Welcome
Who’s Who
Facts And Figures
The School Building
Key Stage 1 And Key Stage 2 Tests
School Admissions And Transfers
School Uniform

KEEPING YOUR CHILD HEALTHY
- At Breakfast
- At Morning Break
- At Lunchtime
- Free School Meals
- Absence From School
- Medicines
- Head Lice
- School Health And Support

KEEPING YOUR CHILD SAFE
- Parents/Carers Details
- Security In School
- Working With Other Agencies
- The Internet And Use Of Visual Images
- Sex Education
- Anti-Bullying Procedures
- General Health And Safety

HELPING YOUR CHILD TO ENJOY AND ACHIEVE
- Building Learning Power
- Foundation Nursery/Reception Curriculum
- Key Stage 1/Key Stage 2 Curriculum
- Special Educational Needs
- Extra Curricular Activities
- Pupil Responsibilities

WORKING TOGETHER
- Rewards
- Encouraging High Standards Of Behaviour
- Visiting School
- Helping With Home Learning
- MVSA
- Helping In Classrooms And With Clubs
- Communication

SUCCESS AND WELL BEING
- Listening To Children And Parents
- Target Setting
- Reporting To Parents
- Oakleaves
- School Profiles
- Lifelong Learning
- If You Are Not Happy

APPENDIX A
Dear Parents/Carers

Welcome to Meadow Vale Primary School. I hope this is the beginning of a strong home–school partnership which will enhance all aspects of your child’s learning. Meadow vale is a popular, thriving educational environment where all pupils are encouraged and supported to achieve their full potential. Our staff and governors are committed to offering your children a broad and balanced curriculum which develops individual and team skills to meet the needs of the future. Set in wonderful grounds with excellent resources, we pride ourselves on our purposeful atmosphere which encourages effective teaching and learning to take place. Within a disciplined environment which fosters mutual respect, we strongly believe that success is achievable for all who learn and work at our school.

I hope you will find the enclosed prospectus answers all your questions. However, should you require further information please do not hesitate to contact me.

Yours faithfully

Mr N Duncan
Headteacher
# Staff List

## STAFFING

### Headteacher
- Mr Duncan

### Assistant Headteacher – Foundation/ KS1
- Mrs Stembridge

### Assistant Headteacher – KS2
- Mrs Parsons

### Foundation Stage Teachers
- Miss Sheridan, Nursery: Geography Co-ordinator
- Miss Stringer, R1: Assistant SENCO
- Miss Doyle, R2: Outdoor Learning Co-ordinator

### Key Stage 1 Teachers
- Miss Gregory, Class 1G: Science Co-ordinator
- Mrs Qureshi, Class 1Q: Art Co-ordinator
- Miss Maddock, Class 2M: ICT Co-ordinator
- Mrs Stembridge, Class 2S: Assistant Headteacher / SLT / Foundation and KS1 Co-ordinator/Foundation and KS1 Assessment Co-ordinator / CPD Co-ordinator

### Key Stage 2
- Miss Miller, Class 3M: Literacy Coordinator / MFL Co-ordinator
- Mrs Phillips, Class 3P: Healthy Schools & Eco School Co-ordinator
- Miss Bevis, Class 4B: PE Co-ordinator
- Mr Webb, Class 4W: Healthy Schools Co-ordinator
- Mrs Dalrymple, Class 5D: PSHCE, RRS & Display Co-ordinator
- Mr Freeman, Class 5F: Extended Schools Co-ordinator
- Mr Bailey, Class 6B: Numeracy Co-ordinator
- Mrs Parsons, Class 6P: Assistant Headteacher / SLT / KS2 Coordinator / KS2 Assessment Co-ordinator

### Learning Support and PPA
- Miss Palmer, SENCO / SLT / LSA Manager KS2
- Miss Chunn, Literacy Support / Music Co-ordinator
- Mrs Evans, RE Co-ordinator
- Mrs Brunswick, DT Co-ordinator
- Mrs Liddell, KS1 Classteacher

### Speech & Language Resource
- Mrs Sanderson, Teacher in charge of S&L Resource/More Able Pupil Co-ordinator
- Miss Richardson, KS2 S&L Teacher / History Co-ordinator
- Mrs Hall, Nursery Nurse
- Mrs Davies, LSA
- Mrs Franks, LSA
- Mrs Prew, LSA
- Miss Patch, LSA
**Support Staff, Foundation & KS1**
- Mrs Armit
- Mrs Cooper
- Mrs Riley
- Mrs Jones (Nursery Nurse)
- Mrs Cahill
- Mrs Maynard
- Mrs Halls (Nursery Nurse)
- Mrs O’Keeffe
- Mrs Woodham
- Mrs Hern
- Miss St John (Nursery Nurse)
- Mr Whiddett

**Support Staff, Key Stage 2**
- Mrs Jenkins (LSA Team Leader)
- Miss Todd
- Mrs Smith
- Mrs Hatt
- Miss Hatley
- Mr Turner (LSA & PE Technician)
- Mrs Watson
- Mrs Maving

**ICT Technician**
- Mrs Elliott
- Mrs Green

**Family Support Advisor**
- Miss Jeffries
- Mrs Smith (AM)
- Miss Pitt (PM)

**Administration Staff**
- Mrs Billers
- Mr Byrne
- Mrs Smith (PM)

**Bursar**
- Mrs White
- Mrs Harrod
- Mrs Pratt

**Site Controller**
- Mrs Byrne

**Facilities Team**
- Mr O’Keeffe

**Midday Supervisor**
- Mrs Betts

**Lunchtime Controllers**
- Mrs Smith
- Ms Dove
- Miss Saunders
- Mrs Small
- Miss Best
- Mrs Swaisland
- Mrs McBride
- Ms Richardson

**Foundation/Key Stage 1**
- Mrs Baker
- Mrs Harwood
- Ms Hall

**Key Stage 2**
- Mrs Jenkins
- Ms Harper

**Kitchen Staff**
- Ms Cherry
- Mrs Edwards
- Mrs Watts
- Miss Hind
### Governors

#### 6 Parent Governors

<table>
<thead>
<tr>
<th>Name</th>
<th>Until</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Kathryn Evans</td>
<td>05/10/13</td>
<td>School Development/Finance/Staff &amp; Pupil Welfare</td>
</tr>
<tr>
<td>Mrs Sarah O'Keeffe</td>
<td>06/12/11</td>
<td>Chair of School Development /Staff and Pupil Welfare/ SEN Governor</td>
</tr>
<tr>
<td>Mr Mark Weighill</td>
<td>12/10/12</td>
<td>Staff and Pupil Welfare</td>
</tr>
<tr>
<td>Mrs Danielle Bromley</td>
<td>12/10/12</td>
<td>Finance</td>
</tr>
<tr>
<td>Mrs Cheryl Bailey</td>
<td>11/10/14</td>
<td>Safeguarding Governor</td>
</tr>
<tr>
<td>Mrs Gillian Cranston</td>
<td>11/10/14</td>
<td>ICT Governor</td>
</tr>
</tbody>
</table>

#### 4 LA Governors (1 vacancy)

<table>
<thead>
<tr>
<th>Name</th>
<th>Until</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Ed Glasson</td>
<td>05/11/13</td>
<td>Environment / Finance /School Development</td>
</tr>
<tr>
<td>Mrs Julie Pratt</td>
<td>26/02/14</td>
<td>School Development / Staff and Pupil Welfare</td>
</tr>
<tr>
<td>Mrs Sarah Field</td>
<td>01/10/14</td>
<td>Environment</td>
</tr>
</tbody>
</table>

#### 4 Staff Governors

<table>
<thead>
<tr>
<th>Name</th>
<th>Until</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Nigel Duncan</td>
<td>Headteacher</td>
<td>All Committees</td>
</tr>
<tr>
<td>Mrs Viv Jenkins</td>
<td>28/09/12</td>
<td>Finance / Staff &amp; Pupil Welfare</td>
</tr>
<tr>
<td>Mrs Lee Parsons</td>
<td>28/09/12</td>
<td>Staff &amp; Pupil Welfare</td>
</tr>
<tr>
<td>Mrs Clair Riley</td>
<td>28/09/12</td>
<td>School Development / Numeracy Governor</td>
</tr>
</tbody>
</table>

#### 4 Community Governors (1 vacancy)

<table>
<thead>
<tr>
<th>Name</th>
<th>Until</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Bob Chapple</td>
<td>21/09/14</td>
<td>Chair of Governors/Chair of Staff and Pupil Welfare</td>
</tr>
<tr>
<td>Mr Chris Smith</td>
<td>13/10/12</td>
<td>Chair of Environment / Literacy Governor</td>
</tr>
<tr>
<td>Mr Caradog Davies</td>
<td>21/09/14</td>
<td>Chair of Finance</td>
</tr>
</tbody>
</table>

#### Clerk to the Governors

Mrs Jan Smith

*Updated October 2010*
The School Building

Meadow Vale is a large Primary school set in wonderful grounds with excellent resources. The Foundation Nursery is in a self-contained area complete with its own outdoor play area. The Foundation Reception classes also have their own designated play area complete with cycle track and sand pit. Additional creative play areas include the use of a soft rubber surface. The four key stage 1 classrooms are all enclosed rooms which have access to a large hall where dance, music, drama and P.E are taught. Adjacent the classrooms are small group work areas where intervention support strategies are delivered by Learning Support Assistants. Also in key stage 1 is the Speech and Language Resource for children aged 4 – 7, the food technology room and a small music room.

In between the key stages is a small but well maintained dining area with an adjacent kitchen where food is prepared daily, on site.

The ground floor in key stage 2 houses a large hall, the Speech and Language resource for children aged 7 – 11, a computerised Library, 5 classrooms, 3 learning support rooms and a designated reading area. The first floor occupies a further 3 classrooms and a fully networked ICT suite with 34 P.Cs. All teaching rooms in the school are equipped with interactive whiteboards.

The school grounds are very well maintained and include two designated adventure areas, a pond, a quiet area, two tarmac playgrounds, environment area, vegetable garden, themed climbing frame, a courtyard, a climbing wall and an all weather artificial pitch. With a large playing field for team sports and numerous shaded areas we are very grateful to be able to offer wonderful learning opportunities across the whole site.

From September 2010 Meadow Vale will begin its building programme to expand to a 3 form entry school. As from September 2011 our pupil admission number will increase from 60 to 90. this opportunity to expand has been welcomed by the school community as we strive to serve all local families. Considerable time has been spent on planning the build which will further enhance our wonderful resources without being detrimental to our current school ethos and character.
Assessment

All teachers assess children’s achievements in all areas of the curriculum. Standard Assessment Tasks (SATs) will be administered to children at the end of Key Stage 1 (the academic year in which children are 7 - Year 2) and at Key Stage 2 (the academic year in which children are 11 - Year 6). The results of these tests will be reported to parents at the end of the Summer Term, when all parents will receive a report stating levels of achievement. Non-statutory tests will be used with Y3, Y4 and Y5 children.

National Curriculum Assessments 2010

Key Stage 1 SATS Results 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 2+</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95%</td>
<td>30% inc 1 level 4</td>
</tr>
<tr>
<td>LEA Average</td>
<td>86%</td>
<td>28%</td>
</tr>
<tr>
<td>National Average</td>
<td>85%</td>
<td>26%</td>
</tr>
<tr>
<td>Writing</td>
<td>90%</td>
<td>23% inc 1 level 4</td>
</tr>
<tr>
<td>LEA Average</td>
<td>81%</td>
<td>7%</td>
</tr>
<tr>
<td>National Average</td>
<td>81%</td>
<td>12%</td>
</tr>
<tr>
<td>Maths</td>
<td>93%</td>
<td>20%</td>
</tr>
<tr>
<td>LEA Average</td>
<td>92%</td>
<td>20%</td>
</tr>
<tr>
<td>National Average</td>
<td>89%</td>
<td>20%</td>
</tr>
<tr>
<td>Science</td>
<td>95%</td>
<td>8%</td>
</tr>
<tr>
<td>LEA Average</td>
<td>93%</td>
<td>19%</td>
</tr>
<tr>
<td>National Average</td>
<td>93%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Key Stage 2 SATS Results 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 4+</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>76%</td>
<td>42%</td>
</tr>
<tr>
<td>LEA Average</td>
<td>84%</td>
<td>49%</td>
</tr>
<tr>
<td>National Average</td>
<td>83%</td>
<td>50%</td>
</tr>
<tr>
<td>Writing</td>
<td>65%</td>
<td>24%</td>
</tr>
<tr>
<td>LEA Average</td>
<td>73%</td>
<td>20%</td>
</tr>
<tr>
<td>National Average</td>
<td>71%</td>
<td>21%</td>
</tr>
<tr>
<td>English Overall</td>
<td>71%</td>
<td>33%</td>
</tr>
<tr>
<td>LEA Average</td>
<td>84%</td>
<td>32%</td>
</tr>
<tr>
<td>National Average</td>
<td>80%</td>
<td>33%</td>
</tr>
<tr>
<td>Maths</td>
<td>76%</td>
<td>40%</td>
</tr>
<tr>
<td>LEA Average</td>
<td>79%</td>
<td>31%</td>
</tr>
<tr>
<td>National Average</td>
<td>79%</td>
<td>34%</td>
</tr>
</tbody>
</table>

The key stage 2 year 6 cohort consisted of 24% of pupils either statemented for learning difficulties or at school action +. This percentage is significantly higher than local and national average and impacted on the overall results.

January 2011
School Organisation

Nursery Times

Morning session 8.55am - 11.30am
Afternoon session 12.45pm - 3.15pm

The children must be accompanied by an adult to the nursery class, where there will be a member of staff to accept them. It is helpful if children can be collected from the class promptly at the end of the session. No child will go home without an adult.

School Times

Morning Session:
Foundation Reception 8.55am - 11.30am
Key Stage 1 (Y1, Y2) 8.55am - 11.45am
Key Stage 2 (Y3 - 6) 8.55am - 12.20pm

Afternoon Session:
Foundation Reception 12.45pm - 3.15pm
Key Stage 1 12.45pm - 3.15pm
Key Stage 2 1.15pm - 3.15pm

Time allocated to teaching each week excluding the daily Act of Collective Worship, registration and breaks is:
Key Stage 1 21 hours 40 minutes
Key Stage 2 24 hours 10 minutes

Children are not expected on site before 8.35am.

At 8.50am a bell is rung to indicate that children may enter the building.

Delivering & Collecting Children
Children walking to school should enter via the pedestrian gates, not through the Car Park. Children arriving by car must be dropped by a pedestrian gate. At the end of the day, if children are being collected, they must wait either inside the school or on the playground. If a parent is late, children must return to the school office and not leave the premises unescorted.
**Admissions and Transfer to Secondary School**

**Admission to Nursery**
A full copy of the admission policy can be found in Appendix A

The Governors' admissions policy is followed in accordance with the Local Authority guidelines.

- Parents are encouraged to complete an application form as soon as possible after the child’s first birthday. A request will be made to view the birth certificate to confirm the child’s age.
- The child’s name is then placed on a waiting list according to age and date of registration.
- Admission to nursery class is accepted the term after the child’s third birthday. Parents are offered a morning or afternoon session and the school will try and meet the requested preference. Both sessions are for 2½ hours per day, totalling 12½ per week.

Priority is sometimes given to recommendations from any appropriate professionals because of health or social reasons.

**Offering Nursery Places**

- Parents will be contacted as soon as possible offering a place.
- Once a place has been offered and accepted, there will be an invitation to visit the school.
- Details of the induction programme are sent at a later date once the place has been accepted.
- Once replies have been received, late offers may be made if there have been any refusals of a place.
- It is strongly recommended that children should not attend a playgroup or private nursery when attending state nursery.
- Parents are very welcome to contact the school if there are any concerns about admissions.
- There will be an evening meeting for parents to meet the Headteacher and Foundation Staff who will talk about the Foundation Stage curriculum. There will also be an opportunity to look around the Nursery & Reception units during this evening.
- Children will be given the opportunity to visit the nursery and reception class.
- New children do not all start at the same time: we stagger the intake as we have found this to be helpful for the children.

*Parents should be aware that acquiring a nursery place does not guarantee a school place.*

**Admission to Reception Class – a School Place**
A full copy of the application timetable can be found in Appendix A

Statutory school age admissions are managed centrally by Bracknell Forest LA. Further details may be obtained from our school office or by contacting the LA admissions team on 01344 354023.

Successful applications for school places will be offered three terms in reception class starting in September. Summer born children will be offered a staggered start. A full induction programme is prepared for both parents and pupil.

**Transfer to Secondary School**
Admissions to Secondary School are managed centrally by Bracknell Forest LA.

A child transfers to Secondary School in the September following his/her 11th birthday. Comprehensive Schools in the Bracknell Forest Borough area are:

- Garth Hill College
- Brackenhale
- Easthampstead Park
- Ranelagh
- Sandhurst
- Edgbarrow

The closest school to Meadow Vale is The Garth Hill College to which the majority of pupils transfer. There are regular meetings between the Headteacher and teachers of Garth Hill to discuss various areas of the curriculum. Y6 are given an opportunity to spend time at Garth Hill and participate in an exciting transition project during the summer term.
School Uniform

**Foundation Nursery**
Everything must be clearly labelled with your child’s name. School uniform can be ordered from the school reception. *Items available from school*

**White Polo Shirt***
**Green Meadow Vale Sweatshirt***
**Grey Trousers/Skirt***
**White/Grey socks/tights***
**Black School Shoes***
**Wellington Boots***
  - Book Bag* (no large backpacks are needed thank you. They take up too much room on the pegs)
  - A cap* can be purchased for the summer months if your child needs protection from the sun.

**P.E.**
Children do require a P.E. Kit of white t-shirt* and black shorts. The t-shirt can be ordered from the school reception.

**Foundation Reception, Key Stage 1 and Key Stage 2**
We encourage children to take a pride in their appearance and to take care of their clothes. School uniform helps to establish a sense of belonging and identity and can develop in a child a sense of pride and loyalty. It helps children to be more conscious of the standards of behaviour and work that being a member of Meadow Vale requires of them. It also abolishes any form of dress competition and indecision as to what is suitable and acceptable school wear. The school colours are grey and green.

**Boys**
White Meadow Vale Polo Shirt*
Grey trousers
Bottle green School sweatshirt*
Black shoes

**Girls**
White Meadow Vale Polo Shirt*
Grey skirt or trousers
Bottle green School sweatshirt*
Black shoes

Summer uniform - green/white dress - check or striped is acceptable. Black closed sandals.

*Items available from school.*

All items of clothing must be clearly labelled with the child’s name. Jewellery should not be worn (please refer to Health & Safety). Should children wish to wear watches they are responsible for them.

**PE and Games Kit**
**Indoor P.E. (Reception, Key stage 1, Key Stage 2)**
Meadow Vale crested plain white round neck t-shirt
Black Shorts
White socks
Trainers/plimsolls

**Games (Key stage 2)**
During Autumn/Spring tracksuits/sweatshirts are acceptable for outdoor games.
Football boots/outdoor trainers are essential.
During the summer term the indoor P.E. kit and trainers are appropriate for outdoor games.

*All parents/carers are requested to fully support our uniform policy.*

**Footwear**
Open toe sandals are not appropriate for school. Closed toe sandals are acceptable in the summer term.
Black shoes with a sensible heel height will avoid unnecessary accidents.

**Haircuts**
We request that when boys have their hair cut, fashionable ‘lines/patterns’ are not worn during term time.
Keeping Your Child Healthy

At breakfast
Every Friday morning 8 - 8.40am the dining hall is open to serve family breakfasts. A healthy range of food is on offer including breakfast cereal, toast, fruit, fruit juice and a cooked breakfast. After breakfast parents can visit the classroom to read with their child.

At morning break
Healthy options are available from the canteen for key stage 2 children which include: grapes, apples, raisins.

Nursery children are provided with a drink of milk each day. Also, all Nursery, Reception and Key Stage 1 children receive a piece of fruit daily. Fruit can also be brought from home. Water bottles are also provided for, however Key Stage 2 children may bring in a normal sports type plastic bottle of water which can be refilled at one of the chilled drinking fountains.

At lunchtime
Lunchtime for Foundation is from 11.30am to 12.45pm, Key Stage 1 is from 11.45am to 12.45pm and for Key Stage 2 from 12.20pm to 1.15pm. Meals are cooked on site by our catering staff and children are supervised by our trained lunchtime controllers. Meals currently cost £1.90 (£2.26 including 1 drink) and are paid daily through our cash till system. Children can select from our menu which includes a choice between a main meal, vegetarian, jacket potato or a sandwich with all children able to help themselves from the salad bar if they have a school lunch. Menus are published to parents on a three week rota. Parents of children who bring packed lunches to school are requested to provide healthy food and avoid sending crisps, sweets or chocolate. Glass bottles are not permitted and all lunchboxes should be clearly labelled. Hot dinners are eaten in the dining hall and packed lunches in the key stage 1 hall. Good manners and considerate behaviour is expected in both areas.

Free School Meals
If you are receiving income support or job seekers allowance your child is entitled to free school meals. Please take proof of your entitlement to the school office where you will be given the appropriate form to complete. Even if your child does not wish to take a school meal, it is still important to register with the school office. This information is always treated in the strictest confidence.

Absence from School
All schools are required to monitor attendance. You must ring the school before 9.45am to notify us of your child’s absence. If we have not been notified we will contact you to ensure that the absence is known by both parents and school. The absence must be followed up with a letter stating the reason upon the child’s return to school. If no such explanation is given, it will be counted as an unauthorised absence (a truancy). If the period of absence is likely to be lengthy, an early written explanation would be appreciated. We would ask parents to take annual holidays in school holiday periods. More than one week’s holiday during term time will have a detrimental effect upon your child’s schooling. Requests for leave of absence for holiday in term time must be discussed directly with the Headteacher. Such requests will only be granted under exceptional circumstances.

Medicines/Accidents
Medicines or drugs of any description must not be sent into school without the consent of the Headteacher. Medicine will be administered if necessary, but only on completion of a request form by parents, which is obtainable from school. All medicines will be kept in a secure place in the school. Inhalers for asthma sufferers must be clearly labelled.

To alert staff to any medical problem, we have a confidential emergency form for each child. In the case of an accident parents will be contacted should there be any concerns. Children may need to be taken to hospital by car, but they will always be accompanied by a member of staff. Keeping school informed of any changes in place of work or home circumstances could prevent an upset child having a long, anxious wait in hospital, where sometimes treatment will not be given until a parent is present.

Head Lice
We are aware of how disturbing and annoying an outbreak of head lice can be. Where we detect a problem in school, parents are informed immediately. We rely on our parents to help us eradicate this pest by treating infected hair promptly. We are also happy to put you in contact with the school nurse where particular difficulties arise.
School Health and Support Services
All pupils will be offered a Health Care Interview by the School Health Sister on admission to full-time schooling. The school Health Sister visits the school to carry out regular vision and auditory tests and height and weight checks. If at anytime you have concerns about your child’s health in school, please do not hesitate to contact her.

The school dentist visits the school once a year to inspect the children's teeth and give advice where necessary.

The Educational Welfare officer (E.W.O.) acts as a liaison between home and school. The Educational Psychologist advises the school and parents of a child who is experiencing difficulties which are having an adverse affect on social and/or academic progress. Parents will be consulted should the school feel it appropriate to involve these agencies.

Family Support Adviser
For four days a week our FSA, Mrs Debbie Green, is based in the Acorn centre. Mrs Green will support families who need advice on any aspect of parenting and, where appropriate, guide families through procedures where external professional support is required.
Keeping Your Child Safe

Parents/Carers Details
Your child’s safety is of the greatest priority to staff at Meadow Vale. We regularly review our health and safety procedures, however parents must keep the school informed of –

- change of address or telephone numbers
- your child’s medical details
- changes to an emergency contact number

Security in School
The security of the school is a priority. We ask all visitors to enter the school through the main reception area. During the school day gates off Priestwood Avenue, Queensway and Moordale Avenue side entrance are locked.

All visitors to the school sign in at reception and are asked to wear a badge, which is then collected as they leave the building. All members of staff are alert to the need to check the identity of anyone not wearing a badge on school premises. After signing in and having received a visitors badge a door release mechanism is activated to allow access. This internal door is coded.

We have an emergency action plan in place which provides guidelines in case of emergency. Of course, we hope never to have to use these measures but you will appreciate the importance of having procedures, just in case.

We rely upon our local community in supporting us in keeping our school a safe place. We ask our neighbours to keep us informed if they see anything suspicious and alert us to anything unusual that they might see.

Working with other agencies
We have close links with a number of agencies based in Bracknell. We have strong working relationships with social services and the members of the health service. The headteacher is the designated person responsible for child protection. If an issue is raised of a child protection nature, the adults concerned will usually be informed depending on the nature of the referral. However, in some cases direct contact might be made with social services.

We recognize that all families have times of crisis and might need the support of professionals. We encourage our families to let us know if they are experiencing difficulties and we will do our best to put them in contact with the relevant agency.

We believe that an open and honest partnership with our families is of great importance. Problems at home often manifest themselves in school and vice versa. Communication is vital so that we can support the child concerned. Please let us know if events at home might affect a child’s behaviour and emotional well-being in school.

The Internet and Use of Visual Images
We have an internet policy and restrict access to the internet. We would also ask parents to let us know if they object to their child’s photograph being used in newspapers. Although the use of cameras and video equipment is not banned, we ask parents to be sensitive to the taking of photographs during performances. Children are filmed as part of their normal lessons to aid evaluation and discussion. These films are only used within the school. The school has adopted a comprehensive e-safety policy which is available to parents on request.

CRB Checks
Adults who regularly help in school will be CRB checked. All external organisations i.e. sports coaches, etc. are also CRB checked. The school follows rigorous procedures when employing staff to work with our children.
Sex Education
Sex education is approached in the general context of Health Education. We aim to:

- help children understand that positive caring environments are essential for the development of a good self-image;
- help children understand that they are in charge of and responsible for their own bodies;
- provide knowledge about the processes of reproduction and the nature of sexuality and relationships;
- encourage the development of skills and attitudes which allow children to manage their relationships in a responsible and healthy manner.

Year 6 Parents are invited to discuss the content of the sex education provided at Meadow Vale. The school utilises the support of the school nurse to deliver this sensitive topic. Parents do have the right to withdraw their child if they so wish.

Anti Bullying Procedures
Meadow Vale will rigorously challenge all forms of bullying to improve the safety and happiness of its pupils, and makes it clear to bullies that anti-social behaviour is totally unacceptable.

Bullying is not a serious issue at Meadow Vale, however when it happens the following outline procedures are implemented.

Stage 1  Headteacher makes alleged bully aware that ‘all is not well’. If bullying continues move to stage 2.
Stage 2  Parents of bully informed, meeting is held with Headteacher. Behaviour contract is agreed and implemented. An individual education plan for behaviour management may also be implemented.
Stage 3  If the behaviour of the bully has not changed the pupil may be issued with a lunchtime exclusion.
Stage 4  The school governors will support a fixed or permanent exclusion if after considerable support an individual pupils behaviour continues to place at risk the safety of other pupils.

A copy of the schools behaviour management and anti-bullying policies are available on request.
Meadow Vale recently won the Bracknell Forest ‘Safer together, Safer Wherever’ Award for its outstanding work in developing anti bullying strategies.

General Health and Safety
General health & safety guidelines require the children to:

- exercise personal responsibility for safety of classmates;
- wear appropriate dress, including sensible black shoes;
- obey safety rules, especially those instructions given by staff in an emergency;
- not misuse, neglect or interfere with things provided for safety purposes.

In addition to these we ask parents to observe the following requirements to keep children safe in school.

- children should not arrive before 8.35 am and should be off the premises 10 minutes after dismissal, or following a school club;
- no earrings or rings to be worn. Children with pierced ears may wear plain studs only;
- all jewellery and watches should be removed for PE (no responsibility will be accepted for loss or accidents incurred by wearing jewellery and watches);
- children should not plug or unplug electrical equipment without a member of staff being present;
- no sweets or chewing gum are allowed in school;
- no glass bottles or cans should be brought to school;
- only those children who are attending training classes may bring their cycles into school;
- on successful completion of training a cycle permit is issued;
- pupils permitted to cycle to school must wear cycle helmets;
- no mobile phones unless there are exceptional circumstances which have bee verified and agreed with the school.

The Health and Safety Policy clearly outlines all procedures linked to the safe welfare of children, staff, governors and visitors.
Helping Your Child to Enjoy and Achieve

Building Learning Power
To help young people become better learners we have implemented the Building Learning Power initiative. Our children learn many life skills through this initiative and, as they progress through the skills, they become more familiar with the following 'learning muscles':

- Absorption
- Managing Distractions
- Noticing
- Perseverance
- Questioning
- Making Links
- Imagining
- Reasoning
- Capitalising
- Planning
- Revising
- Distilling
- Meta-Learning
- Interdependence
- Collaboration
- Empathy and Listening
- Imitation

Curriculum – Foundation Nursery and Reception
As first educators of your child, you are vital in the partnership between home and school. Throughout the Foundation Stage your child will be working on 6 areas to achieve their early learning goals. Under each area we have added some suggested activities to support home learning.

Personal, Social and Emotional Development
You can help your child:
- by showing him/her that other people are entitled to our respect although they may hold beliefs and opinions different to their own;
- by helping your child to be independent - letting him/her do things for him/her self, even though it may take a little longer;
- by helping your child to learn to choose and to reject when appropriate;
- by teaching your child to put toys and games away after she/he has finished playing with them.

Communication, Language and Literacy
In the areas of speaking and listening, reading and writing you can help:
- by listening to your child when she/he speaks;
- by finding time to talk with your child and letting him/her ask questions and find the answers;
- by talking about things you see on outings and visits;
- by modelling clear speech;
- by looking at books together - showing how to turn pages, looking and talking about the pictures and the people in the stories, asking questions, reading stories at every opportunity;
- by letting your child see you enjoying books and magazines;
- by sharing nursery rhymes and songs;
- by providing opportunities and materials for your child to write.
Mathematical Development
In the area of Mathematics you can help by sharing activities with your child which introduce correct mathematical words such as:

- big
- small
- few
- many
- more than
- less than

All activities can be done incidentally as part of the day-to-day events so that there is no need to turn it into a "lesson".

Some suggestions
- by matching things - clean socks into pairs, the family shoes into pairs, the right lid for the saucepans;
- by sorting things - buttons by size, shape etc.;
- by counting stairs together as you go up and down;
- by posting toys in the correct shape;
- by looking at the shape and size of windows, doors, road signs, traffic as you go along the road;
- by talking about the shape and size of cartons and bottles as you put away the shopping;
- by pointing out the time on clocks, both digital and analogue;
- by talking about the different coins which are used;
- by letting your child help lay the table for a meal, making sure there are enough knives, forks, spoons etc. for everyone;
- by playing card games such as Snap, Happy Families and simple number games.

Knowledge and Understanding of the World
In this area you can help:
- by encouraging your child to observe his/her surroundings and to describe what she/he sees;
- by asking what she/he thinks about an object/animal/activity;
- by encouraging your child to look for objects that are similar or different;
- by helping to make things, models, cooking etc. and show that you value his/her efforts;
- by teaching your child to use any equipment safely;
- by encouraging your child to ask questions and seek answers;
- by talking about your family and relatives;
- by reading stories from different places;
- by talking about the local amenities - shops, parks, library etc.;
- by talking about the weather, climate, seasons and what that means to him/her e.g. in hot weather I wear... in cold weather I wear...

Creative Development
In this area you can encourage your child to have a go:
- by praising his/her efforts;
- by helping with his/her creations;
- by displaying his/her work in and around the house;
- by showing examples of artwork from our own and other cultures.

Music is one area where parents may think that they are unable to help because they do not play a musical instrument. However there are many activities that you and your child can enjoy together.

Some suggestions:
- introduce your child to different kinds of music. e.g. pop, classical, jazz, dance etc.;
- sing favourite songs with your child;
- teach nursery rhymes, which are so important;
- help him/her to clap a rhythm and keep a steady beat.

Physical Development
Some suggestions through which you can help in this area of development:
- by playing games together e.g. football, cricket etc.;
- by helping your child to sew;
- by providing scissors and helping your child to use them safely;
- by providing crayons, pencils and paper for your child to draw on.

Time is a very precious thing and it is often hard to find the time to do everything. The time invested in your child in these early years plays a vital part in your child's development.
**Curriculum – Key Stage 1 and Key Stage 2**
Meadow Vale provides a broad-based curriculum that follows National Curriculum guidelines and in doing so, supports the aims of the school to develop an intellectually and socially mature child. The curriculum is planned under the National Curriculum subject headings.
At the start of each term parents receive a copy of programmes of study for each curriculum area covered by their child. This encourages parents to support their child’s learning at home.

The children follow an integrated approach to the curriculum. Each team of teachers works closely with one another to ensure continuity and progression, not only with classes of the same age group, but across the school. Planning of the curriculum occurs at a whole school level, team level and individually at class level.

The delivery of the curriculum is organised so that Maths is taught primarily through ability grouping. Some specialist subject teaching also occurs. A mixture of approaches to teaching is used. *e.g. there will be whole class teaching, group and individual teaching.*

We are currently revising our curriculum to provide more opportunities for creative learning. The introduction of project learning and combining some subjects is currently being reviewed with the aim for introduction in September 2010.

**English**
The school has developed the daily Literacy Hour and every opportunity is used to enhance children's language and literacy skills.

- **Speaking and Listening**
  To develop confidence and competence in speaking by meeting a wide range of situations and activities and to listen attentively with understanding. Every class presents at least two class assemblies during the year which parents are invited to attend. We also run a range of concerts and performance opportunities in order to develop self-esteem and confidence and to share the talents our children possess.

- **Reading**
  To promote every opportunity to share and enjoy books at home and at school. We aim to help children learn to read fluently, with understanding and enjoyment using a variety of approaches. Independent use of the library is strongly encouraged.

- **Writing**
  To help children to write confidently for a variety of purposes in different contexts for different audiences.

Our aim is for children to approach their writing with confidence, enthusiasm and imagination. Throughout the year a focus week is held to celebrate and promote the children’s learning in Literacy

**Mathematics**
The National Numeracy Strategy provides a framework through which children will be:

- developing understanding of basic mathematical concepts;
- developing the use of correct mathematical language;
- acquiring mathematical knowledge, skills and understanding through practical work and through tackling real life problems;
- developing an appreciation and enjoyment of mathematics.

An hour a day is spent on teaching Mathematics. Throughout the year a focus week is organised for parents to observe and become involved in their children’s learning through fun activities.

**Science**
We wish children to develop intellectual and practical skills that allow them to explore the world of science. We encourage children to observe, to plan and predict, to design and find out for themselves, to interpret results, communicate their findings and draw inferences. Some of the programmes of study will be delivered on a topic based approach, whilst some will be subject specific. There is an emphasis on collaborative learning with children discussing ideas in small, mixed ability groups.
Information & Communication Technology (ICT)
Meadow Vale has invested in the latest computer technology to enhance the children’s learning in this important subject. A recently refurbished ICT suite, sponsored by the MVSA, houses 34 networked computers with internet access and an interactive whiteboard for whole class teaching. All classes are timetabled for weekly use of the suite including the special needs department. A full time ICT technician supports the teaching staff in ensuring that all pupils maximise their learning opportunities in this excellent resource.

Recently the school has been awarded the National ICT Mark for innovative use of ICT to support teaching and learning. All classrooms have use of interactive whiteboards and there are at least 2 computers per classroom which enables pupils to access the internet for research purposes. The development of children’s ICT capability is promoted in all areas of the curriculum where its use is appropriate.

From September 2009, key stage 1 classes have had the use of laptops based in the classroom which link to a wireless network. Also, the school web site has been adapted to host a learning platform which will support home learning.

Design Technology
Activities planned for Design Technology cover a range of contexts within children's experience of home, school, recreation and the community. Programmes of study promote the design process - identifying the needs and opportunities, generating a design proposal, planning and making and approval.

History
History is studied so that children can learn and understand the past, fostering a sense of time and place. In order for History to be meaningful for young children, we start with ourselves and concrete experience. Children will look at questions such as ‘Who am I?’, ‘Where am I?’

We aim to:
- help children understand the present in the context of the past;
- encourage children to enjoy History by making it interesting, relevant and challenging;
- introduce children to a wide range of evidence e.g. spoken and pictorial material, and teach progression of study skills;
- provide opportunities for different interpretations and raise questions about society in the past.

Geography
Geography is studied to help pupils make sense of their surroundings and the wider world. They will study places, the human and physical processes which shape them, and the people who live in them.

We aim to:
- help pupils develop their geographical knowledge and understanding;
- introduce pupils to geographical enquiry;
- help pupils develop a sense of identity through learning about the United Kingdom and its relationship with other countries.

Music
There is a strong commitment to music at Meadow Vale involving children in a variety of enjoyable musical experiences. These include performing and composing, the development of the ability to listen, and being able to appraise a variety of musical styles. We aim to relate music to other parts of the curriculum, to develop children's self-confidence and social skills. Year 4 receive weekly tuition in the flute/clarinet delivered by Berkshire Maestros throughout the academic year. The music curriculum is supported by excellent extra curricular opportunities with the school choir and music concerts which celebrate various festivals. Strong links are also made with our Performing Arts Club.

Art & Design
We ensure there are appropriate opportunities to help children in the development of an appreciation and enthusiasm for Art & Design.

- Investigating and making - the development of observation and skills by working practically and imaginatively with a variety of materials and methods.
- Knowledge and understanding - of art, craft and design. The children will be studying different examples of art, from different periods in history. Through the development of knowledge of different kinds of art they will be able to enhance the quality of their own work.
Physical Education
We provide a broad movement based experience, which promotes and supports the development of more activity related skills and concepts. Children will have experience in: athletic activities, dance, games, gymnastic activities, swimming (Year 5 at Harman’s Water) and outdoor and adventurous activities. The PE curriculum is supported by outstanding resources and an excellent extra curricular programme.

Personal, Social, Health and Citizenship Education (PSHCE)
The aims of the school, all policies, subject schemes of work, cross-curricular themes and planned provision of elements of PSHCE seek to promote the social, moral, cultural and spiritual development of the children. PSHCE encompasses the following areas:

- qualities and attitudes - children’s approaches to learning, self-confidence, respect and sense of fairness;
- knowledge and understanding about themselves, similarities and differences between people and procedures e.g. knowing how to react to bullying;
- abilities and skills in relation to oneself and others - reason for rules, moral codes;
- social responsibilities and morality - consideration for others and preparation for an informed and active involvement in family, social, economic and civic life.
- citizenship week is held throughout the year to reinforce positive values in a fun and stimulating way. This is supported by the Life Education Mobile Classroom team which visits our school during September.

French/Spanish
French and Spanish is currently taught in key stage 2. The aim is to acquire basic language skills in a fun way which will spark the pupils interest in these languages.

Religious Education
Religious Education is taught in line with the LA agreed syllabus for Bracknell Forest. Religious Education should reflect the fact that in the main the religious traditions in this country are Christian, while taking into account other principal religions. We aim to help pupils understand religious beliefs, practices and insights, in order that they may form their own beliefs, opinions and their own allegiances and commitments.

Focus Weeks
During this academic year we will be holding the following themed weeks:
- Citizenship Week - October 2010
- Money Week - November 2010
- Round the World Week - Spring 2011
- Outdoor Learning - Summer 2011
- Science Week - Summer 2011

Collective Worship
A daily act of collective worship takes place at Meadow Vale: this may be offered as a whole school, teams, or class groups. Worship is broadly Christian. Should parents wish to withdraw their child from all or part of this daily act of collective worship, supervision would be undertaken by members of staff.

Residential Trips
A residential visit to an outdoor education centre in West Sussex is organised for year 6. Children are away for a week and experience numerous outdoor adventurous activities and a day trip to France visiting a war museum.

Charging & Remission Policy
Visits are usually planned in conjunction with topic work to enrich the learning experiences for the children and to stimulate further study. Parents may be asked to make contributions for a visit organised by the school and approved by the Governors. Although no child will be excluded should a voluntary contribution not be made, the school reserves the right to determine whether the voluntary contributions are sufficient to enable the activity to take place.

If children go on a residential visit a charge is made to cover the cost of board and lodgings. The Governors will apply the Statutory minimum remission to any charges which they make, that is in respect of pupils whose parents are in receipt of Income Support. Any further remission of charges will be at the absolute discretion of the Governors.

Breakages
The Governors reserve the right to ask parents to contribute to the cost of replacement items incurred as a result of breakages, loss or damage of books, equipment and material other than normal wear and tear.
**Special Educational Needs**
The Governors’ policy for meeting special educational needs seeks to address the continuum of provision for children. A differentiated curriculum is offered for all children and every child will have equality of opportunity and be given access to a broad and balanced curriculum.

Each child is valued and his/her achievements are recognized and celebrated. The school’s Special Educational Needs Coordinator (SENCO) is responsible for overseeing the day-to-day operation of the SEN policy and coordinating the provision for the children. Once a child has been identified, resources are allocated according to the child’s level of need. Children are identified through baseline assessment on entering fulltime education and continuous in-class assessments. There is a range of provision for SEN children:

- additional support by a Learning Support Assistant (LSA) in the classroom;
- an intensive programme of support delivered by an LSA, under the direction of the class teacher;
- additional literacy lessons with SENCO or Learning Support Teacher;
- additional numeracy support with a specialist numeracy teacher.

Regular monitoring and evaluation of the arrangements for SEN children is part of the cycle of reviewing the provision. Parents are very much part of the whole process. They are consulted and kept involved through, at least, termly meetings. At these meetings the child’s Individual Education Plan (IEP) will be reviewed. IEPs are for children working at ‘School Action’ and ‘School Action Plus’ level. A Personal Education Plan (PEP) is drawn up between Social Services and other agencies where a child is fostered or is ‘looked after’ in some form.

Information about other agencies that may be helpful is provided, wherever possible. Regular meetings are held with the Principal Educational Psychologist, to discuss the needs of the SEN children in the school. There are strong links with other professionals (Educational Welfare, School Health Sister, Speech and Language Therapy, etc.) who support the work with SEN children. All staff who work in the school undertake in-service training. There may be times when the school is unable to meet the child’s needs without additional resourcing so there is a carefully laid procedure in place to assist the school. Parents are always consulted and are involved in the whole process. Many children have a particular talent or ‘gift’ in a particular area. We aim to provide the necessary resources to foster and encourage these ‘able' children.

**Arrangements for Disabled Pupils:**
Whilst it is recognized that the school site is based on three levels every effort is made to ensure that disabled pupils receive equal opportunity. Should the need arise short term alterations or changes in teaching bases would be implemented.
Currently the school has refurbished disabled toilet facilities, improved internal signage and decorated handrails in contrasting colours. The school has recently updated its Disability Equality Policy and incorporated views from parents and children who meet the disable criteria.

Recent changes to the SEN Policy have included:

- increased provision of small group teaching to support literacy and numeracy
- linked with Kennel Lane Special School to train support staff in the needs of the Autistic Pupil
- developed additional resources to meet the needs of the More Able Pupil

**Speech and Language Resource**
Children come to the Resource with different speech and/or language disorders. It is the main objective of the staff that each child has the appropriate programme initiated so that he/she can participate as fully and confidently as possible in the life of the school and eventually return to full mainstream education. There are places for 20 primary aged children and four part-time nursery children.

**Extra Curricular Activities - Sports Provision**
At Meadow Vale we aim to maximise every child’s sporting potential through the provision of a variety of sporting opportunities. The school has impressive sports facilities which are used to the full. Extra curricular clubs cover football, tag rugby, netball, dance, basketball, badminton, cross-country, rounders, athletics, hockey and softball cricket. Our links with Bracknell Forest Leisure Department enable us to make further use of specialist coaching in tag rugby, badminton, cross-country and softball cricket, all of which culminate in participation in competitive festivals. The school has an excellent sporting reputation and has achieved considerable success in local inter school leagues and festivals and at regional level.

In 2004, Sir Clive Woodward OBE presented the school with the prestigious National Sport England Activemark Gold Award which recognises the schools commitment to developing healthy and active children through excellent P.E provision.
Extra Curricular Activities – Sports Provision...
To give a greater opportunity for more children to experience competitive sport and benefits of teamwork, our pupils are placed in one of four houses. Newton, Faraday, Curie or Darwin.

Houses compete in football, netball, rounders, softball cricket and Sports Day athletics in both year 3/4 and year 5/6 competitions.

Extra Curricular Activities – Music and The Arts
Further opportunities are available for the children to develop other interests in dance and drama, music with the school choir and creative skills can be developed the pottery, art and card craft clubs.

From the age of 7 it is possible to arrange tuition from Berkshire Maestros for some string, woodwind and brass instruments.

Recently the school gained Artsmark Gold from the Arts Council in recognition of its commitment to an outstanding arts programme.

Extra Curricular Activities – The Environment
The school runs successful Environment and Gardening clubs which uses the school grounds to enhance learning and enjoyment. The school has achieved Eco-Bronze status for highlighting recycling issues.

Extra Curricular Activities – ‘Less Active’
The school also offers Homework Club, Craft and Art Clubs and the Hornby club which has developed an excellent train set in the key stage 2 hall.

Pupil Responsibilities
In order to encourage confidence, build self esteem and develop organisational skills many children are given class and whole school responsibilities. House captains and school prefects are elected from year 6. The school also runs a very successful School Council which consists of elected members from each class and a peer mediation scheme where pupils are trained to support other pupils at playtimes. Librarians are also appointed to support the smooth running of the library.

After School / Holiday Club / Breakfast Club
We are fortunate to be able to provide an after school and holiday club which is run from our Acorn Centre. The club is run by Koosa Kids who are registered with Ofsted and have an ‘Outstanding’ grade from them. If you would like to know more please contact Koosa direct on 0845 094 2322 or log on to www.koosakids.co.uk. The breakfast club (from April 2010) is also based in the Acorn Centre and runs every morning from 8am. The children are given a healthy breakfast (if required) and there are a selection of quiet games and activities on offer for the children. The breakfast club is staffed by current school support staff. For further information and bookings please contact Koosa on the above number.
Working Together

Rewarding children:

**Foundation Nursery/Reception** –
Star of the Week for good attitude and achievement.

**Key Stage 1** –
Stickers for effort, behaviour and work. Listener of the Week (dip in goodie box), Reader of the Week (leather bookmark), Scientist of the Week (wears the Scientist coat). Maths mouse mat for effort and Handwriting pencils are awarded for neat handwriting. Certificates are also awarded for Spellings.

All key stage 1 & 2 children receive house points for good behaviour, manners and social skills. The house points totals are announced weekly with the overall winning house receiving The Governors House Cup at the end of each term.

**Key stage 2** –
The names of children who are ‘Spotted’ helping others can be written on the board along the KS2 corridor and they will be given a sticker during the Friday morning assembly.

One child from each class will be given a Star of the Week certificate in the Friday assembly for their particular achievement during the week.

A Headteacher's certificate for effort in work is awarded after 45 'smilies' are collected by the children. On gaining 65 'smilies' a medal is awarded. Certificates and medals are presented in whole school and class assemblies, to which parents are invited.

A 'Well done' Meadow Vale Green ruler is presented to children in KS1 & KS2 for special effort in any area of school life. Book tokens are presented to those children who continue to try their best after receiving a green ruler.

**Encouraging High Standards of Behaviour**
Sensible behaviour will be expected at all times. In order for effective teaching and learning to take place there must be an orderly atmosphere.

The school rules are displayed in every class and are based on the following expectations:

1. Be kind and helpful to each other - kind hands, kind words, kind feet.
2. Listen when other people are talking.
3. Walk even when we are in a hurry.
4. Keep the school clean, tidy and attractive.
5. We have a right to learn and a responsibility to allow learning to take place.

The school is a community in which all children are expected to play their part. There is a whole school approach to promoting positive behaviour in the children. Every effort will be made to teach children to respect the wellbeing of others, and to behave in a socially acceptable manner. There are sanctions that will be applied to those children who do not comply with the standard of behaviour required. We do hope that the partnership developed between home and school will help us in dealing with children who have problems in adapting to the expectations of school.

We believe that it is very important that outside of the school premises children continue to act as good ambassadors for us.
Helping With Home Learning
Supporting your child with their home learning is a valuable and important activity. Please help your child by:

- developing a home learning routine;
- allocating time at home for reading daily;
- encouraging them to learn times tables and spellings;
- set aside a quiet place for your child to complete homework;
- following up ideas in the termly ‘Areas of Study’;
- encouraging your child to use a dictionary and if possible access the internet to develop independent learning;
- involving your child in practical maths activities;
- taking your child to places of interest;
- taking time to discuss their learning with them;
- access the school website for educational ‘links’.

Visiting School
We welcome parents at Meadow Vale. Throughout the year there are formal opportunities for you to visit the school and discuss your child’s education.

Autumn Term - consultation evening to discuss how your child has settled into the new class.

Spring Term - consultation to discuss how your child is progressing.

Throughout the year you are welcome to discuss progress with your child’s classteacher by arrangement. We also welcome you to our ‘drop-in surgery’ with the SENCO on a Friday afternoon 1.30 – 3.00pm.

Parents are also welcome to the summer Term ‘Open Evening’ which gives an opportunity to tour the whole school.

Class assemblies are further opportunities for visits and so too are the numerous drama productions and sports fixtures.

School Association (MVSA)
We have a very active Parent Teacher Association at Meadow Vale, known as the Meadow Vale School Association (MVSA). All parents/carers are automatically members of the MVSA which aims to raise additional funds by organising social events throughout the school year.

Over the years the MVSA has funded many projects, large and small, providing, for example, the playground gazebos, computers and accessories, television and video equipment, a new cooker, books, toys, lockers and a digital camera - to name but a few. The money has been raised through a variety of events such as discos, the Christmas Fayre, Summer Fayre & Family BBQ, theatre trips, shopping trips, a car boot sale, a ladies indulgence evening, sponsored walk etc, etc.

The committee of a Chairperson, Vice Chairperson, Treasurer, Secretary and not less than eight other members, meets once a month to plan and organise events. Anyone is welcome to attend and bring along new ideas or suggestions. An Annual General Meeting is held each September to elect the committee.

Helping in Classrooms
There are many ways in which we need your help in school. If you have time to spare and feel you would like to work as a volunteer please contact your child’s classteacher. Some of the ways in which you might be able to help are:

- listening to readers;
- accompanying the children to the swimming pool;
- helping with technology lessons;
- going on educational visits;
- covering books and helping with displays;
- reading with children first thing in the morning.

You do not need to have any special skill or ability – your time, your involvement will be much appreciated by staff.
**Helping with Clubs**
If you have a particular expertise in any of our after school activities and are able to share it with the children please contact the teacher in charge of the club. We currently benefit from a number of parents helping this way.

**Helping You**
We also like to think that we are here to support you if the need should arise. A brief chat with the Headteacher, classteacher or FSA may help to alleviate a concern or if appropriate we could put you in touch with the relevant support agency. Our school nurse is available to advise on health matters.

**Letting You Know**
We send out regular newsletters and a weekly news sheet (Oakleaf) with information about school dates and events. If you have any suggestions for these please let us know. Please ask your child if they have been given any letters to bring home. Newsletters and Oakleaf will also be posted on our website.

Other information for parents is also included on the boards adjacent to the Key Stage 1 and Key Stage 2 playgrounds. Parents are informed about their child’s curriculum through termly Areas of Study letters.

**Parentmail™**
Parents who have the facility to receive e-mails are strongly encouraged to sign up for Parentmail™. This is an electronic communication method which allows the school to send weekly newsletters and urgent messages straight to the parents’ inbox. Many parents use this effective communication method and we hope that all our new families will do so as well. Please contact the school office for further details.
**Success and Well Being**

**Listening to our children and parents**
We believe that it is very important to consult with our children and parents on a regular basis. In November, the children complete a learning questionnaire which helps us to understand issues which are barriers to their learning and what helps them to learn. In June, both children and parents are invited to comment on whole school issues which help us to formulate the annual School Development Plan.

**Target Setting**
Children are given individual targets to support their learning. These are recorded in their Brain Books (KS1) and their literacy exercise books (KS2). Please support your child in their efforts to achieve set targets.

**Reporting to Parents**
Parents receive an annual report every July which summarises the child’s academic and social progress over the school year. Parents are invited to make comments and return the slip to their child’s classteacher. We have also introduced a progress summary sheet which parents receive at the end of the Autumn and Spring Terms.

**Oakleaf**
Oakleaf is the weekly newsletter issued to parents and is distributed each Friday. Oakleaf shares news and informs parents of the following week activities and clubs.

**Oakleaves**
Oakleaves is the school magazine produced at the end of each term. It is always packed full of news of pupil and school achievements. Parents are asked to contribute to the ‘Well Done’ section.

**School Profiles**
The school profile is a mechanism for schools to communicate with parents about the school progress, priorities and performance during each academic year starting with 2004-2005. Parents can access our school profile on [http://schoolsfinder.direct.gov.uk/8672251/school-profile](http://schoolsfinder.direct.gov.uk/8672251/school-profile) or request a copy from the school office.

**Lifelong Learning**
We never stop learning and we encourage our parents and other adults associated with the school through enabling placements, work experience and supporting voluntary and casual support, which may be of benefit. On occasions, we hold additional classes in schools aimed at adults and hope that the frequency and regularity of this will continue.
If You are Not Happy

Please let us know!

If you should have a complaint or a comment to make then we welcome you to:

- Speak to your child’s class teacher
- Speak to your child’s phase leader
- Make an appointment with the headteacher
- Write to the Chair of Governors
- Write to: The Chair Person Governing Body Grievance and Complaints Committee

If the Governing Body are unable to resolve an issue, the address for formal complaints to Bracknell Forest Local Authority is as follows:

Director of Education, Libraries and Children’s Services
Education Department
Seymour House
38 Broadway
Bracknell
Berkshire
RG12 1AU

We hope that you have found this prospectus useful and informative. More importantly, we hope that the education and social experiences we provide enable your child to leave Meadow Vale well-equipped to deal with the challenges and opportunities of secondary education.

We look forward to working with you
Appendix A - LA Guidelines

Admission to Nursery

NURSERY CLASS ADMISSIONS 2010/11

• Introduction

Amendments in the Education Act 2002, have clarified that the LA is responsible for making decisions in relation to admissions to nursery classes in community and voluntary controlled schools. In order to comply with this and in order to ensure clarity and fairness across the Borough. Bracknell Forest LA is proposing to issue good practice guidelines in line with the Early Years Foundation Stage due for implementation in September 2008.

• Admissions Arrangements

The 2003 School Admissions Code of Practice and the legislation that supported it first established the foundations of good practice in relation to admissions arrangements. This was continued in the 2008 School Admissions Code.

It states that admissions arrangements should work for the benefit of all parents and children in an area and that the arrangements should be as straightforward as possible. Most importantly, admissions criteria must be clear, fair and objective and for the benefit of all children. Also local admissions arrangements must comply with all relevant legislation and guidance.

• Appeals

Parents do not have a statutory right of appeal to an independent panel in relation to nursery admissions. It is therefore essential that all admissions decisions can be justified by reference to published admissions arrangements that are adhered to in all cases and by all schools.

• Policy statement and good practice guidelines

Following a period of consultation, Bracknell Forest LA has produced good practice guidelines for admission to all nursery classes in community and voluntary controlled schools and the management of children in those classes. The LA has also developed an admissions policy for all nursery classes in community and voluntary controlled schools. This policy will be applied by the LA to all nursery class admissions with effect from the 2010/11 academic year.

• Aided Schools

The governing body of an aided school with a nursery class is responsible for the admission of children to its school. Whilst the governors can set their own admissions arrangements, providing they are clear, fair and objective, the LA hopes that these schools will adopt the arrangements in this Borough policy. Governing bodies of aided schools are required to consult on their admissions arrangements annually within a timetable set out in legislation.
• **Admissions Policy**

The minimum age of admission will be three years. Children will be able to start the term after their third birthday and remain there until of statutory school age. The timetable for admission must be published by each school.

• Common Application form - each parent will be required to fill in a common application form for nursery class admission.

• Criteria for admissions - if there are more applications than there are places available then all applications will be put into rank order. The order that they are put into is determined by the admissions criteria as set out below. The criteria have been kept as simple as possible so as to comply with the requirement to be clear, fair and objective.

Children with a Statement of Special Educational Needs that names the school must be admitted to that school.

After this requirement has been satisfied the following rules will apply;

A. children who are in the care of the local authority or provided with accommodation in that authority in accordance with The Children Act 1989;

B. Children who will have an older brother or sister in the nursery at the time of the applicant’s admission. These siblings include children living as siblings in the same family unit and at the same address as the child and for whom the applicant has parental responsibility.

C. oldest children first (date of birth order);

If there are insufficient places for all the children in one of the above categories, priority will be given to children who fulfil more than one of the admissions criteria, using a combination of higher criteria. After this, if there are still insufficient places, and no distinction can be made between the applicants, a final decision will be made on the radial distance between the home and the school. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey’s national system.

Schools will publish their intake policy in advance in line with the attached timetable. The timetable should be published each year by the school so that parents will be able to clearly see when they should apply for their child’s entry to a nursery class.
• **Sessions**

The government has tasked Local Authorities with meeting the childcare needs of working parents. To cater for these needs nurseries offer 15 hours of childcare a week. Nurseries will offer these 15 hours with varying degrees of flexibility. Some nurseries may only provide care for 3 hours a day, 5 days a week, either in the morning or afternoon (as per the old sessional arrangements). Other nurseries will offer greater flexibility and allow parents to choose the hours of attendance which suit their needs. This flexibility is subject to the following restrictions.

- 15 hours a week over a minimum of 3 days
- A minimum hours in a day of a 2 hour block
- A maximum of 10 hours in one day, 13 hours total if over 2 days

*(See our Admission page for full details of our nursery admissions)*

Parents should be asked to express a preference for hours of attendance and where flexibility is offered the school will do its best to meet the preference. However, prior to completing the application form, parents are advised to speak to the nurseries they are interested in to ensure that the nursery offers hours of attendance that meet their needs. A nursery is not required to change the hours it offers to suit the needs of parents. However, the Local Authority will monitor working parent demand for flexible hours and will negotiate with nurseries for a change in hours where appropriate.

• **Reception Classes**

Admission to a nursery class attached to a school does not guarantee admission to the reception class of that school. Parents will be expected to apply for admission to the main school separately at the published time. Attendance in a nursery class will not be taken into account when the parent applies for entry to school.

• **Registration Forms**

Once a child has been offered a place in a nursery class the parent will have to accept or decline the offer within a specific timeframe. Once an offer has been accepted, and before the child starts at the nursery, the parent will be required to complete a registration form which will include such information as emergency contact details etc.
Timetable for the primary co-ordinated admissions scheme 2011/12 is as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 1 July 2010</td>
<td>Governing Bodies of schools to advise LA about the admission of rising fives</td>
</tr>
<tr>
<td>September 2010</td>
<td>Guide to Primary Education in Bracknell Forest to be published. Common application forms to be produced and sent to parents.</td>
</tr>
<tr>
<td>September 2010 – 15 January 2011</td>
<td>Applications to be submitted to the LA</td>
</tr>
<tr>
<td>Midday on 15 January 2011</td>
<td>Closing date for Online applications</td>
</tr>
<tr>
<td>15 January 2011</td>
<td>Closing date for paper applications (CAFs)</td>
</tr>
<tr>
<td>By 15 February 2011</td>
<td>SEN Team to inform parents of statemented pupils of their allocated school</td>
</tr>
<tr>
<td>By 28 Feb 2011</td>
<td>LA to transfer information to Aided schools</td>
</tr>
<tr>
<td>7 March 2011</td>
<td>Closing date for receipt of supplementary information forms by VA schools</td>
</tr>
<tr>
<td>8 - 11 March 2011</td>
<td>Aided schools governors to meet to allocate places</td>
</tr>
<tr>
<td>By 14 March 2011</td>
<td>Aided schools to advise LA of allocations. All schools to confirm to the LA that they have not made any offers to the children in the year group in question (ie. offered too early)</td>
</tr>
<tr>
<td>21 April 2011</td>
<td>Offer letters to be sent out by the LA*</td>
</tr>
<tr>
<td>By 20 May 2011</td>
<td>Parents to accept offers Appeals should be submitted</td>
</tr>
<tr>
<td>Summer Term 2011</td>
<td>LA to advise schools of final allocation details Schools to send out registration forms. Appeals to be heard</td>
</tr>
</tbody>
</table>