

# LIONEL WALDEN SCHOOL

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Headteacher – Mr. D. Barron



Dear Parents,

The staff and I are pleased to welcome your child to The Lionel Walden School and hope that he/she will be happy and successful here.

Your support for your child and your interest in the school are extremely important to his/her education. The school will try to involve you in its life and work as much as possible. There will be termly meetings where you can talk to your child's teacher about progress and perhaps ways in which you can help. At the beginning of each term, a 'Link Up' leaflet is sent home explaining the programme of work in which the children are engaged, their areas of study and any special items of information about matters such as swimming or P.E. kits.

Your child will be involved in Class Assemblies at least twice a year. These are usually on a Friday and you will be invited into the school hall to watch. A crèche will be provided for pre-school children which will be run by a member of staff. Afterwards coffee will be served in the staff room and there will be an opportunity to meet informally with your child's class teacher.

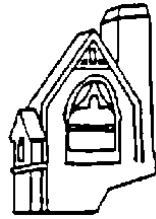
We hope that you will find school a friendly place where you will feel welcome. Any parent who can offer support in school is invited to let the secretary or his/her child's teacher know when they can help. I hope that you will not wait if you have any concerns. The class teachers and I are always available by reasonable arrangement. We will not hesitate to contact you if any problem arises with your child.

This booklet has been produced to give you as much information as possible about the school. In it we have set out our aims, policies and organisation. It is not in any way a total record and if there are any other questions, please contact me and I will try to answer them.

Yours sincerely,

D. J. Barron  
Headteacher

## THE LIONEL WALDEN SCHOOL



**The purpose of the school is to provide quality education, to develop that quality through partnership whilst putting children at the centre of all we do.**

All the systems, structures and policies must be in place to enhance the quality of learning experienced by the children in our care and improve their standards of achievement.

We believe quality education is founded on the strong foundation of basic skills, which are promoted throughout the school, but particularly in the early years.

This strong foundation enables children to benefit from an extensive range of experiences and activities as they progress through the school.

To assist in giving children the best start possible, the staffing policy of the school discriminates in favour of the early years.

We believe in a strong partnership between school and home, encouraging parental involvement in all aspects of the school.

All relationships in school should be founded on respect, courtesy, honesty and fairness.

We expect everyone in school to work to the best of their ability at all times.

**Putting children first**

**Progress through partnership**

## Staff

Headteacher: Mr. D. Barron  
Deputy Headteacher: Mrs. S. A. Barnard-Taylor

Teachers: Miss E. Barker  
Mrs. N. Bayes  
Mrs. M. Gardner  
Mrs. S. Harrison  
Mrs. J. McBeath  
Mrs. F. McLean  
Mrs. S. Pawley  
Mrs. E. Riches  
Mr. T. Russell  
Mrs. E. Shepherd

Supply Teacher Mrs. S. Carter

Pre-School: Mrs. C. Covill  
Mrs. D. Dack  
Mrs. C. Deadman  
Mrs. N. Pope

Secretary: Mrs. L. Clarke

Teaching Assistants: Mrs. M. Dixon  
Mrs. S. Gupta  
Mrs. A. Hawes  
Mrs. L. Herbert  
Mr. M. Huskinson  
Mrs. A. Lee  
Mrs. B. Loizou  
Mrs. K. MacKenzie  
Mrs. K. Naughton  
Mrs. S. Parish  
Mrs. J. Parker-Freeman  
Mrs. D. Riley  
Mrs. M. Rowlands  
Mrs. R. Smith  
Ms. K. Stewart  
Mrs. A. Trevayne-Smith

Midday Co-ordinator Mrs. M. Dixon  
Midday Supervisors: Mrs. S. Brereton  
Mrs. E. Emmett  
Mrs. S. Howard  
Mrs. S. King  
Mrs. C. Lockerbie  
Mrs. L. Webb

Caretaker: Mr. P. Marsh

Cleaners: Mrs. S. Brereton  
Mrs. C. Lockerbie

School Crossing Patrol: Mrs. I. Lilley

School Kitchen: Miss D. Brand  
Mrs. B. Miller

Swimming Teacher: Mrs. E. Hill

## **Governors**

### **Clerk to the Governing Body**

Mrs. L. Clarke

### **Community Governors:**

Mrs. M. Dunham

### **Headteacher:**

Mr. D. Barron

### **Local Authority Representatives:**

Mr. A. Naughton    **Vice Chairman**  
Mr. K. Robinson    **Chairman**

### **Parent Representatives:**

Mrs. V. Casey  
Mrs. J. Dale  
Dr. T. Morris  
Mr. I. Roberts  
Mrs. D. Williams

### **Teacher Representative:**

Mrs. S. A. Barnard-Taylor

### **Support Staff Representative:**

Mrs. K. Naughton

## **Aims of the Lionel Walden Primary School**

- ◆ To enable each child to develop their full potential in each area of the curriculum.
- ◆ To help enable children to fulfil their potential as a human being in all aspects of their character.
- ◆ To help prepare children for adult life.

In meeting these core aims we intend to:-

- ◆ foster in children an understanding and appreciation of moral values and to promote tolerance of other races, religions and ways of life;
- ◆ develop an understanding of the world in which we live and to encourage a love of the arts and sciences;
- ◆ help each child develop a lively, inquiring mind giving them an ability to question and argue rationally and to apply themselves to tasks;
- ◆ fully prepare children for the secondary phase of their education, to teach children to be resourceful, resilient and reflective with the necessary tools to become lifelong learners.

## **OFSTED Inspection**

The school was last inspected in March, 2009. The Report is as follows:

### **Introduction**

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of the school's current drive to raise standards in writing
- the actions the school is taking to raise the number of pupils attaining higher than expected levels
- what the school is doing to raise pupils' awareness of other cultures and faiths in modern Britain
- how the school ensures that pupils are aware of the progress they are making; and
- what they need to do to improve their work.

Evidence was gathered from discussions with governors, the Headteacher, staff and pupils. Inspectors observed lessons, playtimes and an assembly. They also analysed the school's assessment data, a range of other documents, including the school's self-evaluation and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's assessments in those areas, as given in its self-

evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a primary school of broadly average size. The percentage of pupils known to be eligible for a free school meal is low. The percentage of pupils from minority ethnic groups is below average and very few speak English as an additional language. Children start at the school with attainment which is close to that expected for their age and children in the Early Years Foundation Stage are taught in a Reception class. The percentage of pupils who have learning difficulties and/or disabilities is broadly average, as is the proportion with a statement of special educational needs. The majority of these pupils have moderate learning difficulties. The school holds a variety of awards. These include: the Activemark for sports, the Basic Skills Quality Mark, Investors in People, the International Education Award and recognition as a Healthy School. A pre-school group accommodated on the site of the school is managed by the governing body. There is also a breakfast and an after-school club (The Lions' Den) managed by a voluntary committee. These were inspected at the same time as the school.

## Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

## Overall effectiveness of the school Grade: 1

This is an outstanding school that enables pupils to achieve to the best of their abilities, without ever losing sight of the importance of their personal development. This means the school prepares pupils exceptionally well for the next stages of their education and equips them with the skills they will need in later life. The response to the parents' questionnaires reveals that parents and carers are very pleased with the quality of education their children receive. One parent spoke for many when she said, 'We are so lucky, Lionel Walden is a fabulous school.' Another parent was correct when saying, 'There is a strong work ethos throughout the school and the children are always polite and well behaved.' Very challenging targets are set for pupils' attainment. These targets are invariably met successfully because teachers set work that builds very effectively on pupils' previous learning and tracks their progress carefully. They are also very prompt in responding to the needs of any pupil who shows signs of falling behind. The school's accurate and rigorous assessment procedures show that pupils achieve exceptionally well and make outstanding progress. By the end of Year 2, standards in reading and mathematics are above average and standards in writing are well above average. By the time pupils leave at the end of Year 6, standards in English, mathematics and science have risen again, to well-above-average levels. This picture is affirmed by the work seen in lessons

and in pupils' books. Pupils also achieve exceptionally well in a range of other subjects, such as art and design, history, music and physical education. The school's current focus on raising standards in writing is proving to be effective with a larger number of pupils attaining at higher than expected standards than in recent years. A similar picture is also evident in mathematics and science. Success in English is underpinned by the very effective 'Big Write' project, through which the subject leader for English also provides support for other schools. Pupils' speaking and listening skills are also promoted exceptionally well and contribute to the high standards in writing. However, opportunities to extend pupils' learning and develop their thinking through discussion are sometimes missed. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils' enjoyment of school is typified by the comment made by one when he said, 'I like literacy and numeracy best, in fact I love them.' Pupils are clearly inspired by their teachers and excellent relationships between pupils and adults help pupils to become increasingly confident learners. Their attendance is good. The school works very effectively to develop pupils' understanding of other cultures and faiths across the United Kingdom and abroad and its work in this respect is recognised by the International Schools Award. Pupils also make an outstanding contribution to their local community. Behaviour is exceptionally good, with pupils sustaining interest in their learning and exhibiting remarkable maturity when they work independently. Pupils are very knowledgeable about how to stay healthy and safe and the care, guidance and support they receive are outstanding. Measures for safeguarding pupils meet requirements fully. Pupils who have learning difficulties also make exceptional progress and are supported very well.

Teaching and learning are outstanding and the school has a very effective team of teaching assistants who make an excellent contribution to pupils' learning. Teachers take care to involve pupils in assessing their own learning and making certain they know what to do to make their work even better. Teachers have high expectations to which pupils respond superbly. Pupils are very proud of their achievements and their work, to the extent that the quality of presentation is exceptional. Lessons are typically challenging and are planned in great detail, meeting the needs of the full range of abilities very well. Careful consideration is given to building on previous learning and meeting the individual needs of each pupil. Even so, there are isolated occasions when the highest attaining pupils are not stretched as much as they might be. The curriculum is outstanding. While there is a strong focus on promoting English and mathematics, opportunities to develop learning through other subjects and pupils' creativity are not neglected. Pupils are passionate about theme days, when the whole school focuses on a single topic, as typified by the recent science week, with its popular science-homework challenge, enabling parents and their children to work together. Learning is further enhanced by a superb range of additional activities. These include the highly regarded annual productions, in which the superb choir and every pupil take part. The poetry and book club, music ensemble, sign language and sports activities are just some of the well-attended activities arranged out of school hours.

Outstanding leadership and management underpin all this excellent work. The Headteacher, Deputy Headteacher and staff with additional responsibilities enable everyone to feel valued and contribute as part of the very successful team. There are robust procedures for the school to evaluate its performance accurately and to identify areas where it can build on the existing exceptional practice. Governors are fully involved in these processes. They are knowledgeable about the work of the school and are well placed to hold it to account for the quality of provision it makes. They are also great advocates for the school and work very effectively in partnership with the Headteacher to ensure that resources are used wisely and give best value for money. This is exemplified by the thoughtful deployment of teaching assistants and by the excellent work done to improve the quality of accommodation. Further to this, the school has recognised that its outdoor provision would be enhanced by additional playing field area. There is much at Lionel Walden that is worthy of sharing and the quality of the work of the Headteacher in providing guidance and support for other schools is widely acknowledged. The issues identified at the time of the last inspection have been addressed successfully and improvement since that time is outstanding. The school's track record of improving above average standards to well above average and building on its existing strengths means its capacity to sustain improvement is also outstanding.

#### Effectiveness of the Early Years Foundation Stage Grade: 1

The well-organised pre-school play group helps children to make exceedingly good progress, especially in their social and communication skills. This enables them to make an excellent start in achieving the early learning goals for their age. The strong partnership between the play group and the Reception class provides children, and their parents and carers, with an excellent induction programme. As a result children settle quickly into safe and secure routines which are fostered by the high-quality teaching, care and support they receive from staff. Children of all abilities make excellent progress, and by the time they leave the Reception class they achieve above the national average in all areas of early learning. Achievement is particularly good in their personal development and in mathematical skills. Children quickly gain confidence and show great enjoyment in learning and developing new skills. Behaviour is excellent and from an early age children are keen to be involved. The manner in which they respond to each other and share resources is commendable. Language and counting skills are a major part of everyday learning and often involve children working together to solve problems. The leadership and management are outstanding with strong teamwork to ensure that the needs of all children are met through prompt intervention and additional learning programmes where necessary. Resources are used imaginatively to provide an exciting range of learning activities. The outside play space is at present good and used well as a learning resource to support the areas of learning. Nevertheless, further improvements to this aspect of provision are imminent.

## What the school should do to improve further

- Focus even more precisely on providing activities that consistently challenge the
- most able pupils.
- Capitalise on opportunities to extend pupils' thinking and analytical skills
- through discussion.

## Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? Grade 1

Effective steps have been taken to promote improvement since the last inspection - Yes

How well does the school work in partnership with others to promote learners' well-being? Grade 1

The capacity to make any necessary improvements – Grade 1

## Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?

Grade 1

How well do children in the EYFS achieve? Grade 1

How good is the overall personal development and well-being of the children in the EYFS? Grade 1

How effectively are children in the EYFS helped to learn and develop? Grade 1

How effectively is the welfare of children in the EYFS promoted? Grade 1

How effectively is provision in the EYFS led and managed? Grade 1

## Achievement and standards

How well do learners achieve? Grade 1

The standards reached by learners – Grade 2 \*

How well learners make progress, taking account of any significant variations between

groups of learners – Grade 1

How well learners with learning difficulties and/or disabilities make progress – Grade 1

\* Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

How good are the overall personal development and well-being of the learners? Grade 1

The extent of learners' spiritual, moral, social and cultural development – Grade 1

The extent to which learners adopt healthy lifestyles - Grade 1

The extent to which learners adopt safe practices – Grade 1

How well learners enjoy their education – Grade 1

The attendance of learners – Grade 2  
The behaviour of learners – Grade 1  
The extent to which learners make a positive contribution to the community -  
Grade 1  
How well learners develop workplace and other skills that will contribute to their  
future  
economic well-being – Grade 1

### The quality of provision

How effective are teaching and learning in meeting the full range of learners’  
needs? Grade 1  
How well do the curriculum and other activities meet the range of needs and  
interests of learners? Grade 1  
How well are learners cared for, guided and supported? Grade 1

### Leadership and management

How effective are leadership and management in raising achievement and  
supporting all learners? Grade 1  
How effectively leaders and managers at all levels set clear direction leading  
to improvement and promote high quality of care and education – Grade 1  
How effectively leaders and managers use challenging targets to raise standards  
– Grade 1  
The effectiveness of the school’s self-evaluation – Grade 1  
How well equality of opportunity is promoted and discrimination eliminated –  
Grade 1  
How well does the school contribute to community cohesion? Grade 1  
How effectively and efficiently resources, including staff, are deployed to achieve  
value for money – Grade 1  
The extent to which governors and other supervisory boards discharge their  
Responsibilities – Grade 1  
Do procedures for safeguarding learners meet current government  
requirements? Yes  
Does this school require special measures? No  
Does this school require a notice to improve? No



## Organisation

### Pre-School Group

A child may be admitted the term after it has had its third birthday.

Having a school based Pre-School has the advantages of building relationships between home and school prior to children reaching school age, and for the children means a much easier transition into full time school.

The Pre-School aims to achieve a happy, relaxed and secure environment for the children to come into. They will have the opportunity to socialise with their peers and to learn basic skills, which will help them when they enter full time school. The children will also be familiar with the school buildings and other members of the school staff.



Children receive five sessions of three hours in length when they are admitted at the start of the term following their third birthday. A parents' evening for Pre-School children entering school in September is held towards the end of February. The Pre-school group comes under the management and administration of the school and is supported by some county funds. The group has two members of staff present at all times. There is also a rota of parent helpers.

#### Times of Sessions:

Mornings	8.50 a.m. – 11.50 a.m.
Afternoons	12.05 p.m. – 3.05 p.m.

## Pre-School OFSTED Inspection

In March, 2009 our Pre-School underwent an OFSTED inspection and was inspected under the Early Years Foundation Stage Framework at the same time as the school. Please see details of the inspection report earlier in this prospectus.

## Admissions Policy

Children will begin school in the September following their fourth birthday.

In order that the Reception teacher can greet parents and children in a relaxed atmosphere, we have adopted a system of staggered entry. This means that small groups of children will arrive at half-hourly intervals during the session. This system operates on the first day only.

All Reception children will attend school for the morning session only for the first week, but will have the opportunity to attend full time after three weeks. All arrangements regarding admission to school will be explained at the meeting for the parents of new children, held during the summer term.

## **Organisation of Classes**

At present there are eight classes at Lionel Walden. These classes are organised mainly in year groups as follows:-

Class 1	-	Reception
Class 2	-	Year R/1
Class 3	-	Year 1/2
Class 4	-	Year 2/3
Class 5	-	Year 3/4
Class 6	-	Year 4
Class 7	-	Year 5
Class 8	-	Year 6

In September, 2011 all infant classes will be 30 or below. At Lionel Walden School we will strive to keep all classes, both infant and junior, at or below 30. We recognise that at times this may be logistically impossible but our philosophy is one of targeting resources to maintain good adult/pupil ratios. This philosophy is based on the belief that every single child has implications for the workload of the teacher and the organisation of the class. The staffing policy of the school favours the Early Years and as a result the Reception class has an assistant every morning and afternoon. Every class has Teaching Assistant support each morning.

## **School Session Times**

Morning      8.55 a.m. – 12.00 noon

Afternoon    1.00 p.m. – 3.05 p.m.

Children can arrive between 8.45 a.m. and 8.55 a.m. They should go straight to their classroom on arrival. Class teachers will be in their rooms from 8.45 a.m. onwards. The whole school has morning play between 10.40 a.m. and 10.55 a.m. Only the infant children have discretionary afternoon play between 2.20 p.m. and 2.30 p.m.

A school crossing patrol operates outside, along the High Street, for approximately half an hour at each end of the school day.

## Lunches

The lunch hour is from 12.00 noon to 1.00 p.m. Children may have a school dinner. The price as from September, 2011 will be £2.00 per day, £10.00 per week. It is the Local Authority policy that all lunches are paid for in advance, either at the beginning of the week or on the day of having a school lunch. Payment for meals not taken can be carried forward or refunded.



The school has recently taken on the responsibility for providing school meals and we have begun to make significant changes, for example with the menu. Following parent and child consultations in May, 2010, we have made changes based on the responses.

If preferred, children may bring a packed lunch in a clearly named airtight container. Cutlery is not provided (e.g. spoons for yoghurts etc.) Following recent guidance from the School Food Trust, the following drinks are allowed with packed lunches in the dining hall:-

- Water (still or carbonated)
- Fruit juice
- Vegetable juice
- Milk (semi-skimmed or skimmed)
- Plain soya, rice or oat drinks enriched with calcium
- Plain yoghurt drinks

Drinks will be provided by the catering service as normal for children who have hot dinners and they will be following the same guidance.



Children may bring a snack for morning playtime if you so wish. The school operates a healthy snack policy in that no cake, chocolate, biscuits or crisps are allowed at morning playtime. The school also takes part in the Government's National Schools Fruit & Vegetable Scheme whereby a piece of fruit is provided daily for all Key Stage One children.

## Absences

The school would appreciate notification by telephone or letter if your child is absent due to illness. Similarly, prior notice of dental or medical appointments would be appreciated.

## Medicines

If your child needs medicine during the day and you are unable to come in to give it personally, please give the medicine to your child's class teacher together with permission in writing for the medicine to be administered, giving details of

what time the medicine should be taken and how much. If your child is asthmatic please inform the class teacher. Usually children are encouraged to be responsible for their own inhalers.

It is **VITAL** that we have the correct daytime telephone number for you in case your child is ill at school.

### **Clothing**

The wearing of school uniform is strongly encouraged. Uniform consists of white or grey shirt/blouse, navy jumper or sweatshirt (school sweatshirts can be ordered from the secretary's office), grey or navy skirt/pinafore or trousers/shorts. Navy reversible coats are also available to purchase from the school office. Please ensure that **all** clothing is clearly named (including shoes, plimsolls and coats).

### **P.E. Kit**

P.E. kit is required for outdoor games lessons. The kit consists of a white T-shirt, shorts (white or navy) and plimsolls. Once again, this should all be clearly named and kept in a named bag. P.E. kit should be kept in school at all times.

### **Swimming Kit**

For swimming, children need a costume/trunks, towel and a brush or comb. All children are required to wear a swimming hat. The kit should be kept in a named, waterproof bag.



### **Discipline**

We hope to provide the same kind of caring environment that is found in any good home. We believe that everyone should be treated with courtesy and consideration, giving and receiving respect. Everyone should work and behave to the best of their ability.

We should praise and encourage each other's good points. We should be fair and consistent towards each other. We should take pride in our new school and ourselves.

Unacceptable behaviour is normally dealt with by the class teachers. If this behaviour persists, loss of privileges are considered and if necessary parents would be called upon for support.

## **Health & Safety**

Parents and children should normally use the pedestrian access when going to and from school. The school car park is for staff cars only and should not be used as a shortcut for pedestrians.

In the interests of Health & Safety, dogs are not permitted on the school grounds.

## **Wearing of Jewellery**

As a school we have a responsibility to adopt policies and procedures which follow accepted good practice and advice in order to ensure the safety of pupils.

The Local Education Authority (LEA) has issued guidance to all schools on Health and Safety issues relating to the wearing of jewellery, particularly in P.E. and Technology lessons. The LEA advises that for safety and hygiene reasons the wearing of earrings, ear studs and other jewellery (metal or plastic) must not be worn during sporting activities, P.E., swimming and technology lessons.

Please would parents help to ensure that pupils comply with these requirements by encouraging them to leave jewellery at home.

## **Class Assemblies**

Class Assemblies are held in the Spring and Summer terms. Parents are invited to watch their children perform in these. Please note that pre-school children are not permitted into class assemblies. A crèche for these children is provided by members of the school staff.

## **Sex Education**

The staff and Governors of the Lionel Walden School recognize it to be their responsibility to provide sex education for all pupils. They consider it to be essential to the pupils' personal development. It is our policy that the topic of sex education should be covered in Years 5 and 6 as we consider this is an appropriate age group with regards to the maturity and receptivity of the children. It will be covered as part of a wider topic on general health.

It is intended that all pupils will attend these classes, but parents/guardians have the right to withdraw their children from sex education lessons if they so wish.

To help parents make an informed decision on this matter, at the beginning of the summer term a meeting will be held at which parents can view the videos used to support these lessons and ask any questions they may have. After this meeting, we will ask all parents to sign a form either giving or withholding

permission for their child to take part in the ensuing lessons. Once parental permission has been given, any points raised/questions asked will be dealt with frankly and honestly as they arise.

Sex education lessons will normally be taken by the child's class teacher as it is felt that children will feel more comfortable and able to ask questions of an adult they know well.

In the summer term all Year 5 children will watch a video on menstruation which will be followed by a further explanation if necessary and a question and answer session. At this stage, girls and boys will receive these lessons separately as we feel this will allow both sexes to ask questions more freely.

The following year, when children are in their final term at this school, they will watch the menstruation video again, this time as a mixed group. They will also watch a video on the subject of puberty and the changes this brings. This part of the course will be more detailed and will cover the subject of human reproduction, pregnancy and birth.

### **Parents' Evenings/Reports**

There will be an open evening each term where you will have the opportunity to meet your child's class teacher and discuss your child's work. In the summer term, you will receive a written report detailing progress in each subject and any National Curriculum results if your child is at the end of a Key Stage. The autumn term parents' evening is an opportunity mainly for you to discuss how your child has settled in. In the spring term you will be able to look at your child's work followed by an appointment to discuss progress with your child's teacher. In the summer you will receive a detailed report. Having received this report, you will be given an opportunity to discuss it with your child's teacher.



### **Health Promoting Schools Initiative**

Since Spring, 2003 Lionel Walden School has been involved with the above mentioned project. Mrs. Barnard-Taylor is co-ordinating our work in this field and she has attended a training programme organised by the Local Educational Authority. We are reviewing our work in Personal, Social and Health Education as well as Citizenship. The Governing Body has updated our Sex Educational Policy. From September, 2010 we have focussed on two specific areas relating

to the initiative: - improving exercise and healthy eating. Water coolers have been installed in each classroom.

## **Annexe**

The Governing Body worked very hard in 2003/2004 on overseeing the construction of a new building programme at the rear of the school. The programme, involving the provision of a permanent brick-built structure, has now been in full operation for four years. This new structure has significantly improved our accommodation in the following ways:-

- by providing an ICT suite;
- by providing increased space for both the Pre-School and the Lions' Den Out of School Club in a purpose built permanent structure;
- by providing additional teaching/storage space.

## **Local Schools Working Together**

The schools in the Chatteris area have joined together to set up a partnership project. Lionel Walden School is involved in this venture in which local schools collaborate on a number of activities including sporting events and an annual Rotary Music Concert.

## **International Educational Award**

The school has been successful in achieving an International Education Award from The Central Bureau in London. This award recognises the school's work in promoting International Education during the past year. An action plan was followed which included developments in International Education throughout the curriculum. This was led by Mrs. Barnard-Taylor, our Deputy Headteacher. In the Summer Term 2002, each class focused on a different country for a week as part of the project. Evidence was sent to London for assessment in July of that year. We successfully achieved the award again July 2006 and more recently in 2009. We shall continue our work in this important area to promote and foster tolerance and understanding of different customs and cultures.



## **Basic Skills Quality Mark**

At Lionel Walden we have always given Basic Skills a high priority and in October, 1998, our school was successful in achieving the Basic Skills Agency Quality Mark for Primary Schools. The Basic Skills Quality Mark for Primary Schools is intended to provide a framework for the continuous improvement of the basic skills of all of the pupils in a school.



The ten elements of the Quality Mark are set out below.

1. A whole school strategy, including an action plan, to improve performance in basic skills.
2. An assessment of pupil performance in basic skills in the school.
3. A target for the improvement of the school's performance in basic skills.
4. Basic skills improvement plans for pupils underattaining in the school.
5. Regular review of the progress made by each pupil underattaining in basic skills.
6. A commitment to improving the skills of staff in the school to teach and extend basic skills.
7. The use of a range of teaching styles to improve basic skills.
8. The use of appropriate teaching and learning material to improve basic skills.
9. The involvement of parents in developing their children's basic skills.
10. An effective procedure for monitoring the action plan and assessing improvement in performance in basic skills.

In September, 2001 we were awarded the Basic Skills Quality Mark for a second time and in October, 2004 for a third time. We are now one of the few schools in Cambridgeshire to have been awarded the Quality Mark for the fourth time (2007). We have held the Quality Mark for more than ten years and in September, 2010, received the 10 Year award. This renewal of the Quality Mark involved an external assessment against the original ten elements as well as an additional assessment relating to improvements since the last award.

### **National Healthy School Status**

In December, 2006 we were successful in achieving the National Healthy School status. This required the school to meet criteria in four core themes: personal, social and health education; healthy eating; physical activity; and emotional health and well-being. These criteria relate not only to the taught curriculum but also to the emotional, physical and learning environment that the school provides. This status has now been extended to 2011.

## **Curriculum**

### **English**

We place a great importance on the teaching of English, as it is fundamental to so many areas of study.

From their first day in the Reception class children are encouraged to listen to stories as well as talk about and enjoy books.

The National Literacy Strategy's phonic programme is used as well as additional material in the Reception class and beyond. Children learn the letter sounds very quickly with this enjoyable and motivating scheme.

When children are ready, in addition to books to share, they will also have a book from our structured reading scheme. In the early stages children will also have word tins – these help to build a strong bank of letters/words that the child knows on sight. Your child will be encouraged to bring his/her books home every day.

The school follows the framework of the National Literacy Strategy and staff have received extensive training in this during the past two years. The lessons follow the general format of the Literacy Hour, which involves the progressive teaching of reading and writing skills.

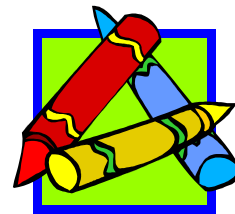
Spellings are taught from a list of frequently used words. From an early age, children will have spellings to learn and weekly spelling tests.

Written work is usually topic-inspired and it is from children's own writing that grammar and punctuation are taught at the appropriate times.

Importance is placed on correct letter formation and pencil grip from the start. Older children usually do handwriting practice once or twice a week, younger children more frequently.

If you would like a sheet showing the style of lettering we use, please ask your child's teacher.

Children begin to use joined writing in Years 2 and 3.



## Mathematics

We have adopted the National Numeracy Strategy throughout the school which involves a daily mathematics lesson and emphasises whole class teaching.



Children also work in groups or pairs depending on the activity.

The National Numeracy Strategy enables the teacher to organise their time in order to maximise efficiency. Within each group, children are given scope to explore each concept to their full potential. The Mathematics curriculum involves both practical and number activities. We believe that a sound knowledge of basic mathematical skills is important, therefore from Year 3 the children will be expected to learn multiplication tables and will be tested regularly.

Although the learning of mathematical skills is important, more important still is the implementation of the skills in a real context. For example the class may contain a shop in order to give children the opportunity to handle money. The children will also be expected to collect and analyse data concerned with a particular topic.

## Science

Our topic system has been structured to cover National Curriculum Programmes of Study for Science. Through the teaching of scientific skills we hope to

encourage a scientific outlook. Science education helps children to make sense of the world around them. Scientific activities such as investigating and problem solving help children develop their learning by encouraging their natural curiosity.

### **Religious Education**

The school follows the County's agreed syllabus in Religious Education, which is taught through our topic work. A daily act of collective worship is held either in the school hall or in classrooms. Parents have the right to withdraw their children from R.E. lessons and from the daily act of collect worship.

### **Information Communication Technology**

The school has been engaged in extensive development in this area. Substantial investment has been made in hardware in previous financial years and we now have a fully equipped ICT suite. A new scheme of work has been developed and staff training carried out. The school has developed its own web site, which can be accessed through the Cambridgeshire County Council pages and is linked to the Internet through a broadband connection.



More recently the school has purchased interactive whiteboards for all classrooms.

### **Topic**

Much of our Design and Technology, Humanities and Science are taught through Topic Work. We have a two-yearly topic cycle and themes are chosen to incorporate the Revised National Curriculum. At present topics are:

Class 1	Ourselves, Festivals, Toys, Buildings, Minibeasts, Transport
Class 2	Home and School, Our Local Area
Class 3	Florence Nightingale, The Great Fire of London, Doddington, An island Home
Class 4	Anglo Saxon, Our Local Area, Romans/Vikings
Class 5	World War II, Tudors, A Village in India, Egypt, Village Settlers
Class 6	Ancient Greece, Water, Coasts and Rivers
Class 7	The Victorians, Famous People, Traffic and Pollution
Class 8	Rivers and Mountains, Indus Valley, Ourselves

Our topics have been cross-referenced with the Science, Technology, History and Geography National Curriculum Programmes of Study. Within each topic, account is taken of the need to focus on particular subjects for individual lessons.

The termly Link-Up will include details of the forthcoming topic. If you have any interest or expertise in your child's topic, please inform the class teacher. Topic work may include a relevant field trip to give the children first hand experience. A voluntary contribution may be asked for, to help fund transport etc.

### **Sporting Aims and Provision of Sport**

The school provides opportunities for children to play a wide variety of sports. At the lower ages children concentrate mainly on skills to enable them to fully participate in team games at a later stage. These sports include football, netball, athletics, swimming, hockey, rounders, and kwik cricket.



As well as having a weekly timetabled hall session for P.E., children also have a weekly games session. The school has ample hardcore area with two netball courts, and a junior sized football pitch. In the summer months, the field is marked for rounders, kwik cricket and athletics. There is a sandpit for long jump and high jump.

The range of extra-curricular activities at the school includes many sporting clubs comprising football, netball and athletics. The school participates fully in team games with other local schools in all sports including the athletics afternoon and swimming gala.

### **Organisation of Teaching and Learning**

We believe in a balanced approach and use a variety of methods depending on the aims of the lesson. Class teaching, ability groups, mixed ability groups and individual teaching all have their place and each teacher employs a mixture of methods depending on the learning objectives involved.

The Governors have decided to allocate the discretionary time to the following areas:-

- Extra time spent on basic skills of English and Mathematics, particularly in the younger age groups.
- More investigative Mathematics work.
- Swimming lessons.
- Special events, e.g. Productions and Class Assemblies.

- Personal, Social and Health Education.

## Resources

The school is extremely well resourced enabling the highest quality education to be provided for the children in our care. The new Lionel Walden School was officially opened on 30<sup>th</sup> April, 1993. The extensive building programme took over a year and has resulted in new classrooms, hall, kitchen, administrative area, group room, changing room, staffroom, library and major landscaping work to the school grounds. During the Autumn of 1998, two further classrooms were built which came into use in January, 1999. The school now has eight permanent classrooms. Most of the equipment in the school is new and each class is well resourced in all areas of the curriculum including Information Technology. Each class has a computer, associated equipment and software programs. In 2004 the school has built and equipped a new ICT suite. During the financial year 2005-2006 the school invested in additional ICT equipment (see Information Communication Technology). Previously the school enhanced its outdoor play facilities. The school has also recently installed an Early Years Foundation Stage outside play area which enables the Reception and Pre-School children to have constant access to outside learning and play.



## Extra Curricular Activities/Visits

At present the staff are involved in the running of extra curricular activities both at lunch times and after school. These include:-

- Netball Club
- Recorder Clubs
- Football Club
- Choir
- Chess Club
- Art Club
- Reading Club
- Computer Club

The children have an opportunity to take part in educational visits, usually connected with topic work. There is also a residential trip organised for the older children.

In 1995 the school received an Educational Extra Distinction Award. This recognised the quality and range of extra curricular activities on offer at Lionel Walden School.



### **Music Tuition**

Children who have a particular ability have a chance during the school year to play a musical instrument and receive weekly lessons from a peripatetic music teacher.

### **Charging for School Activities**

The 1988 Education Reform Act revised the law on charging for school activities. It requires the Local Education Authority and Governing Body to draw up its own policy in respect of charges and remission arrangements.

#### *Items for which children may be charged*

Our policy is:-

1. Individual instrumental music tuition – a termly charge will be made for the hire of musical instruments.
2. Extra curricular activities – no charge will be levied.
3. Board and lodging on residential visits – parents will be charged.
4. Educational visits and swimming in school time – we will continue to ask for contributions. The cost of these outings is too expensive for the school to fund and may be cancelled if contributions are not forthcoming. Sports outings will be funded by the school.

### **Assessment and Testing**

In accordance with the National Curriculum, the work and progress of your child will be regularly assessed. In the Reception class and Years 1, 3, 4 and 5 this assessment is mainly teacher-based, supported by standardised tests. In Years 2 and 6 this Teacher Assessment is supported by Standardised Assessment Tasks (SATs). We hold a parents' evening to explain the SATs in the summer term for parents of Year 2 and Year 6 children.

### **Children Act 1989**

It may be helpful to parents/carers to know that the law (Children Act 1989) requires all school staff to pass on information which raises concern that a child may be at risk from non-accidental injury, neglect, emotional or sexual abuse.

This procedure is intended to protect children and schools are encouraged to take the attitude that where there are grounds for concern it is better to be over-cautious than to risk a child's safety. They therefore have an unavoidable duty to contact Social Services.

Occasionally, this duty on Headteachers means that they must risk upsetting some parents by reporting a concern which, on investigation, proves to be unfounded. In these circumstances, it is hoped that parents/carers will appreciate how difficult it is for schools to carry out this delicate responsibility, and accept that the Headteacher was acting in good faith and had to take these steps in the best interests of the child.

## Special Educational Needs Policy/Inclusion

At Lionel Walden School we are determined to meet the educational needs of all our pupils.

The school caters for the needs of all pupils with special educational needs with and without statements. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the model of special educational needs assessment and provision recommended by Cambridgeshire LEA. **Individual consideration is also given for more able pupils.** They are placed on our Special Educational Needs register at School Action and any special/differentiated work is recorded as necessary. The Special Educational Needs co-ordinator is responsible for overseeing assessment and provision.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school. We have recently updated our Special Educational Needs Policy in the light of the new Special Educational Needs and Disability Act. We aim to include all pupils in the full range of school activities on offer. Later this year we will be devising an Accessibility Plan in line with the aforementioned Act.

A copy of the Special Educational Needs policy is available on request.

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Headteacher, or to a parent governor. If you speak to a governor, he/she will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you ***within five school days***. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint at their next meeting and contact you ***within five school days from the date of the meeting***.

## Accessibility

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is

different and we view differences as an opportunity for adults and children alike to learn more about themselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information. The school has a policy for supporting children with special educational needs which is revised every year. This policy is available in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information the school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of school and home working in partnership.

## Homework Policy and Guidelines

We appreciate how important the links between home and school are and the need for us to work together to ensure a good education for your children. This partnership starts as soon as children enter Playgroup. Many activities and ideas can be found in our Pre-School Advice to Parents booklet and Playgroup Admission to School document.

We believe that it is important that children begin to bring 'work' home from a fairly young age. Playgroup children can bring books home to share.



Our approach to homework varies throughout the school according to the age of the child. As children get older and go on to their secondary education, the 'work' brought home becomes greater. The one thing that remains constant throughout is the fact that it can only benefit the child if we have your support.

From Reception onwards, when the teacher feels it is appropriate, our policy is to send home words to be learnt, reading books to be read and enjoyed, spellings and tables. The words to be learnt usually apply to Reception, whereas

the other activities may apply throughout the school. Guidance from the class teacher will accompany these activities.

Towards the end of Year 6 to form a link between the primary and secondary phase, the children will increase the amount of homework and variety. This is preceded by a letter of explanation asking for your support. The children will usually have homework twice a week, which is recorded in Homework Diaries. This indicates when it was set, what has to be done and by when. Please check your books weekly and help your child to get into a good routine for getting their work finished. We also ask you to sign your child's Homework Diary each week.

### General

If children are off school because they are sick, then we would not send work home. We would make the assumption that they are not well enough to work.

It may happen that a child is off for a length of time, though is well enough to do some work at home. In these circumstances the teacher and parent agree what should be done in consultation with the Headteacher.

It is not school policy to give homework to children who take holidays in school time.

If you have any queries about homework, please see your child's teacher.

## **Cultural Policy**

### The Entitlement

Our vision is that each child attending Lionel Walden School, whatever their circumstances, will have opportunities to experience a range of cultural activities. This vision sits within the broader County Council commitment to raising the profile of the cultural agenda for people of all ages.

### Why Promote Culture for Children and Young People?

The enjoyment and sense of achievement provided by cultural experiences are important in their own right and can have a lasting influence on children and young people. They provide an opportunity for individuals to find their strengths as well as new leisure interests. They offer ways for children to understand the diverse and complex world around them and learn skills of leadership and team working. Such experiences can also boost self-esteem and help children become more confident and successful learners. We also recognize the potential of culture for improving community life.

The Department for Culture, Media and Sport has identified 'Children and Young People' as one of its five strategic priorities in working towards improving the quality of life for all through cultural and sporting activities. Cambridgeshire Culture takes account of this priority and many other national initiatives.

### **What Do We Mean By Culture?**

Culture plays a pivotal role in the fabric of our society, but definitions and interpretations of culture vary. Lionel Walden takes a broad view to encompass traditional and popular performing and visual arts and literature, as well as wider-reaching aspects of heritage, history and socio-cultural belonging.

More specifically we are adopting the following interpretation of culture as:-

***a combination of all the processes involved in creating, presenting, understanding and learning about seven activity areas:***

- ***the visual arts*** (including 2 and 3D work, public art, graphic design, textiles, fashion, ceramics, wood and stone carving, metalwork and photography);
- ***the performing arts*** (including dance, drama, musical performance, physical theatre, storytelling, street arts, carnival arts, festivals, puppeteers, performance poetry and circus);
- ***film and media*** (including the making, recording and editing of animations, games, websites, film and music);
- ***literature*** (including libraries, books and press, poetry and prose);
- ***sport and health*** (including Olympic and non-Olympic sports, outdoor education, rural and urban trails and walks, cycle networks and the rights of way network);
- ***heritage*** (including museums and archives, the built and natural heritage/environment, landscapes, coast, parks and gardens);
- ***tourism*** (including food and drink, attractions, tourism initiatives, cultural tourism).

### **Our Key Principles**

Lionel Walden Primary School will adhere to the following key principles in all aspects of its support for cultural activities:-

- All cultural activities should be of the highest quality;
- A broad range of cultural experiences should be promoted;
- There should be equitable and inclusive access to opportunities for children;
- Activities should promote intercultural understanding and community cohesion by offering an insight into, and opportunities for sharing in, the cultural lives of different groups and communities;
- Collaboration will be proactively promoted with a range of other partners: the Local Authority, community-based and professional providers of cultural activities.

***Our vision is for a broad entitlement to cultural activities for all children who attend our school***

These will be offered in both formal and informal settings and by a range of providers. However, we wish there to be a 'guarantee' to a minimum entitlement of cultural activities for all children at Lionel Walden School. This will hopefully lead to children developing an enthusiasm for at least one cultural activity, which they can develop both within and beyond school.

### **The Guarantee**

We therefore commit to providing a guarantee to cultural activities for **all** children in our school. This guarantee includes the opportunity for children to:-

- see a professional standard live performance of music, dance or drama;
- participate in a performance, whether as a performer, organizer or technical support;
- see an exhibition of high quality visual art;
- engage with library and/or archive services;
- visit a cultural centre, for example, a museum or heritage site;
- participate in a sporting or outdoor pursuits event;
- participate in a residential outdoor or environmental education experience;
- work with, and learn from, an expert practitioner in the fields of music, story telling, poetry, the visual arts, dance, drama or sport.

Activities might form part of the school curriculum or be offered outside the school day.

## **Home-School Agreement**

From September, 1999, all schools were required to have a written 'home-school agreement', drawn up in consultation with the school and parents. We conducted an extensive consultation involving parents, children, staff and governors. Our agreement which is set out below is an important document which sets out our aims and values as well as detailing responsibilities and expectations.

### **Lionel Walden Home-School Agreement**

We believe your child has the right to the very best education.

As parents, you share responsibility with us for the education of your child.

Research shows that children do best at school when their parents and teachers work together.

This partnership agreement sets out the way in which we, the school, and you, the parents, can work together. It should be read in conjunction with the school's Information Booklet, which outlines the school's aims and ethos in detail.

### **The School's Agreement**

The school will try to:

- \* treat ..... fairly, care for her and ensure her safety and wellbeing;
- \* ensure that she is well taught and that she achieves her best in all aspects of school life;
- \* help her to develop a sense of responsibility and to be considerate of others;
- \* provide a range of subjects and extra-curricular activities to meet her individual needs and interests;
- \* keep you well informed about general school matters and, in particular, about her progress as well as any difficulties;
- \* be welcoming at all times and offer you opportunities to become involved in the daily life of the school.

### **The Parents' or Carers' Agreement**

I/We will try to:-

- \* ensure that ..... attends school regularly, on time and with everything she needs;
- \* inform the school of any problem which might affect her work or behaviour, or about any concerns regarding her education;
- \* support her with reading and other home learning activities as outlined in the school's Information Booklet;
- \* support school policies and rules as outlined in the school's Information Booklet;
- \* attend parents' evenings and discussions about her progress;
- \* encourage her to join extra-curricular clubs which interest her;
- \* help and encourage her to keep her agreement.

### **The Pupil's Agreement**

I will try to:-

- \* come to school on time each day;
- \* bring the things I need every day and look after them properly;
- \* keep the school's dress code, wear school uniform if possible, and be neat and tidy;
- \* work hard and do all my classwork and any homework as well as I can;
- \* behave well and be polite and helpful to others;
- \* help to look after the school and keep it free from litter.

## **Family Holidays in Term Time**

As you know, pupils of school age must, by law, attend school regularly. The legal framework is that schools are not required to authorise absence for term-time holidays, although they do have the discretion to grant up to 10 school days in any school year. (Schools cannot authorise more than ten school days absence in any one school year unless there are exceptional circumstances.)

Please do not ask for leave of absence for a family holiday in term-time if you can possibly avoid it. Should this prove absolutely unavoidable then please make a written request at least two weeks before the date when you plan to go away, stating the reason why you feel that you are unable to arrange this holiday during the published school holiday dates.

We will consider each request for term-time leave on an individual basis and will take into account a range of factors. The most important considerations will be your child's previous attendance record and the effect which any absence is likely to have on his/her educational progress and social stability. If your child's attendance level is below 95%, a request for holiday during term-time will not be authorized.

Parents should not expect all requests for term-time leave to be granted and, whilst we recognise the disappointment that this may cause, we hope that parents will understand the reasons for the school's decision. Should parents take their child out of school for the purposes of a holiday without first requesting authorisation from the school or should they take a child on a holiday when authorisation from the school has been requested but has not been granted then any absence which is accrued as a result will be recorded as unauthorised.

Should you request leave of absence for your child for the purposes of a term-time holiday and this is granted it is very important that your child comes back to school promptly at the end of the holiday.

## **COMPLAINTS PROCEDURE**

All maintained schools are required to have in place a complaints procedure. We hope that ours will help to ensure that most complaints are resolved quickly and smoothly and as close to the source of the misunderstanding or problem as possible. In this way complainants can feel assured from the outset of a fair hearing, in line with a defined procedure for dealing with issues that have not immediately been resolved. We also hope that a staged framework might prevent an early and unnecessary escalation of the problem. In addition, we will ensure that lessons learned from the investigation of complaints will prove useful to improve the school's policy and practice.

Our Complaints procedure:

- Is simple to understand and use – with straightforward, well publicised stages;
- Encourages resolution of problems by informal means wherever possible;
- Is easily accessible and publicised – with complainants knowing exactly where, how and to whom they should complain;
- Enables swift handling within established time-limits – with complaints being dealt with promptly, effectively and professionally within stated time limits at as early a stage as possible and with complainants being kept informed of progress;
- Enables effective action – with action being agreed and reviewed and complainants being kept informed of progress throughout each stage of the procedure;
- Is impartial, ensuring a full and fair investigation by an independent person where necessary – with an assurance that, beyond the first informal stage of investigation of a complaint against an individual, the subject of the complaint will not deal with it but will instead refer it to his or her manager or Chair of Governors where appropriate;
- Is non-adversarial – with opportunities provided for resolution without conflict;
- Is confidential – with respect for people’s desire for confidentiality;
- Addresses all the points at issue – with provision of an effective response
- Provides information and enables development – providing information, where appropriate, to the school’s senior management team and giving opportunities for the school to consider changes to current practice on the basis of what complainants are saying.

Those involved in the complaints process will ensure that it takes place in the context of the requirements of Child Protection, Special Educational Needs and other relevant procedures.

A full copy of the Complaints Procedure is available from the school office.

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## The Lions' Den Out of School Club

There is an out of school child care facility situated at the rear of the school. Our aim is to give your children a happy and safe environment in which to enjoy themselves, and for you to have peace of mind while they are with us. We hope the following information will be of help to you.

HOURS	Term time - 7.45 a.m. to 8.45 a.m. (Breakfast Club) - 3.05 p.m. to 6.00 p.m. (After School Club)
AGES	4 years (provided they are at attending school full-time) - 11 years
FEES	£3.25 per day per child for Breakfast Club £2.50 per hour per child for Out of School Club (there is a minimum charge of £2.50 and a cancellation charge of £2.50 if less than 24 hours notice is given (except for illness). This applies to the Breakfast Club as well.

It is our aim to give equal opportunities to all children, regardless of ability, race or colour, within the physical limits of our premises.

Please tell us if your child has any problems so that we can try to meet their needs.

Do not hesitate to come to us if you have any problems or complaints so that we can deal with them promptly. We will do our best to ensure the children's well-being.

If your child is booked in and cannot come, we must be informed, so that we know that the child is somewhere safe. Also any places booked, but cancelled, giving less than 24 hours notice, will be subject to a cancellation charge (except for illness).

*Lynn Clarke*

Lynn Clarke

For and on behalf of  
The Lions' Den Out of School Club Management Committee



## THE LIONEL WALDEN SCHOOL ASSOCIATION

Dear Parents,

Welcome to the Lionel Walden School. As parents you are invited to attend our Annual General Meeting, which takes place at the beginning of the school year. The exact date will be notified by letter. You are under no obligation to join the committee but you will be most welcome if you wish to do so. Election of officers takes place at the AGM. The current Chairman is Jo Dale.

The Association was set up to promote good relationships between parents and staff, to raise funds for the benefit of the children of the school and to organise social activities for the children and parents.

With funds raised we aim to purchase items that the children might otherwise not have had in school. For instance, in the past we have been able to buy computers, an incubator, a workbench, puzzles, books for the library, and musical and sports equipment, among many other things. In recent years the School Association has provided funds for a whole school pantomime trip, a Risograph copying machine and many other resources for the school. Fundraising events have included children's discos, Christmas and Summer fairs, coffee mornings, a quiz and a fashion show. However, we are always on the lookout for new fundraising ideas.

The committee meets in the evenings at school, approximately once a month. Most parents feel the benefit of greater involvement in school life. If you have any queries about the Association, please do not hesitate to contact a member of the committee.

Yours sincerely,

*Jo Dale*

J. Dale  
Chairman

SCHOOL TERM AND HOLIDAY DATES  
2011/2012

**2011**

Training Day	Monday, 5 <sup>th</sup> September
Autumn Term opens	Tuesday, 6 <sup>th</sup> September
Half Term	24 <sup>th</sup> - 28 <sup>th</sup> October
Autumn Term closes	Friday, 16 <sup>th</sup> December

**2012**

Training Day	Tuesday, 3 <sup>rd</sup> January
Spring Term opens	Wednesday, 4 <sup>th</sup> January
Half Term	13 <sup>th</sup> - 17 <sup>th</sup> February
Spring Term closes	Friday, 30 <sup>th</sup> March

Training Day	Monday, 16 <sup>th</sup> April
Summer Term opens	Tuesday, 17 <sup>th</sup> April
May Day	Monday, 7 <sup>th</sup> May
Closure Day	Friday, 1 <sup>st</sup> June
Half Term	4 <sup>th</sup> - 8 <sup>th</sup> June
Summer Term closes	Friday, 20 <sup>th</sup> July

**End of KS1 (Year 2) TEACHER ASSESSMENT RESULTS 2010**

		Percentage of pupils at each level and above			
		Level 2+	Level 2B+	Level 3	Disapplied children
<b>Reading</b>	<b>School</b>	<b>80</b>	<b>63</b>	<b>34</b>	<b>0</b>
	National	85	71	25	0
<b>Writing</b>	<b>School</b>	<b>77</b>	<b>63</b>	<b>0</b>	<b>0</b>
	National	80	58	12	0
<b>Mathematics</b>	<b>School</b>	<b>86</b>	<b>66</b>	<b>23</b>	<b>0</b>
	National	90	73	20	0

**End of KS2 (Year 6) TEST RESULTS 2010**

		Percentage of pupils at each level			
		Level 4+	Level 5	Pupils not entered #	Pupils Absent
<b>English</b>	<b>School</b>	<b>79</b>	<b>34</b>	<b>0</b>	<b>0</b>
	National	81	33	0	0
Reading	<b>School</b>	<b>86</b>	<b>46</b>	<b>0</b>	<b>0</b>
	National	84	51	0	0
Writing	<b>School</b>	<b>71</b>	<b>25</b>	<b>0</b>	<b>0</b>
	National	71	21	0	0
<b>Maths</b>	<b>School</b>	<b>89</b>	<b>39</b>	<b>0</b>	<b>0</b>
	National	80	35	0	0

# pupils working at the levels of the tests, but unable to access them.