

# RAGLAN INFANT SCHOOL

## PROSPECTUS



2009-2010

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## AIMS

- To provide teaching of the highest quality.
- To meet the needs of all pupils by providing a balanced, diverse, well planned curriculum.
- To provide a safe, caring, stimulating environment where all children can thrive.
- To promote an ethos where everyone is valued and consistently treated with respect and consideration.
- To meet the development needs of all our learners, children and adults.

## MISSION STATEMENT

Raglan Infant School is committed to working in partnership with parents to provide the best possible education for our children.

We are a large Infant School where every child is significant and individual.

Staff and Governors together create an environment where children can feel secure, happy and motivated to learn; there is a sense of belonging; mutual respect is strongly fostered.

Within this environment effective teaching and learning take place.

## EQUAL OPPORTUNITIES

We enjoy the diversity of the different cultures, religions and abilities within our school.

Our school is a place that brings our community together and increases understanding, tolerance and respect. We reject and oppose discrimination in any form. We respect the dignity of all people regardless of gender, race, age, physical or mental ability or family circumstances.

We aim to offer each child an equal opportunity to fulfill his or her potential. All children share the right of access to the full range of the curriculum. Racist Behaviour from children, staff and/or parents is totally unacceptable.

We expect the full encouragement, support and commitment of everyone involved in our school towards achieving these aims.

## SCHOOL ORGANISATION

Raglan Infant School is a community school. This means that the Local Authority (LA) controls certain aspects of the school. The main areas controlled by the LA are Admissions, Religious Education and the composition of the Governing Body.

## GOVERNING BODY

The schools Governing Body is a group of people made up as follows:

- Four governors nominated by the LA (Local Authority)
- Five parent governors elected by the school's parents,
- Two teacher governors elected by the teachers,
- One governor from the support staff,
- The Headteacher governor
- Four additional governors co-opted by the rest of the governors

A clerk from the LA completes the team. The Chair and Vice Chair are elected at the first meeting in the school year. Much of the work of the governing body is done by committees.

Parent Governors are very happy to pass on any suggestions to the Headteacher and staff. Staff at the school work closely with the Governing Body; we are all here to provide the best conditions possible to enable the children to flourish.

Copies of the minutes of each meeting of the full Governing Body (approximately one per term) are available in the office. The school produces a School Development Plan, which is reviewed and revised annually. It sets out clearly what the school's aims and priorities are, what we want to improve and how the school budget is allocated and managed.

A list of the current Governing Body is given in appendix 1.

## STAFFING

A well-qualified and experienced teaching team, ably supported by Teaching Assistants, a Nursery Nurse, an Administrative team, a Playleader Team and the Site Maintenance team staffs our school. A list of staff is given in Appendix 2.

## CLASS ORGANISATION

The school is a four-form entry Infant school, with 60 places part-time nursery; therefore there are 30 places available each morning and afternoon in the Nursery. Our nursery is always oversubscribed and we regret that it is impossible to offer places to all our future reception children.

Each class is as similar as possible to other classes in the year group; for instance we try to keep the number of boys and girls equal.

The children are taught in a variety of ways, and group teaching, individual teaching and whole class teaching all take place.

Usually classes remain the same from reception to year 2. However, there may be some reorganization of classes if we feel it is in the best interests of the children.

## DATES AND TIMES

The current term dates are given in appendix 3.

### SESSION TIMES

		Morning	Afternoon
School sessions	Foundation Stage	8.50am – 11.30am	12.45pm – 3.10pm
	Key Stage 1	8.50am – 12.10pm	1.25pm – 3.10pm
Nursery sessions		9.00am - 11.30am	12.45pm - 3.15pm

**Please Note:** The school does not take responsibility for the Infant children before 8.45 am or after 3.15 pm at the end of the day. Any parent who leaves a child unattended in the playground before or after the stated times, does so at their own risk. Occasionally children are brought to school during playtime or lunchtime. Please come to the office first – you may be asked to take your child to the playground from there.

Year 1 and Year 2 pupils need to be ready to come into school at 8.50 am. They are expected to line up when the whistle blows. Parents are requested to stand away from the children and allow them to walk to their lines so that teachers and teaching assistants can see the children clearly. The class teacher or teaching assistant will take the children into class. The children are a strong priority for teachers and teaching assistants in the morning. If parents wish to see the teacher, the end of the school day is the best time unless the matter is something very pressing and quick. Parents who need to speak to someone urgently can go to the school office where the office staff, Headteacher, or Deputy Headteacher will do their best to help. On wet days teachers are in their classroom from 8.40. Members of staff will open the doors from the playground at 8.40 am and parents may send their children into classrooms from the playground.

Reception children have a more flexible ‘in time’. They are taken to the classroom by parents between 8.50 and 9.15. Parents may stay in the classroom if they feel this will benefit their child and support their transition from home to school. As the year progresses children will become more independent.

All gates are locked quite soon after the bell so children who are late need to be brought to the office.

At the end of the day parents meet their child in the playground. The teachers will bring the children to the playground. Parents are asked to wait well away from the classrooms so that the children are not disrupted in their work. Smoking is not permitted anywhere on the school site.

Sometimes parents or carers are delayed and cannot meet their child on time. If this happens please telephone the school so that we can care for your child until you arrive. The general rule is that children not met at the end of the day do not stay outside, but return to the medical room to wait until collected. We need to be informed if someone other than the usual adult is meeting your child.

We have made arrangements to supervise children who are to be collected by an older brother or sister attending the Junior School. Please let us know in writing if this applies to your child.

## ADMISSIONS

Raglan Infant School is a community school and this means the admission criteria are entirely controlled by the Local Authority. The Governors and staff at the school are obliged to apply the LA criteria for all available places at the school.

For admission to the Nursery or Reception classes, The London Borough of Enfield issues a booklet each year. The admission criteria are published in this booklet. The application form accompanying the booklet is completed and returned to the school, or the Civic Centre. Staff at the school then, pass them on to the LA, who allocates places according to the rules.

Parents who wish their child to join during another year group apply directly to the school. Staffs have to apply the admission criteria in exactly the same way if there is more than one child for an available place.

Parents are welcome to register their child for a place at the school, although this does not guarantee a place will be offered. This can be done between the October and January period preceding your child's third birthday for starting nursery and between the same period preceding your child's fourth birthday for starting school. If we are unable to offer a place, a child's name will be kept on a list and parents notified if a place becomes available.

Interested parents will be able to make an appointment to join a group tour around the school and to meet with a member of the senior management team. Unfortunately it is not possible to take individual parents around the school. If you are offered and accept a place for your child, there will be opportunities for you and your child to visit the school and meet your child's class teacher. Summary of Admission Criteria is at Appendix 4.

## CARE FOR THE CHILDREN

Ensuring the school is a place where children can thrive has many aspects.

## LINKS WITH PRE-SCHOOL NURSERIES

Our Foundation Stage team has links with local playgroups and pre - school nurseries. We meet regularly and work with colleagues to develop Foundation Stage programmes that match national requirements.

## JUNIOR/INFANT SCHOOL LINKS

For many years there has been a strong relationship with the Junior School. Our Governors ensure that the strong links developed over a number of years will be perpetuated through good liaison between the Headteacher and the Governors.

This results in a mutually supportive and effective relationship between the schools. Both schools work towards the same Behaviour principles and share a core Home School Agreement. Both schools plan the children's transfer to the Junior School and during the summer term Year 2 children have opportunities to visit the Junior School getting to know some of the staff and the children who will be Year 6 when they transfer.

## PUNCTUALITY AND ATTENDANCE

Each school has an Educational Welfare Officer (EWO) assigned to it. The EWO visits regularly to check the register for lateness and absence. S/he is part of a support system provided by the LA and has a dual role – ensuring children attend school regularly and on time, and advising parents on services that are available to them.

It is the legal duty of parents/guardians to ensure that children attend school, unless there is a good reason for absence, and that they are on time. We ask parents to inform us on the first day of a child's absence. The school has the legal duty to decide if an absence is authorised or not. Absences for illness and days of religious observance will be authorised, and we are allowed to also authorise absences in the special circumstances that may arise in a family from time to time. Special 'Leave of Absence' may be granted for events such as family holidays. Parents who require leave of absence are asked to obtain a form from the office and return it to school as soon as possible.

If children are consistently late or have significant amounts of absence, the EWO has to respond to this. Information about the school's standard of attendance is given in Appendix 6.

## CHILD PROTECTION

If any suspected child abuse is reported to the Headteacher by anyone in the school community, the Headteacher has to contact Social Services. The LA issues very clear guidelines and we have to follow these.

## MEDICINES

A small number of children with special medical needs may need medicine during the day. A Care Plan will be written with the parent, the school nurse and welfare assistant before the child starts or returns to school. For most other occasions when a child needs medicine, parents should administer it. In very rare cases when this is not possible parents will need to see the welfare assistant before the school can undertake any responsibility for administering medicine. We have procedures in place regarding inhalers and epi-pens.

## NUT ALLERGIES

We have a number of children in school who are allergic to nuts or nut products. If they come into contact with either, they are at risk of anaphylactic shock, a life threatening condition. For this reason we are a Nut Free Zone and we ask parents to ensure that nuts or nut products are not brought to school in either lunch boxes or as birthday treat. We also have a protocol in place for children who have this condition. Please let us know if your child is affected in this way.

## HEAD LICE

Schools no longer notify parents if there is an incidence of Head lice in a child's class. It is now seen as a parental responsibility to check for and treat this condition. If we have persistent outbreaks of infestation, we will advise parents of this in our weekly newsletter.

## SCHOOL MEALS AND LUNCHTIME

School meals arrangements for 2009/2010 are exceptional due to the building of a new Kitchen and dining facilities. Further information will be available as your child starts school.

## UNIFORM

All children wear school uniform: it is compulsory.

The following is a list of standard school clothes in the school colours which are yellow and royal blue. All the garments are widely available from High Street shops except for the items with the school logo. These items can be bought direct from our supplier on the web site at: - <http://www.yourschooluniform.com> or

J.Smith & Sons  
155-157 Lancaster Road, Enfield, EN2 0JN  
T: 0208 363 2424  
F: 0208 3663406  
E: [schoolwear@jsmith-sons.co.uk](mailto:schoolwear@jsmith-sons.co.uk)  
W: [www.jsmith-sons.co.uk](http://www.jsmith-sons.co.uk)

J. Smith & Sons will be displaying uniform samples in the school when you will be invited to attend the open evening which is normally around the end of June beginning of July, they will also take orders on the same day. You can also buy all garments from J. Smith shop situated in Lancaster Road, Enfield.

If you wish to purchase via internet and do not have internet facility you can fill in an order form and hand it to the school office and it will be ordered for you.

The uniform worn by children should include:

- White polo shirt, or white shirt
- Grey trousers – long or short
- Grey tunic or skirt
- Blue and white summer dress
- School sweatshirt with school logo

Each child needs plimsolls and a bag to keep them in. Children normally strip to pants and vests for P.E. and Dance lessons and normally exercise in bare feet in the school hall for safety reasons. If parents prefer, and children can change themselves, they may wear navy shorts and white T-shirts. All clothing should be clearly marked with the child's name. Children need to wear sturdy, sensible shoes in school. Boots and trainers are not acceptable school wear. No jewellery may be worn, except stud earrings in pierced ears.

## LOST PROPERTY

Please ensure all clothing is named. Printed name tags are more reliable than names written in pen, which quickly disappear through washing. Named lost property can be swiftly returned to the owner. Property without a name is impossible to identify and is placed in a container outside the Training Room. Parents should contact the office if their child has lost an item of clothing and will be given the opportunity to locate this outside the Training Room.

## LEARNING

This is the main function of the school. Children of this age have already learnt a great deal about the world. Their first teacher is a parent and probably other influential adults in their lives. At school they begin the next stage in their learning journey.

Parents are still important educators in their children's lives all through the Infant school. For children to get the best out of school, their parents need to be involved and we provide opportunities for teachers and parents to work together so parents can support in their child's learning and help them make the best possible progress.

## BEHAVIOUR

We expect high standards of Behaviour from all our children. We believe children learn best in an environment where they know what is expected of them and where they feel confident and safe in all respects. Our school Behaviour Policy sets out our expectations and our staged process for managing unacceptable Behaviour.

Behaviour Policy can be found at Appendix 5.

## CURRICULUM ORGANISATION

The curriculum is organised according to national frameworks. In Nursery and Reception we follow the curriculum guidance for the Foundation Stage. As children move into Year 1 they take on the National Curriculum.

### EARLY YEARS FOUNDATION STAGE

This is the name given to the period from birth to 5 years old and therefore clearly begins before the children start school. They will have been learning in a variety of settings such as home, playground, child-minder, or day nursery. At school we build upon these previous experiences. The curriculum covers six broad areas:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative and aesthetic development

In the Foundation Stage they are working towards the Early Learning Goals. Children will have many opportunities to take part in planned play activities and to learn through discovery and practical experience.

### KEY STAGE ONE

When the children reach Year 1 they experience the subjects of the National Curriculum:

- English
- Mathematics

- Science
- Information and Communication Technology
- Design and Technology
- History
- Geography
- Physical Education
- Art
- Music

Many of these subjects are taught through topics so they are linked. Some subjects, or parts of subjects, do not link very easily and are taught completely separately. Our aim always is to interest and motivate children and to help each child feel s/he is a successful learner.

Personal, Social and Health Education is not a specific subject within the National Curriculum, but is a significant part of our curriculum. We believe it is very important that children learn the personal skills that will enable them to embrace opportunities and live a full life.

More detailed information on all aspects of the curriculum is available in school and we try to ensure that parents are kept informed of developments throughout the year through letters, parent/teacher consultations, and curriculum meetings.

Staff works closely together to provide the best possible educational opportunities for your children. They work in year group teams, consisting of class teachers, teaching assistants and special needs assistants. All work within the school is regularly evaluated. Parents are involved through meetings, workshops and letters informing them of what is being taught.

## RELIGIOUS EDUCATION

We are a community school and therefore follow the syllabus for Religious Education set by the local Standing Advisory Committee for Religious Education (SACRE). All the main religions of the local area are represented on the SACRE, and covered by the syllabus.

Further information is available from the school.

### [DAILY ACT OF WORSHIP](#)

We have daily assemblies for Year groups 1 and 2, which usually take the form of a story, song and prayer. Assembly themes are often based on some aspect of caring and sharing acceptable modes of Behaviour, or appreciation of the world around us and the beliefs of various religions.

Parents have the right to request that their child does not attend RE lessons or assembly. Anyone wishing to do so is asked to see the headteacher.

## SEX EDUCATION POLICY

The school has a policy on sex education and it forms part of the Personal, Social and Health Educations (PHSE) programme and is not taught as a separate subject. Basically we aim to answer children's questions honestly and without fuss. Our PHSE (Personal, Health, Social and Emotional) programme, along with the spiritual and moral education in the school, includes the development of social skills, awareness of the dangers of the abuse of drugs, and respect for self and others.

## SPECIAL EDUCATIONAL NEEDS (SEN)

The school has a very comprehensive Special Needs policy, which is in line with the national code of practice. Parents are informed as early as possible if we think that a child is not making progress and they are involved at every stage of the process. Among the range of strategies used to support children with special educational needs, (this term includes both gifted and talented children and those with learning difficulties), is the deployment of teaching assistants who work under the direction of the class teacher. The amount of additional support we are able to allocate depends upon the funding available.

We aim to identify SEN as early as possible in order to support the child's learning and do everything within our power to ensure progress. The deputy Headteacher is the Special Education Needs co-ordinator (SENCO), and she monitors the progress of children closely. She is also a source of support and advice to the class teacher and teaching assistants, and deploys the available resources according to the pattern of needs within the school. A further important aspect of her work is to liaise with external professionals (such as an educational psychologist) when their involvement is considered helpful. Parents would be fully involved before such advice is requested.

It is worth pointing out to parents that many children will fall into the special needs category at some time in their lives. This may be because they have just got a bit 'stuck' in their learning journey, or because of something that is happening in their life i.e. the loss of a grandparent or a move to another house can be disturbing experiences for young children. We try to meet all children's special needs whatever they may be, short or long term.

## ASSESSMENT

Throughout their education, children will undergo regular assessment by the teacher to ensure they are making good progress. At the end of the Reception year, and again at the end of Year 2 there are national statutory assessments. Reception pupils are assessed on the Foundation Stage Profile. Parents will have talked with the teacher about the assessments during the year, and will receive a summary of the profile for their child at the end of the summer term.

Year 2 pupils have an End of Key Stage Assessment in the summer term. The assessment is based on the teacher's judgment of the child's level of attainment at the end of the year. National Curriculum tasks and tests (SATs) are carried out on an informal basis, and they contribute to the teacher's assessment of the child's overall level of attainment.

Level 2 is the nationally expected standard for seven year olds. The levels are further graded into level 2c, 2b, and 2a. Level 2b is therefore a strong level 2, with 2c slightly below and 2a above the national expectation. Level 3 is well above the national expectation.

A summary of the school Year 2 results for 2008 and the National Results for 2007 are available in Appendix 7.

## EDUCATIONAL VISITS

Educational visits support our aim to provide teaching of the highest quality. A very successful aspect of our curriculum has been the visitors we have in school, and the visits out that our children make. The children respond very positively to this kind of experience. Visits and/or visitors can make topics come alive for them and this is reflected in the quality of the work in the classroom.

These events provide shared experience for all members of the class, are a focus of speaking and listening activities, give a meaningful context for new vocabulary and often enthuse children to research a topic.

Safety and care of all pupils is of paramount importance and this is reflected in the procedures in place to ensure safety when children are taken out. Parents are likely to be asked to make a contribution to the cost of these events and have been very supportive.

## PARTNERSHIP WITH PARENTS

### HOME SCHOOL AGREEMENT

In line with government guidelines we have produced a Home School Agreement that parents will be asked to sign at the first consultation meeting in the Autumn Term. This will clarify our joint responsibility for your child's education and ensure that we develop a supportive and productive partnership. Home School Agreement appendix 8.

### PARENTS' ASSOCIATION

Both the Infant and Junior School welcome the contribution made by the Raglan Schools' Association. This is a voluntary association formed by the parents of both schools to raise funds to support our work and to provide social events for children, parents and staff. The schools benefit greatly from the hard work and commitment of the RSA committee and we hope all parents will support the work of this Association.

## HELPING IN SCHOOL

We warmly welcome parents who would like to help in the school. There are two groups of volunteers who help in school.

People who can spare some time regularly. After some brief training these volunteers are attached to a class to work regularly with the children usually on basic literacy or maths.

People who are able to support their own child's class for special occasions such as an art project or an educational visit.

Further information is available during the year. We are very fortunate that a number of parents do come into school, supporting children's learning and allowing us to offer a range of activities and experiences to the children.

## NEWSLETTER

Parents are kept informed about the work of the school through the weekly newsletter that is produced every Friday and sent home with the children.

## PARENT/TEACHER CONSULTATIONS

There are opportunities for parents to meet with teachers each term. Annual reports are sent home in the spring term, before the consultations, for pupils in Year 1 and Year 2. A report for Nursery and Reception children is sent home during the summer term. As well as these formally planned meetings, teachers are very happy to meet with parents after school if there are any concerns, large or small, to be discussed.

As well as opportunities to talk, we have a range of workshops and curriculum meetings for parents through the year.

## PROBLEMS AND CONCERNS

Occasionally a parent may feel dissatisfied with some aspect of the school. The matter should first be discussed with the class teacher. Very often it can be resolved through a brief discussion at that stage. If it still remains a problem the next stage would be to speak with the Assistant Headteacher, Deputy Headteacher or Headteacher.

If a parent still feels that the school has not dealt with an issue satisfactorily, s/he has the right to make a formal complaint. See appendix 8.

Our aim is to resolve problems before any formal procedures need to be taken.

## HEALTH AND SAFETY

### SECURITY

The security of the children is of the utmost importance to us and all doors have entry systems. Visitors to the school have to report to the school office. No school can give parents 100% guarantee but we do everything in our power to maintain a secure environment for the children. Governors and staff undertake termly health and safety checks.

Smoking is not permitted anywhere on the school site.

### COLLECTION OF CHILDREN

Please let us know if someone else is collecting your child, as we will not let children go with anyone other than the normal carer. We also tell children to come back into school if, for any reason, they are not met. Please reinforce this with your children.

### DOGS

Dogs should never be brought into the playground or school at any time.

### FIRE/BOMB DRILLS

These take place every term and children and staff are used to vacating the building in a speedy and orderly manner.

### PARKING

Parking inevitably causes problems. We ask all parents and carers to park legally, with consideration for the safety of all our children not just their own convenience. This often means parents park some distance from the school and walk the remainder of the way.

We are a Healthy School and also have a School Travel Plan, which encourages walking.

### VISITORS TO THE SCHOOL

All visitors to the school should report to the school office and will be required to sign in and out and asked to wear a badge.

## SCHOOL GOVERNORS

### LOCAL EDUCATION AUTHORITY GOVERNORS

Joanne Vodden (Chair of Governors)

John Crowne (Chair of Resources Committee)  
Adrian Croshaw  
Nigel Williams

#### CO-OPTED GOVERNORS

Heather McIsaac-Hall (Chair of Curriculum Committee)  
Debbie Cutts  
Selda Edirhan

#### HEAD TEACHER GOVERNOR

Pat Speare

#### DEPUTY HEADTEACHER ASSOCIATE MEMBER GOVERNOR

Heather Davis

#### PARENT GOVERNORS

Aisha Carroll  
Louise Bavetta  
Nathalie Boateng  
John Buttigieg  
Bernard Fleming  
Paul Hull-Tullah

#### SUPPORT STAFF GOVERNOR

Giuseppa Colella-Mare

#### TEACHER GOVERNORS

Angela Cox  
Caroline Davies

#### ASSOCIATE MEMBERS GOVERNORS

Steve Ashford  
Jude Wood

#### CLERK TO THE GOVERNING BODY

Denise Giles: Enfield Borough Council

Addresses: All Governors can be contacted via the school

## STAFF

Mrs Pat Speare – Head Teacher

Mrs Heather Davis – Deputy Head Teacher

Mrs Judy Wood - Assistant Head Teacher

## NURSERY

Mrs English - Teacher

Mrs Curant - Nursery Nurse

Mrs Ali - Teaching Assistant

## RECEPTION

Class 6: Mrs Hallsworth - Teacher

Class 11: Miss Rashid - Teacher

Class 13: Mrs Smith - Teacher

Class 14: Mrs Bailey - Teacher

## YEAR 1

Class 5: Mrs Allen - Teacher

Class 7: Mrs Davies/Miss Cleary - Teachers

Class 8: Mrs Dennehy - Teacher

Class 9: Miss Shewring - Teacher

## YEAR 2

Class 1: Mrs Coelho - Teacher

Class 2: Mrs Cox - Teacher

Class 3: Mrs Ruff - Teacher

Class 4: Miss Ferrand – Teacher

## SEN SPECIALIST TEACHER

Mrs Ballett

## ADMINISTRATION TEAM

Mrs Colella-Mare - School Business Manager

Mrs Castle - Administrative Assistant

Mrs Street - Administrative Assistant

Mrs Zunardji – Assistant Stock Officer

## WELFARE ASSISTANT

Mrs Brennan

## ICT TECHNICIAN

Mrs Naik

## SENIOR TEACHING ASSISTANT

Mrs Green

## TEACHING ASSISTANTS

Mrs Ali

Mrs Gellaz

Mrs Ottley

Mrs Arter

Mrs Hill

Mrs Parcell

Mrs E. Buttigieg

Mrs Hutt

Mrs Savage

Mrs Champion

Mrs Jeans

Mrs Shiel

Mrs Cousin

Mrs Kelesoglu

Mrs Stiles

Mrs Crouchman

Mrs Kennedy

Mrs Suddell

Mrs Duffy

Mrs Moret

Mrs Wheeler

## HIGHER LEVEL TEACHING ASSISTANTS

Mrs Ottley

Mrs Stiles

## SENIOR PLAYLEADER

Mrs Crouchman

## OTHER LUNCHTIME STAFF – EXCLUDES ANYONE ALREADY LISTED

Mrs Bulsara

Mrs M. Buttigieg

Mrs Nicolas

## SITE STAFF

Mr Ashford - Premises Manager

Mr Duffy - Assistant Caretaker

Mrs Vallance - Lollipop Lady

## RAGLAN INFANT ANF THE RAGLAN JUNIOR SCHOOLS – TERM DATES

### Academic Year 2009-10

#### AUTUMN TERM 2009

##### First Half

Thursday 3 <sup>rd</sup> September	<b>Inset Day</b>	<b>No children in School</b>
Friday 4 <sup>th</sup> September	<b>Inset Day</b>	<b>No children in School</b>
Monday 7 <sup>th</sup> September	½ Term Begins	Children in School
Friday 23 <sup>rd</sup> October	½ Term Ends	Usual closing times

##### Half Term Holiday

**Mon 26<sup>th</sup> – Fri 30<sup>th</sup> October 2009**

##### Second Half

Monday 2 <sup>nd</sup> November	½ Term Begins	Children in School
Friday 18 <sup>th</sup> December	½ Term Ends	School closes 1.30pm

**Christmas Holiday: Monday 21<sup>st</sup> December 2009 to Friday 1<sup>st</sup> January 2010 inclusive**

#### SPRING TERM 2010

##### First Half

Monday 4 <sup>th</sup> January	½ Term Begins	Children in School
Friday 12 <sup>th</sup> February	½ Term Ends	Usual closing times

##### Half Term Holiday

**Mon 15<sup>th</sup> – Fri 19<sup>th</sup> February 2010**

##### Second Half

Monday 22 <sup>nd</sup> February	½ Term Begins	Children in School
Wednesday 31 <sup>st</sup> March	½ Term Ends	School closes: Infants 3.10 Juniors at 1.20
Thursday 1 <sup>st</sup> April	<b>Inset Day</b>	<b>No children in School</b>

**Easter Holiday: Friday 2<sup>nd</sup><sup>th</sup> April (Good Friday) to Friday 16<sup>th</sup> April 2010 inclusive**

## SUMMER TERM 2010

### First Half

Monday 19 <sup>th</sup> April	½ Term Begins	Children in School
Monday 3 <sup>rd</sup> May	<b>Bank Holiday</b>	<b>No Children in School</b>
Friday 28 <sup>th</sup> May	½ Term Ends	Usual closing times

### Half Term Holiday

**Mon 31<sup>st</sup> May – Fri 4<sup>th</sup> June 2010**

### Second Half

Monday 7 <sup>th</sup> June	½ Term Begins	Children in School
Friday 2 <sup>nd</sup> July	<b>Inset Day</b>	<b>No Children in School</b>
Monday 5 <sup>th</sup> July	<b>Inset Day</b>	<b>No Children in School</b>
Friday 23 <sup>rd</sup> July	½ Term Ends	School closes 1.30 p.m.

**Bank Holidays:** 25 & 28 Dec 09, 1 Jan, 2 & 5 Apr 3 & 31 May, 30 Aug 2010

Term Dates are also available on:

[www.raglaninfantschool.org.uk](http://www.raglaninfantschool.org.uk) & [www.theraglanjunior.org](http://www.theraglanjunior.org)

## LONDON BOROUGH OF ENFIELD ADMISSION CRITERIA

The following criteria are used to decide which children should be offered places when there are more children wanting to go to the school than there are places available. The criteria are in order of priority:

Children with special educational needs where the LEA has agreed to name the school on a child's statement (under Section 324 of the 1996 Education Act).

Children for whom a particular school is considered by the LEA to be appropriate on exceptional medical grounds. Such applications will only be considered under this criterion if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested. Information not provided at the time an application is made may not be considered at a later date.

Children (including those in public care) for whom a particular school is appropriate on genuine grounds of social needs. Such applications will be agreed only after social circumstances, supported by a Social Worker assigned to the child, have been considered by the Authority. This will normally relate to admission to the nearest school.

Children with a brother or sister attending the school or linked junior school at the time of admission. (The children concerned must be living at the same address.)

Children genuinely resident within the school's designated priority zone.

Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school. (Travel by private car or public transport is not taken into account).

When it is not possible to admit all applicants to a particular school within any criterion, priority for the places available will be measured as the crow flies.

When it has not been possible to offer a child in public care a place at a school through the above criteria, the local education authority will use its powers to give priority of admission to a particular school. This will usually be the closest school to the child's address.

**Please note:-**

In the case of infant to junior school transfer, priority is automatically given to children who are registered pupils at the link infant school before any other children are considered for admission in accordance with the criteria;

For more information about admission criteria for Nursery and Reception places please refer to the following 'Enfield Admission Service' booklets:

'Applying for a Nursery Class in Enfield' booklet page 5.

'Applying for a Primary School in Enfield' booklet page 7.

## BEHAVIOUR POLICY

At Raglan Infant School we are striving to create a happy, caring and secure environment for children and staff. This involves children and staff working together to develop a good, friendly cooperative working relationship for the benefit of all.

We believe that education must be a partnership between the child, the home and the school and we will Endeavour to strengthen these links.

We have high expectations and believe that everyone has responsibility for their own actions and behaviour.

Children will be supported by every adult to achieve the following aims.

## AIMS

Every child should have respect for him/herself and for other people.

Every child should have respect for property and the environment.

Children should learn truth, politeness and good manners.

Every child should develop the ability to listen and to respect the rights and feelings of those around him/her.

Children should try to be tolerant and considerate in their dealings with others.

Every child should develop the notion of self-discipline and become a responsible member of our school community.

Each child involved in an incident should be brought to some understanding of what has gone wrong and how to make it right or better.

## FRAMEWORK OF OUR CODE OF CONDUCT

New staff should be informed of the day-to-day rules of the school, as part of their induction.

Each class teacher is responsible for the pastoral needs of their class.

The senior management team may act in a pastoral role when the class teacher requires extra help or advice.

The SMT can be asked for advice in relation to specific special educational needs issues.

Pastoral discussions relating to particular children may take place informally and in staff meetings.

Regular meetings between the teaching and support staff should take place so that support staff is kept fully informed.

## GOLDEN RULES

- At Raglan Infant School we respect each other.
- Do be gentle: Don't hurt anyone.
- Do be kind: Don't hurt other people's feelings.
- Do be honest: Don't hide the truth.
- Do look after property: Don't waste or damage it.
- Do listen well: Don't interrupt.
- Do work hard: Don't waste your time or others' time.

The Golden Rules are applied everywhere: in the school, in the street, in the home, in the community. Golden Rules are rules for life.

All adults are expected to know and reinforce the Golden Rules.

Children are expected to abide by the Golden Rules – if they do, they are entitled to Golden time every week when they may choose their own activity.

If children do not apply the Golden rules, a minute will be taken off their Golden time for that week. All staff has the right to do this and the class teacher should be kept informed of any minutes lost so that they can be recorded. In practice, such incidents will be discussed with the class teacher and the child should be informed of the decision. No child should lose all of their entitlement; however sanctions will be applied if the Golden Rules are broken.

Children from the School council have devised their own rules for assembly which are displayed in the corridor outside the Training Room.

## AWARDS AND PRAISE

We have a positive approach to the question of behaviour.

All adults use some of the following strategies:

- letters home to parents
- achievement assembly
- immediate praise from the class teacher and or other colleagues to the individual and to the rest of the class to define what is a good model of behaviour
- displays of good work inside and outside the classroom.
- star of the week for personal qualities
- pencil of the week for good work/attitude/behaviour
- table points – winners receive a sticker on Fridays
- traffic light system –children who stay on ‘green’ receive a reward
- silver and gold coins which, when accumulated, result in a personal reward
- marbles in a jar for a whole class treat

## SANCTIONS

Infringements of the rules may involve:

- further explanation to the child of the reasons for the rule
- separating the child from the scene of disruption – sending them to the team leader, with the DHT and HT to be used as appropriate
- apologies to individuals
- loss of privileges e.g. missing trips (if their attendance would endanger others and if the sanction does not interfere with the delivery of the curriculum) or parties;
- temporary or permanent confiscation of questionable articles; and/or
- consultation with parents, which can take place at any of the above stages.

Persistent offences of a serious nature may well lead to exclusion.

## RECORDING OF INCIDENTS

Behaviour incidents are recorded and filed in the Headteacher's office. Accidents and first aid treatment undertaken are recorded by the Welfare Assistant in two books – one for head injuries and one for other injuries. It is vital that these documents detail incidents accurately and fully, indicating who was involved and which adult dealt with the incident.

SMT and the class teacher should be informed about all acts of aggression, especially those which result in a child being injured.

## CURRICULUM AND OTHER ACTIVITIES

It is important that each child be stimulated by a wide and interesting curriculum. We aim to develop and encourage positive attitudes such as cooperation, consideration and tolerance within our school. These attitudes may be reinforced and developed during assemblies, class times and extracurricular activities.

## BULLYING

Bullying may be defined as the abuse of power by an individual or group in relation to another individual or group. It may occur frequently or infrequently, regularly or irregularly, but it should always be taken seriously, even if it has occurred on only one occasion. Racism is a form of bullying.

Bullying can be:

- physical aggression, actual or threatened;
- the use of putdown comments or insults, e.g. with regard to another child's family;
- name calling;
- damage to a person's property or work;
- deliberate exclusion from activities;
- the setting up of humiliating experiences.

Central to the definition of bullying are the intent and motivation of the perpetrator, which will primarily be to exert power over another in order to cause distress.

Bullying is not a phenomenon that occurs solely between children. The above definition can also be seen to characterise some adult-adult, adult-child and child-adult relationships. It is our aim to prevent such incidents by educating everyone and making clear what is acceptable and what is not.

In more serious instances, the abuse of power by an adult over a child, or by a child over a child, may be viewed as child abuse and bullying should be seen within this context. In these circumstances child protection procedures will be appropriate.

Parents of both victim and perpetrator should be informed about any incident of bullying and involved in the resolution of the problem or incident.

The staff at Raglan Infant School is firmly committed to eradicating acts of bullying.

Allegations of bullying are taken seriously and investigated by the headship team with the aim of bringing the perpetrator to an understanding of the results of their actions, and the unacceptability of bullying behaviour. It must always be borne in mind that a bully may also be a victim of bullying in another setting.

Victims of bullying are supported. Everyone has the right to live their life without being bullied. Curriculum activities are planned to develop positive relationships and to discuss issues associated with bullying.

Sanctions will be applied to incidents of bullying as to other incidents, with exclusion as the ultimate sanction. Parents will always be involved in this process and each incident will be dealt with on an individual basis to meet the needs of the situation and people involved.

This code of conduct and discipline is the responsibility of every adult who works in the school. Consistency in the application of the code is essential.

## **MONITORING AND EVALUATION**

The policy will be regularly monitored and evaluated annually as part of the School Development processes.

## SCHOOL RESULTS

### Raglan Infant School

These tables show the percentage of eligible children at the end of key stage 1 achieving each level in the school in 2008.

The number of eligible children is: 121

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking/Listening*	1	3	68				28	0	0
Reading	1	2		9	29	27	31	0	0
Writing	1	3		12	39	22	23	0	0
Mathematics	1	1		12	32	24	30	0	0
Science*	1	2					31	0	

*W* Represents children who are working towards level1, but have not yet achieved the standards needed for level 1. *P* levels 1-8 may be recorded alongside the 'W'.

\* Results for speaking and listening and science are based on teacher assessment only.

## NATIONAL RESULTS

This table shows the percentage of eligible children achieving each level at the end of key stage 1 in 2007.

RESULTS OF TEACHER ASSESSMENT 2006									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking/Listening*	2	11	65				22	0	0
Reading	3	13		13	22	24	26	0	0
Writing	5	15		22	27	20	13	0	0
Mathematics	2	8		18	24	27	22	0	0
Science*	2	9	66				23	0	

*W* Represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

### Absence Level for 2008-2009

Absences percentages reported to DFeS for January 2009 PLASC count was:

Authorised 5.5%

Unauthorised 0.6%

## HOME SCHOOL AGREEMENT

### THE PARENTS'

I/We shall try to:

See that my child goes to school regularly, on time and properly equipped;

Infant - 8.50 a.m.      Junior - 8.45 a.m.

Provide a phone call if our child is absent through ill health.

Let the school know about any concern or problems that might affect my child's work or Behaviour.

Support the school's policies and guidelines for Behaviour.

Support my child in homework and other opportunities for home learning.

Attend parent/teacher consultations and discussions about my child's progress.

Get to know about my child's life at the school through supporting special assemblies, sporting events, shows, concerts and similar activities.

### THE SCHOOL WILL

Inform parents about the curriculum their child will be following.

Set high expectations for all children and provide learning opportunities that match children's varying abilities.

Contact parents if there is a problem with attendance, punctuality or equipment.

Let parents know about any concerns or problems that affect their child's work or Behaviour.

Send home an Annual Report on their child's progress.

Set and monitor homework according to the homework policy.

Arrange parent/teacher consultations during which progress will be reviewed and discussed.

Keep parents informed about school activities through regular letters home, newsletters and notices about special events. Encourage children to behave appropriately showing respect for the school community and environment.

## CHILDREN WILL

Abide by the schools code of Conduct

Always try to do your best

Respect others and treat them as you want to be treated

Work and play safely

Signed .....Parent

Signed ..... Teacher

Signed ..... Child

## COMPLAINTS POLICY

### STAGE ONE – FORMAL COMPLAINT TO THE HEAD TEACHER

Complainant asked to put complaint in writing if not already done so, (but is not obliged to do so). Offer help if needed to compose and record the complaint.

Acknowledge receipt of complaint within 10 school days, explaining what will happen next and indicating the timescale for a fuller response.

Discuss complainant's desired outcome and possibilities of redress.

Appoint investigator (OPTIONAL).

Undertake investigation, record findings.

Report to complainant with explanation or redress within 15 school days of acknowledgement of letter, in a genuine attempt to resolve the complaint and if possible to the satisfaction of the complainant.

Complainant, if not satisfied, can decide to move to stage 2.

Monitor and record the process in each case.

### STAGE TWO-FORMAL COMPLAINT TO THE GOVERNING BODY

#### COMPLAINTS PANEL

Acknowledge complaint and set up panel meeting within 10 school days of receipt of complaint ensuring that the governors on the panel have not been involved in the matter at an earlier stage.

Invite documentation beforehand from both the Headteacher and the complainant.

Invite both parties, in turn, to explain their case.

Discuss complainant's desired outcome and possibilities of redress

Attempt to resolve complaint if possible to the satisfaction of the complainant.

Panel reports their decision, within 15 school days of receipt of complaint, including explanation recommendations, redress measures if appropriate, and rationale for decision.

Complainant can decide to refer to stage 3 if still dissatisfied with outcome of process.

Provide complainant with written information on how to proceed to stage 3.

Monitor and record the process in each case.