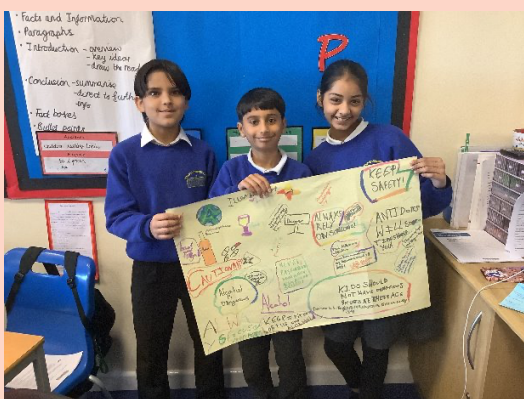


Ethos & Values

Our school ethos is to be welcoming, caring and harmonious. It is built on the firm belief that all learners can succeed and their achievements and individual talents must be nurtured, developed and celebrated throughout their school career. It is our ambition, in partnership with our whole school community, to actively promote our vision of an inclusive, vibrant learning community that values diversity and challenges any kind of discrimination and where every child is valued for their individuality.

Following consultation with our school community, we decided together that our shared values are:

- ◇ Our sense of belonging
- ◇ Care, compassion, empathy and respect for all
- ◇ Feeling safe and secure
- ◇ High standards and expectations
- ◇ Embracing diversity and multiculturalism
- ◇ Honesty and bravery
- ◇ Enthusiasm for learning
- ◇ Effective home-school relationships
- ◇ High quality, creative learning opportunities
- ◇ Collaborative learning
- ◇ Professional, collegial support



Our School Environment

Brandwood is a popular 2 form entry community primary school with 463 children on roll aged between 3 and 11. The building is 117 years old but, due to substantial refurbishment, it offers an outstanding environment, which is reflective of the diverse needs of our learners and the modern world we live in.

The school has 15 classrooms, 2 halls and many additional learning areas that support the delivery of the curriculum and nurture the development of all our children. We have a stimulating playground with climbing frames, quiet areas and sports areas lined with astroturf. In addition, we have an all-weather pitch and a school field for PE.

Refurbishments over the last 10 years have provided the following:

- ◇ **EYFS Outdoor Play Areas** ~ Nursery and Reception outdoor play areas have both been refurbished with new resources and high-quality surfacing to promote stimulating, creative outdoor learning.
- ◇ **The Lilypad Library** ~ An EYFS library and intervention room designed specifically for those in EYFS.
- ◇ **Busy Bees (Transition Room)** ~ An extension of our EYFS (Early Years Foundation Stage) unit to support the transition from Reception to Y1 and Y1 to Y2. The focus in this area is the rapid development and reinforcement of foundational learning through structured play and small group support.
- ◇ **The Orchard Library** ~ A library that contains reading scheme books, class readers, a wellbeing library and a wide range of fiction and non-fiction books to promote reading for pleasure and preference. The Orchard also provides an intervention space for Y4 - 6 children to work in small groups.
- ◇ **The Rainbow Retreat** ~ Refurbished and developed to support those who have recently arrived in the country and are learning English as a new language in KS2 and learners who require additional 1-1 or small group support in Y3-5. It has a range of dual language and interactive IT resources to support learning.
- ◇ **The Haven** ~ A support and intervention room, specifically for KS1 & Y3, complete with iPads and a range of practical and interactive resources to support learning.
- ◇ **The Y6 Intervention Room** ~ A small teaching space, specifically for Y6 children, complete with iPads and a range of practical and interactive resources to support learning.
- ◇ **The Hive** ~ A support and intervention room, specifically for KS2 small group support, complete with iPads and a range of practical and interactive resources to support learning.
- ◇ **Cooking Area** ~ This area was completely refurbished and designed to support the teaching of food technology.
- ◇ **The Sanctuary** ~ A newly refurbished learning space specifically designed to support learners with high SEND needs. The Sanctuary provides a unique, bespoke environment suitable for those with specific speech and language, SEMH (Social, Emotional and Mental Health), sensory or complex learning needs.
- ◇ **The Burrow** ~ An additional inclusion unit designed for high needs SEND KS2 learners. This unit is also where our Speech and Language Team work with children from all year groups at different times of the school day.
- ◇ **Upper Hall** ~ Refurbished to include the installation of a large screen for use during PE, assembly, music and dance and an updated audio system for music.



**Brandwood Community School
Home - School Agreement**

School Staff	Parents & Carers	Learners
Teach the children how to live a healthy lifestyle & provide healthy choices for children who have a school dinner. Encourage sporting talents & a love of play & exercise.	Please make sure that your child is in bed at a suitable time & provide healthy food for breakfast & a packed lunch (if applicable). Encourage sporting talents, play & exercise.	Make sure that you go to sleep at a suitable time & make healthy choices about your breakfast & dinner so that you have good concentration & plenty of energy to enjoy your work & play. Try new sporting activities.
Be in position on time at arrival & dismissal time.	Please make sure your child arrives at school on time & is taken to their designated drop off point to enter school independently or line up with their class teacher. Please collect your child on time & use the nearest gate to exit the playground.	Go immediately & sensibly to your allocated entrance or area to line up in your line place with your class teacher or go straight to your classroom. At home time stay in your line place until your parent or carer arrives.
Praise & reward children for good punctuality & attendance. Follow up any persistent absenteeism & support families to reduce this, where possible.	Please help your child to get up & ready on time. Encourage your child to have excellent attendance & ring the school if they are going to absent.	Get up on time, eat a healthy breakfast, get washed & dressed & ready for school as quickly as possible & attend school every day.
Develop respectful, warm relationships with all members of the class & ensure the school behaviour management policy is adhered to & positive behaviour strategies are fully utilised to set clear expectations in the classroom, at playtimes & around school. Ensure there are opportunities for the children in your class to share any worries or concerns & work with them to solve any issues they may have.	Encourage your child to behave well in school & remember to use their manners. Also, ensure your child shares any worries or concerns they may have with you or a trusted adult about school & then immediately contact school for support.	Listen carefully to the teacher & all members of school staff, behave sensibly at all times, including playtimes & around school, using manners & showing respect to all. Always try your best with your school work & to be a good friend to others. If there is ever a problem, work with your teacher to try to solve it.
Set regular homework & provide a good range of reading scheme & library books for the class to read regularly. Praise children for completing their homework on time & to a high standard. Regularly update the home-school diary with spelling & arithmetic test results.	Please make time to read with your child, encourage them to do their homework & spellings, & bring their homework to school on time. Regularly sign their reading record & praise them for their results.	Read at home every day, learn your spellings & complete all homework on time to the best of your ability. Bring your reading book to school every day. Ask your teacher if you are not sure how to do your homework so you can get some help.
Teach the children how to protect themselves online during computing & PSHE & Relationships Education lessons. Support parents, ensuring they are up-to-date with E-Safety developments.	Carefully monitor how your child uses the internet & have regular discussions about the games, apps & websites they are visiting. Please inform school if you have any concerns & ensure parental locks are in place on the devices they use.	Always keep yourself safe online & ask a trusted adult for help & support if you feel unsafe when online or in any other situation.

Signed: _____ (Class Teacher)

Signed: _____ (Child)

Signed: _____ (Parent or Carer)

School Admissions

Nursery Admission

The school has a 52 place, part-time nursery that offers 26 places for 5 days per week in the morning and 26 places for 5 days per week in the afternoon. The school is responsible for the admission procedure for nursery and this is based on the same criteria used by the Local Authority detailed below. If you would like a place in our nursery, please put your child's name down as soon as possible by ringing the school office on 01204 333444. Once we have received your paperwork, your child will then be added to the waiting list.

Please note, a place in nursery does not guarantee a place in Reception. The Local Authority admission procedure must be followed to gain a place in Reception.

Allocation Procedure

The school admits children into Reception at the beginning of the school year in which they reach their 5th birthday. The school year runs from 1st September to 31st August. The agreed admission limit is 60 pupils per year group in Reception. Places are allocated by the Local Authority (Bolton Council, Town Hall, Victoria Square, Bolton, BL1 1RU, Telephone 01204 333333) according to the priorities listed below. <https://www.bolton.gov.uk/admissions/primary-school-places>

Admission Criteria

All applications will be considered without reference to the parents and carers preference ranking. Those with an Education Health and Care Plan (EHCP) will be offered places first. The following criteria will then apply:

- Priority 1:** Children in Public Care (Looked After Children - LAC) including adopted children who were previously in care and children who leave care under a special guardianship or child arrangements order.
- Priority 2:** Children for whom there is a child protection plan or has been within a 12-month period.
- Priority 3:** Children who will have older siblings in years Reception to Year 6 at the time of application and date of admission. Sibling includes full, step, half, foster and adopted brothers and sisters living at the same address.
- Priority 4:** Children who suffer from a medical condition or disability, which makes it better for them to attend this school rather than another. Medical evidence must be submitted with the application.
- Priority 5:** Distance from home to school. Under this category the remaining places will be offered to the children who live nearest to the school.

Appeals

When no place is offered, parents do have the right to appeal under Sections 94 & 95 of the Education Act 1998. A leaflet explaining the procedure is available from Bolton Council, Pupil and Student Services at Paderborn House, Bolton. Telephone: 01204 332143. Appeals must be made by completing the application form from Pupil and Student Services within 14 days.



School Hours

The School Day

Year	Time	Hours per Week
Nursery 1	8.30am - 11.30am	15 hours
Nursery 2	12.15pm - 3.15pm	15 hours
Reception	8.45am - 3.15pm	32 hours & 30 minutes
Y1 - 4	8.45am - 3.15pm	32 hours & 30 minutes
Y5 & 6	8.45am - 3.15pm	32 hours & 30 minutes

The above times show the compulsory school day which begins at 8:45am and ends at 3:15pm resulting in a compulsory school week of 32.5 hours. For children in Reception to Y6 the school is open in the morning at **8.40am** to allow pupils to be on time to their classrooms.

Parents and carers of children in Nursery - Y4 must ensure that all children are accompanied to and from school by an adult, to ensure their safety. The children in Y5 and 6 may walk to and from school on their own with parent or carer permission, but this must be clearly stated on the annual information collation form. If your child is late (after 9.15am) they must report to the school office to sign in.

Allocated Entrances & Areas for Arrival & Dismissal

	Arrival & Dismissal Area
Nursery	Nursery Entrance
Reception	Reception Entrance
Year 1	Pen to the left of Main Entrance
Year 2	Pen to the left of Main Entrance
Year 3	Front Yard Small Pen
Year 4	Front Yard Large Pen
Year 5	Side Pen opposite Reception
Year 6	Side Pen opposite Reception

Parents and carers (Nursery – Y4) are asked to leave the school yard as soon as possible once their child has lined up with their class teacher in the allocated area. Learners in Y5 & 6 are expected to enter the school yard independently. If there is snow or severe weather (wind and rain), all of the children may be asked to come straight up to their classrooms where they will be met by their teachers.

The school is organised into phases as follows:

Yellow Phase	Nursery & Reception
Green Phase	Y1 & Y2
Red Phase	Y3 & Y4
Blue Phase	Y5 & Y6

Snacks

Nursery and Reception classes have a drink of milk and a healthy snack everyday as part of their continuous provision. At break times KS1, Y1 and 2 children receive a piece of fruit, free of charge. In KS2 a healthy snack is provided for a contribution of £2 per week payable weekly in advance via the cashless system, Parent Pay. All children are provided with their own water bottle and are encouraged to drink water throughout the day.

Breaktimes

Year Group	Time
Y1 & 2	10.15am-10.35am
Y3 & 4	10.40am-11am
Y5 & 6	11.05-11.25am

Lunchtimes

Year	Time
Reception	11.30am-12.15pm
Y1 & 2	11.45am-12.30pm
Y3 & 4	12.15-1pm
Y5 & 6	12.30pm-1.15pm

At lunchtime the options are to have a school meal, a packed lunch or to go home for dinner. Our school dinners are popular with varied menus including meat, vegetarian and halal options. Meals are cooked in our own school kitchen, which has a 5-star food hygiene rating, by qualified staff under strict hygiene regulations. A copy of the menu is available on our school website.

Currently the government are funding school meals for Reception and KS1 (Y1 and 2) so there is no charge if your child is in these year groups. If you wish for your child to have a free school meal, please contact the school office.

If you would prefer your child to have a packed lunch the contents must be healthy and balanced. Packed lunches must be in a sealed container or bag with your child's name clearly shown. Fizzy drinks are not allowed. Your child will be provided with a glass of water. Packed lunches are permitted from Y1 onwards. Reception must have a school dinner or go home for their lunch.

Those who go home for their lunch must not return to school until the end of their lunchtime (time stated above) due to health and safety reasons, so the staff will be aware that they are on school premises and can be responsible for them. Y5 and 6 may walk home alone if going home for lunch, but any younger children must be collected. Parents or carers with children in different phases may take all their children at a time that has been agreed with school. Parents or carers with children in one phase must take their child during their allocated dinnertime, as stated above. If you have any queries about this arrangement, please contact the school office.

Free School Meals

If you think your child may be entitled to free school meals you will need to apply to The One Stop Shop, Town Hall, Bolton. The contact number is 01204 331590.

Dinner and snack money should be paid through the cashless payment system. Please contact the school office (from 9am - 1pm) to speak to Mrs Ahmed to set up this payment system or if you need any support in making payments.



School Uniform

All children are expected to wear school uniform. The school colours are red and grey. Our school uniform consists of:

- ◇ Red sweatshirt, cardigan or jumper ~ a blue sweatshirt will be provided for Y6
- ◇ Grey trousers, skirt or pinafore
- ◇ White blouse, shirt or polo shirt
- ◇ Black shoes (no trainers please)
- ◇ Optional red and white checked summer dress (during summer months)
- ◇ Optional grey shorts (during summer months)

Please ensure that all items of your child's clothing, including coat and footwear, are clearly labelled with their name and class. The School Uniform Policy is available on the school website.

PE Kit

All children will need black shorts, leggings or tracksuit bottoms, a red t-shirt or long-sleeved t-shirt and black pumps or trainers. A tracksuit or warm comfortable clothing will be needed for outdoor games during the winter. PE kits need to be worn to school on the days when your child has PE to ensure that PE curriculum time can be maximised. Please make sure their PE kit will keep them warm for the whole day depending on the time of the year. Those children who wear head scarves will need a bonnet cap to wear during PE for health and safety reasons.

Medical Conditions

Parents and carers of children with any medical condition must notify the school (via the school office) as soon as possible to complete an Individual Health Care Plan with their child's class teacher. All information will be passed on to the relevant staff members to ensure that all children are supported appropriately in school. This plan of support will be reviewed annually.

Any child who requires medication in school for their medical condition (e.g. asthma inhalers or insulin for diabetic children) will have access to this in their classroom. Parents and carers must complete a 'consent to administer medicine' form and ensure the medication is labelled with the child's full name and class. Please refer to the Medical Conditions Policy on the school website for more information.

Our School Curriculum

Our aim is to ensure that all our learners have access to a broad, balanced, varied and relevant curriculum. The children in EYFS (Nursery and Reception) follow the EYFS curriculum. The children in Y1 - 6 are taught the National Curriculum through our school curriculum, which is divided into topics. Subjects taught include English, mathematics, science, computing, geography, history, art and design, design and technology, music, RE (religious education), PE (physical education), PSHE (personal, social, health & economic) Education and Relationships Education, French (Y5 & 6) and Spanish (Y3 & 4). Detailed information about our school curriculum is available on the school website on <https://www.brandwoodprimaryschool.com/Our-School-Curriculum/>

Statutory Tests

The baseline assessment is completed at the start of Reception and continuous assessments are carried out in the EYFS throughout the year; the results are reported at the end of the school year. Formal assessments are carried out at the end of Key Stage 2 by means of Standardised Assessment Tests (SATs) in addition to teacher assessments for reading, writing and maths. Although from 2024 the end of KS1 SATs are no longer statutory, we believe they will provide an important baseline measure to monitor progress throughout KS2 so the Y2 children will continue to complete them. Y1 take part in the Phonics Screening Check to assess their understanding of phonics and their word reading ability and this is repeated in Y2, if necessary. Y4 children take part in the Multiplication Tables Check (MTC) to assess their ability to recall multiplication tables fluently. Y1 - 6 take part in formal tests twice a year to assess attainment and progress. Every school must publish results of the National Curriculum tests for 11-year-olds and the Phonics Screening Check.

School results and performance tables are published annually and a link to this information can be found on the school website <https://www.brandwoodprimaryschool.com/Information/KS2-Performance-Tables/>. However, this information should be viewed with caution as it is not clear from the tables the progress our learners make from their individual starting points. The most recent Ofsted report can also be downloaded from a link on the school website.

RE (Religious Education) & Collective Worship

Parents and carers have the right to withdraw their child from RE lessons and collective worship. In these instances, parents or carers are required to:

1. Make contact with the school by letter
2. Establish with the Head Teacher or Deputy Head Teacher their concerns, by phone call
3. Establish with the Head Teacher or Deputy Head Teacher the arrangements for withdrawal

Photographs

Cameras, video cameras and digital cameras are useful forms of recording equipment used for educational activities and to record individual achievements. It may be from time to time that photographs are taken of individuals or groups and used for display around school or on the school website (which is password protected), for example educational trips.

If you have any objection to your child being photographed on their own or in a group situation, please make your views known to the school in writing on the annual information collation form.

Accessibility

We have an accessibility plan that ensures full access to the curriculum and enhances our ability to respond positively to children with a range of disabilities. The school has excellent disabled access with automatic doors, ramps and disabled toilets. Senior leaders and school governors have worked hard to ensure this is possible and we are delighted to have disabled access. School admits children according to our admissions policy whether they have a disability or not. For further details our accessibility plan is available on the school website

Attendance

All children must, by law, achieve regular attendance at school. Any absence must be explained as soon as possible preferably by telephone on the first day or by letter on return to school. All medical appointments must be made outside of the school day wherever possible. If this is unavoidable, school must be informed of the time your child will be leaving and returning to school.

Attendance of all children is monitored on a half termly basis by the attendance lead. Any child identified as having attendance below 95.6% is considered at risk of becoming a persistent absentee and therefore their attendance is monitored regularly. Parents and carers will be notified in writing if the attendance of their child is being monitored and will be invited in to school to speak to the relevant senior member of staff, in the first instance, to establish the reasons for the decline in attendance and to provide support for the family to improve this. If attendance does not improve and falls to below 90% this is regarded as persistent absenteeism and is monitored thereafter on a weekly basis. Parents and carers will attend a meeting with the attendance lead and if necessary, the case will be referred to the Local Authority Early Intervention Team, which could then result in a significant fine.

Leave of Absence

Pupil registration regulations state that Head Teachers should not approve leave of absence from school during term time unless in exceptional circumstances. Exceptional circumstances are described as rare, significant, unavoidable and short. If parents or carers feel there are exceptional circumstances as to why their child needs to be absent from school, they must apply in advance by writing to the Head Teacher, explaining the dates and the reasons for requesting extended leave.

Any extended leave of more than 4 days which is taken without authorisation from the Head Teacher will result in the Local Authority issuing a penalty fine (£80 per parent per child if paid within 21 days). To clarify, any absence of more than 4 days will not be authorised unless exceptional circumstances can be proven.

Safeguarding & Child Protection

Due to consistent daily contact with children, schools are particularly well placed to observe outward signs of abuse, neglect, changes in behaviour and failure to develop. Parents and carers should be aware therefore that where it appears or is reported to a member of school staff that a child may have been abused or neglected the school is required, as part of local child protection procedures, to report their concerns to Children's Services immediately. Please see the Safeguarding and Child Protection Policy under the Safeguarding and Child Protection section on the school website for more details. School may also receive information about police attended domestic abuse incidents which have occurred outside of school via Operation Encompass, which provides an efficient channel of communication between police forces and key adults within school. Please refer to the school website for more information on Bolton Encompass.

Health Education

PSHE and Relationships Education are mandatory from the summer term 2021. It is our intention that PSHE (Personal, Social, Health and Economic) Education will be set in the context of our whole school approach to support learners to be safe, happy and prepared for life beyond primary school. The PSHE Education programme of study is reflective of our school ethos and values as they pertain to the learners' social, moral, spiritual and cultural development and our pastoral care system. In particular, Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise potential issues in themselves and others and to seek support as early as possible if issues arise. In response to the 2019 regulations, our school has chosen not to provide sex education, other than that covered by the statutory science curriculum. It should also be noted that parents and carers may no longer withdraw their children from any part of Health Education nor the science curriculum as all are statutory and therefore participation is compulsory. Please refer to the PSHE & Relationships Education section of the school website for the PSHE Education Policy and further information.

Internet Use

Today's children are growing up in a world where online and offline life is almost seamless. This offers many opportunities but also can create challenges, risks and threats. At Brandwood Community Primary School we try to equip our learners with the knowledge to be able to use technology to their best advantage in a safe, considered and respectful way. Consequently, every child in KS1 and KS2 receives an individual iPad to support their learning.

Our school community recognises the importance of treating online safety as an ever-present and serious safeguarding issue and its teaching as a whole school issue and the responsibility of all staff. It is important to protect and educate both pupils and staff and have supportive mechanisms, policies and protocols in place to protect and support the school community. Our thorough filtering and monitoring procedures, supported by Bolton Schools ICT ensure the children are protected when online during school. Please visit the e-safety section of the school website to read for further information and to read the Online Safety Policy.



Homework

Homework expectations will be explained to each class at the beginning of the school year. There will be a homework flyer which details the weekly spellings and the pages for their child to complete from their CGP workbooks (English including phonics, grammar or comprehension & maths). Activities are also set on the online platforms: Bug Club, Spelling Shed, NumBots and TT Rockstars (depending on the key stage the child is working in). All children will receive a reading record to be used for home-school correspondence. Homework will be written in each child's reading record and this will also include a log of spelling and arithmetic test results. Reading records may also be used by parents and carers to communicate with class teachers.

We would appreciate it if all parents and carers could also encourage their child to read regularly at home and sign the reading record. We provide home learning support and workshops over the course of the year in order to help parents and carers support their children with their personal and academic development. If any parent or carer would like any additional information, please contact a member of staff and they will be happy to provide support and advice. Please refer to the Homework and Remote Home Learning Policy on the school website for more information.

Curriculum Enhancement

The staff recognise the importance of learner involvement in the wider curriculum and undertake school clubs on a voluntary basis. The following activities are available, some of which are seasonal: art, reading, computing, cooking, football, cricket, running, rugby and netball.

In addition, class teachers also organise regular visitors to school, educational trips and outdoor learning activities designed to enhance the curriculum, making learning enjoyable and relevant. Please see the gallery section of the school website to view the curriculum enrichment activities that have recently taken place this year and over previous years (Password: brandwood0112).



Equal Opportunities

We are committed to ensuring we meet the educational needs of all the children in our care. Therefore, we are an inclusive school and value the individuality of all our learners. We are committed to providing opportunities for our learners to achieve their potential by having consistently high expectations whilst taking into account the varied needs and experiences of each individual. We strive to narrow any potential gaps in achievement by language, gender, ethnicity, learning difficulties, disability and social deprivation by having due regard for our equal opportunities policy within all areas of teaching and learning. In addition, we provide challenging learning opportunities for identified gifted and talented learners and those who are more able. We offer a broad and balanced curriculum, which is reflective of individual, language and cultural needs. The achievements, attitudes and well-being of all matter to all our staff.

English as an Additional Language

Any child who arrives new to the country is supported initially by the Local Authority through ACIS (Achievement Cohesion and Integration Services) and then by the school through our established induction programme. Any child who is at the early stages of English language acquisition will receive additional support from bilingual teaching assistants who have extensive experience in teaching English as a second language. Parents and carers also receive support during the induction period and beyond to promote effective home-school relationships from the outset.

Special Educational Needs or Disabilities

If a child is experiencing any difficulties, with their learning or behaviour, this will usually be identified initially by the class teacher, who will discuss any concerns with parents or carers and if necessary refer the child to the Special Educational Needs and Disabilities Coordinators (SENDCos) in school. If the child is experiencing specific learning or emotional, social or mental health difficulties the school may contact outside agencies within the Local Authority for assessment, advice and support. The school will inform parents or carers of any referrals made. We also plan to meet the needs of those who are more able in particular areas and need to be extended. The school SENDCo for the Early Years and Inclusion Units is Mrs Jones, the SENDCo for KS1 & KS2 (Y1-6) is Miss Donnelly and the lead SENDCo is Mrs Cameron. In addition, the school SEND Information Report details all aspects of our SEND provision and is available on the school website. Information about Local Authority provision for learners with SEND is detailed in the Local Offer which is available on the Bolton Council website. A link to this can also be found on the school website.

Behaviour & Discipline

Care and respect for learners is central to our ethos. Our behaviour policy is also underpinned by the British Values and UNCRC; we hope to ensure that each child feels valued and is encouraged to become a resilient, independent and responsible individual who shows care and respect for others. An essential part of this is the development of strong partnerships between home and school. If unacceptable behaviour occurs with any child, parents or carers are asked to come into school to discuss how we can work together to solve the problem. We have clear Behaviour Management and Anti-Bullying Policies and all learners are expected to adhere to these. For more information, please refer to these policies on the school website.

Parent & Carer Consultation

There are two main meetings each year for parents and carers; these are held in the autumn and spring terms. At both meetings parents and carers have an opportunity to look around school, speak with their child's class teacher and look at their workbooks. There is also an option to attend these meetings virtually or by telephone consultation. Parents and carers can discuss their child's progress and targets with the class teacher and how they can contribute towards supporting their learning at home. All children will receive a detailed written report at the end of the summer term. The reports for the parents and carers of the children in Y6 will include details of how their child has performed in the SATs (Standardised Assessment Tests) and for those with a child in Y1, the results of the Phonics Screening Test.

The following documents are available on the school website www.brandwoodprimaryschool.com :

1. School Contact Details
2. Admission Arrangements
3. Ofsted Reports
4. KS2 Performance Tables
5. Curriculum Information
6. Behaviour Policy
7. School Complaints Procedure
8. Pupil Premium Information and Reports
9. PE and Sport Premium Report
10. Special Educational Needs (SEN) and Disability Information Report & Policy
11. School Uniform Policy
12. Equality Action Plan & Policy
13. Governors' Information and Duties
14. Charges and Remissions Policy
15. Ethos & Values

Complaints

It is envisaged that most concerns will be resolved through liaison with the class teacher, relevant senior member of staff or Head Teacher. However, please see the Complaints Policy on the school website for further details if necessary.

The information and particulars contained within this prospectus relate to the school year 2026 - 2027 and are correct at the time of publication. It should not be assumed that there would be no changes during that year or in subsequent years. Thank you

