkinson

Teacher / Staff Representatives:
Mrs L. Hedges

Parent Representatives:
Mrs A. Doughty (Vice Chair)
Mrs K. Hardy
Mr R. Cooper

Co-opted Governor Representatives:
Mrs J. Green
Mr M. Parsons
Mrs M. Halsall (Foundation Governor)

THE ROLE OF THE GOVERNING BOARD

All maintained schools have a Governing Board which together with the Headteacher sets the aims and policies of the school. The Headteacher is responsible for the day to day management of the school. Together the Governing Board and Headteacher must ensure the school provides good quality education and helps to raise standards.

The Governing Board:

- is accountable for the performance of the school to the parents and the wider community
- plans the school's future direction
- selects the Headteacher
- makes decisions on the school's budget and staffing
- makes sure the National Curriculum is taught
- decides how the school can encourage pupils' spiritual, moral and cultural development
- makes sure the school provides for all its pupils, including those with special educational and disability needs.

OUR SCHOOL AND CLASS ORGANISATION

Thornton-Cleveleys Baines Endowed School is a seven classroom primary school which accommodates children within the 4 – 11 age range. In Key Stage 1, in line with current Government Policy, all classes are below thirty in size for the whole of the school timetable. This is unless there is an appeal from a family with a Child Looked After.

In Key Stage 2 we have four classes. There is usually 30 in each year group.

Generally the work of the school is undertaken in these classes, although for some activities including games, music and assemblies, larger groups may be involved. A variety of teaching methods are employed as appropriate, including individual, group and whole class teaching. All classes are taught by qualified teachers supported by Teaching Assistants in the morning. In the afternoon, Teaching Assistants are used to support timely and effective Intervention Groups which will help to ensure that all children reach their full potential.

Baines Endowed School has Voluntary Controlled status. This means that some of our Governors are appointed by the Baines' Trust. They are usually called Foundation Governors.

ADMISSIONS POLICY

Children are admitted from the Thornton-Cleveleys area by parental request using the criteria laid down by Lancashire County Council. Lancashire promotes an on-line admissions system as the main means of applying for school places.

At Baines Endowed, we hold an open event in October for all parents interested in their child attending this school. This is advertised locally and on our website.

Where can I find this information?

More information about admission to primary schools can be found on the Lancashire County Council website. For all online applications use this link :-
<https://schooladmissions.lancashire.gov.uk>

Where there are reasons for a paper application being required, parents may contact the Area Pupil Access Team at the Area Education Office in Lancaster: telephone number 01523 581112 or 01524 581163

ADMISSION TO SCHOOL

Children are admitted into the Reception Class annually in September on a staggered intake usually over a two week period.

All 'new' parents are invited to an Induction Evening in the term before their children begin school. The school also arranges for a series of two visits for 'new' parents and children in the summer term. Each child has an opportunity of meeting his or her teacher and the other children in their class. It also gives parents an opportunity to meet the teachers and learn more details about the school's organisation.

THE SCHOOL DAY

The Key Stage 1 & 2 doors open at 8.45am.

The children are brought into school from the time above to prepare themselves for lessons.

The school doors close at 8.50am.

Break - 10.20 - 10.30 am

Lunch - 12.00 - 1.00 pm

Break - Key Stage 1 - pm

School closes at 3.20 pm

THE NATIONAL CURRICULUM

We aim to provide a broad balanced curriculum for the children. In common with all maintained schools in England, our curriculum is based on the National Curriculum. Parents naturally have questions to ask on the National Curriculum; the following will provide answers to some of them.

The National Curriculum consists of 10 subjects which all children must study, but we try to include these in a Creative Curriculum.

English	Computing
Mathematics	Music
Science	History
Physical Education	Art
Design & Technology	Geography

In addition, schools must provide Religious Education.

The general aims of the curriculum of the school are to extend children's knowledge of themselves and the world around them, to develop their skills and concepts as individuals and to help them to relate to others. The school, as a community, pursues these aims with an emphasis on the spiritual, intellectual, emotional, physical and social development of the children. These general aims are not identified within separate areas of the curriculum, but pervade all the work of the school. The National Curriculum identifies Mathematics, English, Science and ICT as core subjects. The school will ensure that children are given a thorough grounding in these subjects in particular.

Children are encouraged through specific teaching to understand fundamental **Mathematical** concepts and skills (including the confident use of mental mathematics) and then apply them in problem solving and investigational situations.

Similarly in **English**, skills in talking and listening, reading and writing are developed so that children can communicate effectively and imaginatively.

In **Computing** we encourage the children to develop the skills taught throughout the year groups in order to become independent learners.

In **Science** we seek to nurture the skills and knowledge of genuine scientific enquiry and exploring for themselves, in order to develop the experience of experimenting and discovering.

In **Technology**, the application of science and design to solving problems illustrates the link between theory and its application in practical situations.

The broader curriculum incorporates **Geography and History** in which children are encouraged to view analytically the world past and present and attempt to identify patterns and trends.

The aesthetic elements of the curriculum including **Art and Craft, Music and Drama** where we seek to encourage children to express themselves creatively through a variety of media.

In **Physical Education** and Games, a planned programme of activities helps to develop children's awareness of space and co-ordination including skills relating to individual and team games. Coaches from external organisations work with the children in PE for part of the year throughout each year group.

The school seeks to achieve all of the above aims with a curriculum which builds on the knowledge and skills of previous years to enhance learning throughout all subjects in all year groups.

Religious Education encourages children to understand the nature of religion, discover their unique individuality and appreciate the nature of Christianity and other religions. Teaching is nondenominational and will be in accordance with the Lancashire Agreed Syllabus of Religious Education introduced in 1994. Acts of worship are held on a daily basis. Children may be exempt from these gatherings after a written request. Separate provision is made for pupils of parents who withdraw their children for reasons of conscience.

CURRICULUM INFORMATION

ART

We give high priority to helping the children gain the skills and knowledge to express themselves in visual form in both two and three dimensions. Opportunities are given for children to develop an understanding of the work of famous artists and architects, as well as explore materials and techniques to develop their own individual style, evaluating their own and others' work.



Art has many links with other subjects, particularly technology, and is used to support and enrich other areas of the curriculum, both in and out of the classroom. Through discussion with the children, their work is displayed throughout the school to encourage a sensitive and creative awareness of attractive displays.

COMPUTING

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures.

Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future.

At Baines Endowed Primary School we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community in this ever changing technological world. We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We are well equipped with IT infrastructure including laptop trolleys, iPads and interactive display screens in all classrooms.



The school has a policy to guard against the children having unauthorised access to the Internet and E-Mail. A copy of this policy is available in school.

School utilises a robust filtering system and monitors internet use. Daily updates alert senior leadership to any inappropriate or worrying internet searches.

DESIGN TECHNOLOGY

In this subject the children develop their skills for designing and making through practical classroom activities focusing on structures, mechanisms, textiles, food, and in the higher classes, computer and electrical control. They learn to select and use a variety of tools, equipment and materials for their work. They are involved in evaluation during the whole process, including evaluating their end product.

The children follow three projects during the year, resulting in them making a quality finished product which is designed for a purpose. Technology is closely linked with other subjects such as science, art, music and ICT.

ENGLISH

At Baines Endowed Primary school we are determined that every pupil will learn to read and write, regardless of their background, needs or abilities. We aim for all pupils to make sufficient progress to meet or exceed age-related expectations. Our English curriculum is split into different strands which are:

- **Speaking and Listening**
- **Reading**
- **Writing**
- **Phonics and Early Reading**

Speaking & Listening

Listening carefully and responding appropriately in class discussions is given a high priority in all our work throughout the school. The children are actively encouraged to express their own ideas clearly and to take pleasure in the use of the spoken word. Talk partners, group work and role-play activities are used effectively throughout school to help ensure that all children have the opportunity to be involved in all lessons.

Reading

We believe that from their earliest days in school children should be encouraged to gain confidence and fluency in the important skill of reading for pleasure and for information. We therefore prioritise reading across the whole school as we believe that it is the most vital skill needed to access the rest of the curriculum.

We have an extensive range of reading material for all children in school. The reading books are colour banded and shows an indication of progression across the Book Band levels within a primary school. We encourage children to read a vast range of genres in order to develop a love of reading.



Guided reading is taught in every class. EYFS and Year 1 follow the Little Wandle Letters and Sounds reading practice sessions, whereas Year 2 and above follow the Lancashire guided reading carousel approach, where children will read with their class teacher once a week and the other days will complete work closely linked to the section of book they are focusing on that week.

We have a well equipped library in school where all the children have the opportunity to choose a book to share with someone at home throughout the week.

Writing

The children complete short and extended writing tasks in all areas of the curriculum which helps develop their skills in writing for a wide range of purposes. From the end of Year 1 to Year 6, children are taught to write in a cursive style which follows the 'Letterjoin' handwriting programme. Once children have completed a writing task, they will have the opportunity to edit and improve their own work from feedback given from the teacher. We actively encourage children to check and improve their writing in every subject.

Phonics and Early Reading

We follow the Little Wandle Letters and Sounds Phonics programme within our school. We believe that our Phonics Programme and rigorous approach to reading and writing will enable all our pupils to become successful, fluent readers and writers by the end of Key Stage 1 and go onto developing their love of reading into Key Stage 2 and beyond. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Baines Endowed, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

GEOGRAPHY

In Geography there are four main areas of study:

Locational knowledge where the Key Stage 1 children begin by naming the local places on a map of the United Kingdom and move onto locating the counties in the United Kingdom. Then the children progress onto naming the continents and oceans on a world map. In Key Stage 2 the children become more familiar with identifying regions and naming some counties on a map of the United Kingdom. The children develop their ability to name and locate the countries of the world along with the main oceans and seas.



Place knowledge where the children understand geographical similarities and differences through the study of human and physical geography of the local area, a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography where the children describe and understand key aspects of:

- physical geography, including: hot and cold places, the weather, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork which involves map work, compass directions and fieldwork in the local area. The use of technology is encouraged.

HISTORY

We aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is carefully structured to allow children to make links between current and previous learning. Teachers use the long-term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the past to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. Historical concepts are built into each history lesson, together with substantive and disciplinary knowledge.

Historical Concepts

- Continuity and change
- Cause and consequence
- Similarity
- Difference
- Significance

Substantive Knowledge

- Facts
- Information
- Vocabulary
- Knowing about main events, people and periods
- Coherent chronological understanding

Disciplinary Knowledge

- Ask perceptive questions
- Think critically
- Weigh evidence
- Sift arguments
- Develop perspective and judgement
- Make connections
- Draw contrasts
- Analyse trends
- Use methods of historical enquiry
- Use evidence to make historical claims
- Discern how and why contrasting interpretations of the past have been constructed

There are many opportunities for the curriculum to be enriched through historical visits, artefacts, visitors and events held in school.

LANGUAGES

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life.

Spanish is taught to all classes in Key Stage Two. While the emphasis is on active learning to engage, motivate and develop oracy (through the use of games, songs and activities), reading, writing and grammar are also studied.

MATHEMATICS

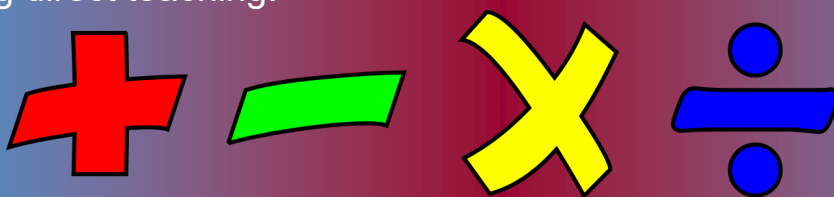
Mathematics follows the mastery approach which aims to ensure that all pupils have mastered key concepts before moving on to the next topic.

A typical Maths lesson is divided into three areas:

Mental Starter is where the children practise their Maths skills through mental work. This usually involves revisiting a topic that has recently been taught. Sometimes it provides an opportunity to assess the children's level of understanding immediately before a topic is taught.

Direct Teaching involves the teacher introducing the lesson through a related Maths problem then teaching the practical, written or mental methods that they need to solve the problem and extending the knowledge that they already have.

Independent Learning provides an opportunity for the children to work on their own or with a partner on an activity that directly relates to the content that was taught by the teacher during direct teaching.



MUSIC

The children take part in musical activities that encourage the understanding of pitch, rhythm, melody, harmony, timbre and dynamics using musical instruments or the voice. We encourage the skills of listening, appraising, performing and composing.

All Reception, Year 1, Year 2 and Year 5 children have the opportunity to take part in weekly Wider Opportunity sessions where they practise their musical skills whilst learning to play various instruments.

The Lancashire Music Service can provide tuition in school for strings, woodwind, brass and guitar. More information can be obtained from the School Office.



OUTDOOR LEARNING



We value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum. All children participate in Outdoor Learning lessons once a week with two Outdoor Learning members of staff. This covers the class teachers' PPA (Planning, Preparation and Assessment) time.

Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom including undertaking fieldwork and enquiry based-work in the local area.

PHYSICAL EDUCATION

Our Physical Education work aims to develop and help children master children's fundamental movement skills, coordination and encourage a positive attitude to physical activities, fitness and a healthy lifestyle.

The Key Stage 1 children develop their skills through movement, dance, gymnastics and the use of small and large apparatus both inside and outside.

The Key Stage 2 children are taught skills and principles of various team games such as football, netball, cricket, rounders and individual activities such as gymnastics, dance, outdoor adventure activities and athletics.

Key Stage 2 children in year 4 also take part in a weekly swimming programme.

Extra-Curricular Activities: Children throughout Key Stage 1 and 2 have lots of opportunity to take part in breakfast, lunch and after-school clubs including: dance, football, netball and acrobatics. Qualified coaches lead playground games at lunchtimes and children from across the school.

PSHE AND RSE

The school follows a structured programme from Kapow that prepares children to become honest, productive and healthy members of society. The PSHE and RSE combined curriculum is broken down into specific units which are built on each year. These units are:-

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Parents have the right to withdraw their child from the Year 6 sessions 'Conception' and 'How babies are developed in the womb and born' but this must be in writing and discussed with SLT/PSHE and RSE Lead. All other lessons are now part of the statutory framework so all children will be taught these throughout their time at Baines.

RELIGIOUS EDUCATION

At Baines, we follow the Lancashire syllabus for Religious Education. Our approach is to learn **about** religions and **from** other religions. Whilst Christianity is the main religion covered, the children are also given the opportunity to explore Islam, Buddhism, Hinduism and Judaism, to enable the children to make reasoned and well-informed judgements about religious and moral issues in the world today. RE is also explored through other areas of the curriculum: history, geography, art, drama and literacy. Our aim is to equip the children as citizens of a modern multi-cultural world: to develop a positive attitude to others; show respect; tolerance and understanding.

Acts of Worship



We have regular visits from the ministers of local churches who lead our school assemblies when children are encouraged to reflect on themes of a moral nature. We also encourage visits from people who are able to talk about different religions. During the year, we visit places of religious significance when appropriate: local churches, synagogues and mosques.

Parents do have the right to withdraw their children from any RE lessons or Acts of Worship if they wish. Requests must be put in writing to the Headteacher.

SCIENCE

Science is an important part of the curriculum that enables children to understand the world around them.

All the children in the school follow a sequential scheme of work that requires them to carry out investigations and fair tests for themselves. During their science work, the children are encouraged to find links and patterns that enable them to draw conclusions. ICT is used to help the children log their data and present the results of their experiments. Science vocabulary is promoted on displays to encourage children to use it.

STUDENT COUNCIL

We have a Student Council who are elected in May following the British Democratic process. They meet regularly under the supervision of a member of staff and a staff Governor. The Student Council consists of two children from each class who are involved in decision making in school.

SPECIAL EDUCATIONAL NEEDS

Pupils enter school with different capacities, strengths and abilities and although all pupils follow the same pattern and sequence of development they do so at different rates. Class teachers will devise programmes of work designed to provide experiences and develop skills and capacities appropriate to the needs of all individuals and with regard to the requirements of the 1999 regulations.

Children's progress is constantly monitored and where appropriate, children will be identified as needing SEND support and individual targets will be set. Parents are always consulted about SEND provision and play a vital role in the process of responding to children's needs. Gifted, talented and able pupils also have additional needs and it is the policy of this school to strive to provide stimulating extension work for these pupils. Parents who are concerned about any aspect of their child's progress are encouraged to talk to staff.

Children with additional needs are generally thought of in the following four broad areas as identified in the SEND Code of Practice January 2015.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental needs
- Sensory and or Physical needs

Children will be identified as needing SEND support or as having an Education Health Care Plan (EHCP). They will be set termly small step targets through an Individual Education Plan (IEP). This process involves suitable resources, as well as adapting the curriculum, support and teaching needs of the child. Each child's progress is monitored and assessed regularly to ensure that IEPs remain relevant to the child's changing needs.

The school has close links with specialist support agencies. Extra support is provided by a range of specialists including specialist teachers, Speech and language therapists and Educational Psychologists.

Our Governor Mr Ian Fogg is our appointed SEND Governor. Ms Rachel Lea and Mrs Cheryl Davidson form part of our SEND Team.

HOMEWORK

All the children do some work at home to help support and extend their work in school. As the children begin the first stages of independent reading, we encourage them to continue practising their reading at home. The children keep a reading diary so that parents and teachers can make comments about the child's progress. **We believe that an important part of progress in reading is understanding the story and the meaning of the story.**

Older Key Stage 1 children will also be asked to learn a number of spellings at home and complete some maths work.

Key Stage 2 children will do work at home on a regular basis. We consider it is important that they learn to do this in a systematic way. The amount of work given is appropriate to the age of the children concerned. The children keep details of their week's homework in a homework diary which we ask parents to check and sign.

DIGITAL LEARNING PLATFORM

Children should be able to learn at home should the need arise to close the school or a school bubble. Children who are isolating for any reason should also be able to access the class teaching. Therefore, Baines Endowed have created a policy (Home Learning Policy) which will be followed by staff to ensure that lessons are taught in the most compatible way for children to access the curriculum and continue to make progress through difficult times.

EXTRA-CURRICULAR ACTIVITIES

A wide range of extra-curricular activities are offered throughout the year. Some extra-curricular clubs are available only to specific year groups depending on the nature of the activity.

Educational visits feature regularly within our curriculum. We believe that visits into school by members of the wider community, or trips out of school, enhance our curriculum and inspire our pupils to excel at all they do.

CONDUCT IN THE SCHOOL

We encourage excellent behaviour to help children learn effectively and reach their full potential. School has been awarded the Gold Behaviour Award from Lancashire County Council.

Our expectations are based on our three rules of safe, respectful and ready

We expect children to work hard, listen attentively and behave in an orderly manner. We also expect them to respect the staff, each other's personal well being, property and views, and begin to take responsibility for their own actions.

How we help the children to live up to our expectations

The school has a positive approach to good behaviour which begins with the work we provide for the children. Our objective is to ensure the school curriculum is interesting, yet challenging for them. We believe this helps to give the children a desire to learn and also encourages them to take a pride in all their work. Through our work in assemblies, acts of worship, Religious Education, and our PSHE work, we encourage respect between all members of the school community.

At all times we encourage self-discipline. We reinforce positive examples of behaviour such as good work or politeness with praise. This may be a simple word of encouragement, a reward sticker or a Dojo point.

Every week we give two children from each class a merit certificate in assembly for high standards of work, trying hard to produce good work, or showing kindness and consideration to others.

All the children have the opportunity of earning team points for good behaviour or good work. A trophy is presented to the winning team each week and at the end of the year, there is a reward for the winning House.

There is a Headteacher Award presented in Merit assembly on a Friday, again for something that the child has been seen completing well. We have a School's Values Board in school which is used to reward children who are displaying our School's Values.

Stickers are given out by our welfare staff to reward good behaviour, helpfulness and politeness and two lunchtime awards are presented in Merit assembly every Friday.

Occasionally it may be necessary to punish a child who has fallen short of the expectations we set for behaviour. The sanctions that we use are appropriate to the age of the child and to the misdemeanour. It may vary from a simple reprimand to the formal loss of play time. At times, it may be necessary to contact the parents of the child. The school reserves the right to temporarily or permanently exclude children in very extreme cases of inappropriate behaviour. In such cases parents or guardians have the right of appeal. A full copy of our school Behaviour Policy is available on request and on the school website.

Any form of bullying is always taken seriously and the school operates an Anti-Bullying Policy. Our school Anti-Bullying Policy follows the Lancashire guidelines and is available on request and on the school website. There is no corporal punishment or any form of rough handling of the children in school.

ATTENDANCE

Every Day Matters!

Regular attendance at school is very important in your child's education. In school we operate an electronic registration system which enables us to track attendance and follow up issues of concern. As a school we are held accountable for our attendance rates and have to submit termly attendance rates to the DfES.

Family holidays during term time are discouraged. However it is appreciated that occasionally parents do need to take their children out of school for a short period of time – authorisation for which needs to be given by the Headteacher. A holiday request form, obtained at the Office or from the website, would need to be completed by parents and authorisation given by the Headteacher **BEFORE** the holiday is booked.

PLEASE NOTE that authorisation will only be given in exceptional circumstances. Holidays taken will incur a Penalty Notice.

We also place great importance on punctuality. The school doors open at 8.45am. The bell goes in school at 8.50am and this indicates the start of the school day. If a child arrives after 9.10 am; he or she will be recorded as late.

The school regularly operates a late gate and any child arriving at school once the doors have been closed has to report to the Office where their lateness is recorded in a Late Book. When your child has been late for school three times, a meeting will be set up with our Pastoral Lead to help address any issues you may have. If this continues, school will refer the matter to the School Attendance Service for advice.

ABSENCE FROM SCHOOL

If your child is absent from school, please contact the school office on the first day of absence or as soon as is practically possible. If you have not contacted the Office by 9.30am then a member of staff will contact you to find out the circumstances of your child's absence. If we cannot get hold of an adult, then school will conduct a home visit.

REQUESTS FOR CHILDREN TO GO OUT DURING SCHOOL HOURS

The children are not allowed to leave the premises during school hours. It is appreciated, however, that parents may need to take their child to a doctors or dentists appointment. It is important that a written or verbal request is received by the Office or class teacher from the parent or guardian, who when collecting the child, should go to Main Reception and sign the child out. Appointments should be shown as evidence of these requests.

ILLNESS IN SCHOOL / EMERGENCY CONTACT

From time to time children are ill or have accidents during school hours. It is therefore necessary for us to have places of employment, telephone numbers and other important details so that we can contact parents.

A form asking for this information will be given to parents of children starting school. Parents are requested to notify school of any changes of employment or telephone numbers immediately so that our records are kept up-to-date.

TABLETS / MEDICINES

Children are not allowed to bring tablets or medicine to school.

However, parents may complete an 'Administration of Medication' request form, available from the office or on the school website. A full copy of our Medical Conditions Policy is available on request and on the school website.

Older children who have asthma should keep their inhalers with them at all times – inhalers for younger children will be stored safely in the classroom and will have access to them as required. Please inform the school if your child suffers from this condition as you will need to complete a Care Plan, which will be kept in school for our reference.

Please contact the school for advice if your child needs medication for a chronic condition on a long term basis.

BICYCLES AND SCOOTERS

Parents are strongly advised that children should be accompanied to school on their bicycles because of the amount of traffic on the roads. Should parents decide to send Year 5 or Year 6 children to school on their cycles unaccompanied, they are strongly advised to ensure that they can control their cycles safely in traffic.

However:

- Parents are advised that cycles are stored in the open and should be locked to the cycle rack located in the Station Road playground;
- Cycles and scooters must not be ridden through the playgrounds;
- Parents are strongly advised that children should wear helmets when cycling;
- There is a storage facility for scooters in the playground opposite The Bay Horse and therefore children should ensure that their scooter is located there.

CHILD PROTECTION / SAFEGUARDING

Schools have obligations to monitor the education, care and welfare of pupils. In response to the requirements of Child Protection and Safeguarding Procedures, Lancashire County Council requires all schools to include the following statement in their brochures:

"Because of day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of school staff that a child may have been abused, the school is required, as part of the local Child Protection Procedures, to report their concern to the Social Services Department immediately."

A duty is placed on all schools to report any evidence that a child in their care is being abused. As a parent or guardian you should be aware that it is our statutory duty to contact Children's Social Care or any other relevant service when we find unexplained physical injury, abrupt changes in behaviour, an unexplained failure to thrive or a child discloses information which needs investigating.

SECURITY

All parents who need to enter the school should use the main entrance which is located on School Road. All other entrances and gates are secured so that they cannot be accessed from the outside.

CHARGING POLICY

The Governing Body of the school has decided to adopt the charging policy as laid down by Lancashire County Council. Briefly this states that education during school hours must be free of charge. Schools may, however, invite voluntary contributions in support of any activity organised by the school staff (for example, a school trip or a Theatre Company visit), but there is no obligation for parents to contribute.

A charge can be made for board and lodging arising from residential visits, except in the case of those families who are finding finances difficult or for those in receipt of the Pupil Premium Grant. In such cases, parents are invited to discuss financial arrangements/constraints with the Headteacher to sort out how school or the Trustees may be able to help with the situation. However, before any activity such as a school trip, a letter will be sent to all parents setting out the purpose of the trip and asking for contributions in line with the policy outlined above.

CHARGING POLICY FOR PERIPATETIC MUSIC TUITION

General Notes

A fee will be charged to all pupils receiving school based peripatetic tuition.

Annual charges will be reviewed to ensure that the fees cover tuition costs each year and parents will be notified of any changes to charging arrangements.

Pupils who miss lessons because of absence or forgotten instruments will not receive a credit unless the absence is long term (3 weeks or more) due to personal illness.

If you wish to withdraw your child from instrumental tuition you should notify the school bursar in writing giving a minimum of one terms notice with payment.

Fees should be paid half termly or annually in advance.

Governors are determined that the ability to pay should not restrict pupils' access to peripatetic music. Parents are invited to discuss financial arrangements/constraints with the Headteacher.

No guarantee can be given regarding the number of pupils in a tuition group at any one time. This will vary according to the needs of the pupil and the group, but there will be an opportunity for both individual and group tuition throughout the year.

Pupils using school instruments will be expected to cover the cost of any repairs required during the loan period. Parents may prefer to consider rental/purchase as a first option.

INSURANCE

The County Council's insurance arrangements in relation to children and parents are as follows:

The County Council's liability insurance arrangements provide protection for the County Council in respect of claims for compensation made by a person suffering bodily injury or damage to property due to some act or error of the County Council.

These arrangements are in respect of the County Council's legal liabilities only and it should be noted that the County Council does not automatically accept liability for any injury or damage which may occur, as it would have to be proved that the County Council was legally responsible for the injury or damage suffered, i.e. that it was at fault.

Where an injury or damage to property arises due to some act or neglect of a Third Party, (i.e. some person or organisation other than the County Council), any resultant claim for compensation would have to be directed towards the Third Party and not the County Council.

If a person suffers a bodily injury where no-one is at fault, there would be no legal grounds for pursuing a claim for compensation against either the County Council or a Third Party.

However, this is a risk which can be covered by a Personal Accident Insurance Policy which provides limited benefits in respect of injuries suffered by the insured person, regardless of legal responsibility.

Parents could arrange such cover on a general 'all risks' basis, applicable throughout the year, or specifically for a particular event, (e.g. a school visit or holiday). It is understood that the National Confederation of Parent/Teacher Associations has such insurance available. In any event, advice could be sought from an Insurance Broker or Insurance Company.

SCHOOL UNIFORM

School uniform is an important part of school life as it makes the children feel part of the school and instils a sense of identity and belonging. All pupils attending the school require the uniform listed below and the P.E. Kit. All articles of clothing which a child brings to school should be clearly labelled with the name of the child.

The children wear a uniform based on the school colours of burgundy and sky blue. Most of the items are available from the large chain stores or catalogues i.e. Marks & Spencer or other stockists. Sweatshirts, polo shirts, T-shirts embroidered with the school badge, and shorts are available from school.

Uniform (*available from school):

Shirt*	Sky blue polo shirt
Trousers	Grey Formal Trousers – short or long
Skirt or Pinafore	Grey
Sweatshirt*	Burgundy with school crest
Cardigan*	Burgundy with school crest
Socks	Plain grey or black
Tights	Plain Grey
Shoes	Black School Shoes

In the summer months, a **PINK** checked gingham dress may be worn with white socks and white, pink or black sensible shoes/sandals.

P.E. KIT (*available from school):

Sky blue T-shirt *
Burgundy shorts *
Burgundy jogging trousers*
Black Pumps

The children need to wear thin soled pumps when working on the PE apparatus in the hall. Training shoes are hard and inflexible when the children are on the ropes etc. and could be the cause of an accident. Training shoes are, however, acceptable for PE work on the playground or the field. A P.E. Bag is available from the school.

OUTDOOR PE WORK

During their time in school, the children may play team games during PE lessons or in extra curricular clubs such as football, netball, hockey, rugby, cricket or athletics. Strong trainers should be worn by all children. Track suits are recommended for outdoor PE during the colder months.

HAIRCUTS

Radical haircuts such as shaved heads, as is the fashion at the moment, will not be allowed. If children attend school with any such style they will be sent home. Hair longer than shoulder length must be tied back with a plain bobble. A plain headband may be worn and plain clips used.

PERSONAL BELONGINGS

For children's safety and to prevent the loss of valued items, jewellery should not be brought into school. The only exception to this rule is regarding ear studs which may be worn in newly pierced ears. Please note that only studs are permitted and only one earring per ear may be worn.

During Physical Education and swimming lessons, no earrings at all are permitted. This is the policy of Lancashire Education Authority. Children with newly pierced ears, from which studs are not to be removed, should wear a sticking plaster (provided by parents) over the stud to protect the ear. Please note – children must bring their own plasters and put them on their own ears.

Wrist watches or fitbits may be worn.
Smart watches should remain at home.



If a parent requires a child to bring a mobile phone to school, then this must be handed in to the class teacher on entry to school and will be handed out again at the end of the day. For more information on this, please see our Mobile Phone and Hand Held Devices Policy on the website.

WORKING TOGETHER, PARENTAL PARTNERSHIP

We believe that a close liaison between school and home help ensure that children make the best possible progress. We feel that if we work closely together we can achieve the very best for your child. Parents will be given the opportunity to meet their child's class teacher during a "Meet the Teacher Evening" at the beginning of the Autumn term and during a Parents Evening in the Autumn and Spring terms of each school year. In addition, a written report is provided in July for all children, with the option of a meeting with the class teacher to discuss the report should you so wish.

New parents are invited to attend an Induction Evening before their child starts school. Children are also invited to visit the Reception Class on several occasions before starting school, so that they can become familiar with their new surroundings. Drop in sessions for parents and children will also be arranged during the first few weeks in school. The Reception class also hold Open Afternoons once a half term and the school have a "Read with us" morning every week.

The Headteacher and staff are always willing to discuss the children's progress, give advice and sort out any difficulties that may arise. Normally teachers are pleased to take messages and see parents on minor matters at the beginning of the school day. Matters requiring longer discussions can more easily be given the attention they need at the end of the day. The class teacher should be all parents' first point of contact, then the Assistant Headteacher of that Key Stage if a problem or issue has not been rectified. The Headteacher will, however, make every effort to see a parent who has a problem, whatever the time.

HELPING IN SCHOOL

Many parents express a desire to help the children while they are in school. Obviously this is beneficial in that it emphasises and strengthens the partnership that exists between parents and the school. On a more practical level, it often means an extra pair of hands in the classroom! If you wish to become a classroom volunteer, then please contact our Headteacher – Mrs Finney. We do however encourage parents to help in classes where they do not have a child, as we find this more beneficial all round.

FRIENDS OF THE SCHOOL ASSOCIATION

The School has a "Friends of Baines Association" (often referred to as FOB). All parents are automatically enrolled as members of this association. Its aims are simple:

- The bringing together of the School and the local community at a more informal level than, for example such occasions as Parental Interviews.
- The raising of funds which can be used to enrich the life of the children at this school.

We believe it is important that the children should also be involved in the activities of the association, thus helping in the creation of a family atmosphere.

USEFUL INFORMATION

JB'S / EARLY BIRDS

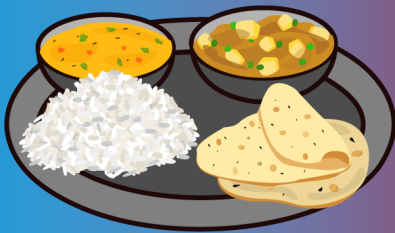
Our Early Bird Club runs every morning from 7.45 to 8.45 am, where the children are then escorted to the classroom by a member of staff. JB's After School Club operates from 3.20 to 5.30 pm. Please contact Linda Barrow on 01253 823420 for more information.

SCHOOL HOLIDAYS

Parents are always supplied with information about school holidays. This is usually sent out at the beginning of the academic year and covers the whole of the following year. A reminder is sent home on all the newsletters provided on a fortnightly basis.



SCHOOL MEALS



All Key Stage 1 children are entitled to a free school meal under the Government guidelines. The children may bring a packed meal to eat in school at lunchtime. A choice of hot meals is available for all children. However, as is now the case, children are able to have school meals for as many days as they require with a packed lunch on other days. Lunch money is collected in advance through ParentMail.

COMMUNICATIONS WITH SCHOOL

Communication in school takes many forms. Staff are always willing to talk to parents before or after school, but please make an appointment at the office. Class Dojo is a wonderful way of the staff keeping in touch with parents. There is a fortnightly newsletter sent out by the Headteacher, as well as any other letters informing parents of activities taking place in school.

School use ParentMail as their main means of communication with parents, but for anyone with no access to a computer or similar device, children will bring home hard copies. School will also make use of texting important information, as well as using our School Face Book page.

TRANSITION TO SECONDARY SCHOOL

All applications for Secondary School must be in by the end of October. Please see Lancashire County Council website for specific dates.

Transition to High School for the Year 6 pupils takes place in the Summer term, with visits from the secondary school staff into our school and with our Year 6 pupils visiting their chosen High Schools.

COMPLAINTS PROCEDURE

Should parents or guardians have cause to make a complaint about any aspect of the work of the school, the Headteacher is always available for consultation and discussion. Most complaints can be mutually resolved during these informal discussions. However, there may be occasions when a parent or guardian feels that the complaint needs further investigation. Under Section 23 of the 1988 Education Act, Lancashire County Council, acting as the Local Education Authority, has laid down a policy for complaints. It is possible that you have some questions about this procedure; the following explanation may help:

WHAT DOES THE COMPLAINTS PROCEDURE COVER?

- The provision of a curriculum, including religious education and worship.
- The implementation of the National Curriculum.
- The operation of the school's charging policy.
- The withdrawal of pupils on education grounds from all or part of the provisions of National Curriculum.

HOW DO I MAKE A COMPLAINT?

An appointment should be made with the Headteacher, who will listen to the complaint and try to settle the issue informally.

If attempts to settle the complaint informally fail, the Headteacher will supply the complainant with the name of the Clerk of the Governing Board and copies of the documents giving full details of the arrangements for considering complaints.

The complainant should then set out in writing the full details of the complaint and send it to the Clerk of the Governing Board. The complainant will also have the opportunity of presenting the complaint orally.

In the first instance the complaint will be heard by the Governing Board. Should this fail to resolve the matter, it will then be passed to Lancashire County Council acting as the Local Education Authority.

A complainant who is still dissatisfied after these arrangements have been exhausted also has the right to complain to the Secretary of State.

Every effort is made to keep this prospectus up to date, but no responsibility is accepted for unforeseen changes which may have to be made from time to time.