

**BARRINGTON  
CHURCH OF ENGLAND  
(VOLUNTARY CONTROLLED)  
SCHOOL**



**2016—2017**

Welcome to Barrington Church of England (VC) Primary School. Your family are about to start an exciting journey with us and we are looking forward to many happy years together as your child grows and learns. As with any journey, the secret to success is in the preparation. There are lots of things you will need to know and many steps we will take together to help you get ready for the autumn term. This brochure should provide the majority of the information you will need to get started, but please feel free to come into school and ask any additional questions you may have - there is no such thing as a silly question!

Here at Barrington we strongly emphasise the importance of community, caring for one another and supportive learning in a nurturing and stimulating environment. Our overall aim is to develop each child as an individual; socially, emotionally, physically, spiritually and academically by providing a happy, secure and creative environment. Our aim is for children to enjoy their time at Barrington; for us to help them to increase their self-confidence and to develop a love of learning, enabling each child to reach his or her full potential.

Family involvement in a child's education is proven by research to be one of the most important factors for a successful educational experience. Barrington actively seeks out volunteers and plans regular activities to support family learning. You are on this journey too!

The information in this brochure applies to the current school year. The particulars are correct at the date of publication, but it cannot be guaranteed that there will be no changes affecting admissions arrangements.

We aim to work with an open door policy and make every effort to provide face to face contact whenever you need us. Should you have any query regarding your child's education or welfare, please do not hesitate to come in and speak to a member of staff.

Whether you have something positive that you would like to share or would like to discuss a concern, please come and talk to me - you can catch me most mornings in the corridor - or can email me if you would prefer ([head@barrington.cambs.sch.uk](mailto:head@barrington.cambs.sch.uk))

I look forward to getting to know you and your children in the coming weeks.  
Yours sincerely,

G. Davies

Mrs Gill Davies  
Headteacher

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## Barrington Church School Aims

The aim of Barrington School is to provide a happy, safe and stimulating atmosphere where:

- Christian values are promoted
- Respect for others and personal responsibility are expected
- Children enjoy learning and are confident and willing to try
- High academic standards are encouraged and the needs of every child are met
- Teachers, parents and carers work together as partners in their children's education
- Foundations for life long learning are established
- Children develop independent learning skills
- Community spirit is fostered

### Key Christian Values

- ❖ There is an ethos of care and concern which embraces all members of the school community. (Key Christian value - Christian love)
- ❖ We all work together to resolve conflict and to embrace forgiveness. (Key Christian value - forgiveness and reconciliation)
- ❖ We all take responsibility for one another and together we work towards tackling injustice in our world. (Key Christian value - Justice)
- ❖ Peaceful and healthy relationships are nurtured and times to be still and reflect are valued. (Key Christian value - Peace)
- ❖ We encourage all members of the school community to be truthful to themselves and to others. (Key Christian value - Truthfulness)
- ❖ We challenge ourselves to be the best we can. (Key Christian value - Courage)
- ❖ We work together with kindness and respect to welcome and nurture everyone and provide support. (Key Christian value - Compassion and community)

## Addresses For Your Reference

Barrington Church of England (Voluntary Controlled) Primary School  
Haslingfield Road  
Barrington  
Cambridge  
CB22 7RG

Tel: 01223 712273

Fax: 01223 712276

Email: [office@barrington.cambs.sch.uk](mailto:office@barrington.cambs.sch.uk) [www.barrington.cambs.sch.uk](http://www.barrington.cambs.sch.uk)

### Director of Learning

Service Director for Learning is Keith Grimwade

[Keith.grimwade@cambridgeshire.gov.uk](mailto:Keith.grimwade@cambridgeshire.gov.uk)

CC1001

Shire Hall

Cambridge

CB3 0AP

**Telephone:** 01223 507165

### Local Secondary School to which the children normally transfer

Melbourn Village College

The Moor

Melbourn

Nr Royston

Herts

SG8 6EF

Tel: 01763 223400

Email: [office@mvc.org.uk](mailto:office@mvc.org.uk)

St Bede's Inter Church School

Birdwood Road

Cambridge

Cambs

CB1 3TP

01223 568816

[office@stbedes.cambs.sch.uk](mailto:office@stbedes.cambs.sch.uk)

### Assigned School Advisor

Belinda Harvey

Primary Advisor

The Octagon

Shire Hall

Cambridge

CB3 0AP

Tel: 01223 703806

## What is a Voluntary Controlled School?

Voluntary Controlled schools were originally set up by voluntary bodies, such as the Church of England, and have important links with these bodies. 'Voluntary Controlled' schools are totally funded by the Local Education Authority (LEA), which employs the staff. The LEA is also responsible for admissions. The school governing body controls the use of the school premises, but have to follow general rules set by the LEA.

Recognising its historic foundation, the school aims to preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

As a Church of England school, Christianity forms the basis of our daily acts of collective worship. These are held both in school and in the Church.

RE is intended to be suitable for all our pupils. It benefits pupils by increasing their understanding and awareness of other people and their ability to respect the rights of others even where they disagree with their views. It contributes to pupils' spiritual, moral and ethical development. It is designed to be of educational worth to all pupils from any or no religious background.

The governing body includes three 'Foundation' Governors, appointed by the Ely Diocesan Board of Education.



## Staff List from September 2016

Mrs Gill Davies	Headteacher
Mrs Andrea Avant	Senior Teacher - Class 4 (Year 5 & 6) -
Mrs Yvette Beswick	Teacher - Class 3 Mon, Tue, Wed (Year 3 & 4)
Mrs Lucy McGregor	Teacher - Class 3 Thurs, Fri (Year 3 & 4)
Miss Beth Meredew	Teacher - Class 2 (Year 1 & 2)
Mrs Sue Brown	Senior Teacher - Class 1 (Reception/Yr 1) Mon, Tue, Wed
Mrs Clair Hayes	Teacher - Class 1 (Reception/Yr1) Thur, Fri
Mr Johnny Herd	Specialist Sports Coach (PE Teacher)
Mrs Alison Thompson	Specialist Dance Teacher (PE dance)
Mrs Rachael Dale	Teaching Assistant & Lunchtime supervisor
Mrs Dulcie Cambridge	Teaching Assistant
Mrs Susan Richards	Teaching Assistant & Lunchtime supervisor
Miss Dee McCabe	Teaching Assistance & Lunchtime Supervisor
Mrs Julie Wiseman	Teaching Assistant
Mrs Wendy Harrison	Finance Manager
Mrs Julia Lindley	School Secretary & Teaching Assistant
Mrs Hayley McCormick	Caretaker
Miss Sarah Vince	Caretaker
Mr James Phillips	Cleaner
Miss Trudi Betts	School Caterer
Mrs Sharon Connor	Catering Assistant
Mrs Haidee Brooker	Lunchtime Supervisor
Vacancy	Lunchtime Supervisor

# **School term dates 2016/2017**

**- including training days**

## **AUTUMN TERM 2016**

**Training day - Thursday 1<sup>st</sup> September**

**Friday 2<sup>nd</sup> September to Tuesday 20<sup>th</sup> December 2016**

**Half term: 24<sup>th</sup> October to 28<sup>th</sup> October 2016**

**Training day - Monday 31<sup>st</sup> October**

## **SPRING TERM 2017**

**Training day - Wednesday 4<sup>th</sup> January**

**Thursday 5<sup>th</sup> January to Friday 31<sup>st</sup> March 2017**

**Training day - Friday 10<sup>th</sup> February**

**Half term: 13<sup>th</sup> February to 17<sup>th</sup> February 2017**

## **SUMMER TERM 2017**

**Tuesday 18<sup>th</sup> April to Friday 21<sup>st</sup> July 2017**

**May Day: 1<sup>st</sup> May 2017 Bank Holiday**

**Half term: 29<sup>th</sup> May to 2<sup>nd</sup> June 2017**

**Training day - Monday 5<sup>th</sup> June 2017**

**School will be closed on training days.**



## The School Governors

The Governing Body of Barrington School has 'general responsibility for the conduct of the school with a view to promoting high standards of educational achievement' (section 12 Education Act 2002).

This means:

- Setting appropriate targets for pupil achievement at Key stage 2 (age 11).
- Managing the school's budget.
- Making sure the curriculum is appropriate.
- Reporting National Curriculum assessment results.
- Appointing the Headteacher and determining how other staff will be appointed.
- Ensuring the needs of pupils with special educational needs are met.
- Drawing up an action plan after inspections.

All this cannot be achieved without working closely with the headteacher and the staff and by having good communication and cooperation with parents, the local authority, the church and all the other people who support the school.

The governors' job is to assist with the strategic development of the school and to ensure accountability. They do not deal with day-to-day management issues as this is the job of the Headteacher. The Governing Body is made up of representatives from the parents, the staff, the local authority, the church and the parishes.

The whole Governing Body meets about twice a term and the various committees meet regularly to discuss particular aspects of running the school, the minutes for these meetings are displayed on a notice board at the school. Each term at least one governor makes a formal visit to the school to look at a particular aspect of the curriculum.

Day-to-day matters should be raised with your child's class teacher or the Headteacher. If you have any queries or issues, please feel free to contact me or any of the governors c/o the school. If you think you might be interested in joining the Governing Body or would like more information, please let me know.

Malcolm Price (CHAIR OF GOVERNORS)

# **The School Day**

School starts at 8.55 am  
Playtime: 11.00 am to 11.20 am  
Lunch KS1 -12.20 pm - End 1.30 pm (Classes 1 and 2)  
KS2 -12.30pm - End 1.30 pm (Classes 3 and 4)  
School finishes at 3.25 pm.

The school opens at 8.45am and children come directly into their classrooms. Children should not be on school grounds prior to 8.45am as no supervision is provided. If you wish to leave your child earlier please book and the after school club. Registration takes place at 8.55.

At the end of the day children should be picked up from the school playground. Please inform your child and the school of any change of routine i.e. if someone else is collecting your child or they are not going home on the bus.

## **Transport to School**

The school serves two villages and a bus is provided by the Local Education Authority for children travelling from Shepreth. The children are supervised on the coach and met by a member of staff on arrival at school. The class teacher takes a register of those children travelling home by bus which is checked off at the end of the day by a member of staff. The children have agreed and are expected to follow a clear code of conduct whilst travelling on the coach.

## **Safer Routes to School**

As a result of involvement in the county's Safer Routes to School Initiative, there is now traffic calming outside the school, a speed limit of 30 mph through the village, flashing lights near the school, a pathway to the rear of the school (which is partially lit) and cycle storage.

There are parking restrictions in force outside the school where parking is prohibited between 8.30am-9.30am and 2.45pm-3.45pm. This is monitored by the police.

Children are encouraged to walk to school as much as possible. Children in Years 5 and 6 are allowed to cycle with their parent's permission. We recommend that children younger than this are accompanied on their journey to and from school by an adult.

If you do need to drive to school, please use either the car park at the Village Hall or opposite the Church and accompany your children the rest of the way.



## **The Home-School Partnership**

We believe that the home-school partnership is an essential part of our commitment to success. We see teachers and parents as equal partners working together to enable all children to reach their potential. We hope you will take an active part in your child's education and welcome the help of parents, carers and grandparents in school.

Parent consultation evenings are held in the autumn and spring terms. At the end of the summer term parents receive a comprehensive report on their child's progress.

We endeavour to keep you fully informed of school activities through regular newsletters and class topic information at the beginning of each term. All school policies are available for reference. Please ask at the school office. Parents are invited to sign the School-Home-Child Agreement during the first term after they join the school.

# **Homework Policy**

## **The Partnership**

To work effectively homework needs to be part of a wider partnership between home and school. At Barrington School we have always recognised and valued the part parents and carers play in the education of their child. We also appreciate that children need time after school to relax and pursue their own interests. The home school agreement and parent guides are available on request.

## **The Purpose of Homework**

- To encourage an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- To reinforce and extend skills and understanding particularly in literacy and numeracy.
- For children to develop the skills and confidence needed to study on their own.

## **The Role of Parents and Carers**

- To continue to encourage and support children's learning, through showing interest, providing opportunities and arranging activities.
- To provide a reasonably quiet place in which the children can do their homework.
- To encourage children and praise them when they have completed their work.
- To ensure that work returns to school on the correct day.
- To make it clear to children that they value homework.

## **The Role of the School**

- To inform parents at the beginning of each term about homework timetables.
- To provide guidance for helping children at home.
- To keep a timetable so parents can work out a routine.
- To involve parents in feedback e.g. reading booklets, targets and homework diaries for older pupils.
- All policies are available for reference from the Headteacher.



## Time Allocation

Barrington School has adopted the recommended DfES time allocations for homework.



## Links with the Community

The school seeks to retain its close links with the community and is always keen to develop these further. Local firms and organisations continue to support the school through 'Friends of Barrington School' (FOBS) events. For example, RMC (now Cemex) have donated land to the rear of the school to provide a safe pathway into school. Volunteers continue to run clubs eg for netball and the school provides a venue for various after school clubs. Pupils support a number of charities throughout the year, holding discos and various other events to raise money.



There are, of course, many other ways in which the school and local community work together. Please contact the school if you feel you have a skill, an interest or some time that you would be willing to share with us.

## Class Organisation

Barrington School currently has four classes. There are seven year groups in a Primary School, Key Stage 1 (pupils aged 4 to 7 years) and Key Stage 2 (pupils aged 7 to 11 years.) This means that most children will be taught in mixed age classes. Key Stage One are

organised into two classes with a maximum of 30 pupils in each. The remaining two classes will contain Key Stage Two pupils. As the children move through the school, they will inevitably spend more than one year in some classes. Class composition is carefully considered and criteria such as age, maturity and ability are used to make a professional judgement regarding the best class groupings.

## Admissions

Cambridgeshire Local Education Authority (LEA) is responsible for setting the admissions policy criteria for this school. Parents wishing to apply for a Reception place for their child can apply on-line at [www.cambridgeshire.gov.uk/admissions](http://www.cambridgeshire.gov.uk/admissions) or you may contact the school for an admission form. Paper copies of forms should be completed and returned via the school. Parents will be informed in April/May time whether a place is available for their child. Please contact the school or admissions team for dates.

Parents new to the area who wish to see the school during the day should telephone: 01223 712273 to make an appointment. We are always pleased to see parents and welcome the chance to talk with you. We see teachers and parents as equal partners, working together to enable all children to reach their potential

Places will be allocated on the basis of the Published Admission Number (or PAN) for the year group and the admissions criteria set by the LEA. The PAN for Reception at Barrington School is 20 places.

**Please contact Admissions Team for the current admissions criteria.**

[admissions@cambridgeshire.gov.uk](mailto:admissions@cambridgeshire.gov.uk) 0345 045 1370

Cambridge Admissions Team

Box no CC 1206

Castle Court

Castle Hill

Cambridge, CB3 0AP

Or visit: [www.cambridgeshire.gov.uk/admissions](http://www.cambridgeshire.gov.uk/admissions)

Parents seeking places in other year groups can apply at any time. If there is a place, it will be offered. If the year group is full, the child will be placed on a reserve list and the parents will be offered the right of appeal.

Further information about admissions or appeals can be found in the LEA primary admissions booklet for parents or by contacting: The Admissions Team on 0345 045 1370. Email: [admissions@cambridgeshire.gov.uk](mailto:admissions@cambridgeshire.gov.uk)

## Special Educational Needs (SEN)

The children are at the heart of Barrington School and learning and teaching strategies are matched to their individual needs. This includes:

- Ensuring an appropriate classroom learning environment matched to the needs of all pupils
- Highly trained and skilled staff who are experienced in working with children with a wide range of abilities, needs, learning difficulties and disabilities
- The provision of specialist teaching and learning strategies and breadth of resources to match the individual needs every child
- A differentiated curriculum which is matched to the needs of all of our learners

The progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the head teacher and every class teacher. If any child is not making the progress we would expect, this is discussed with parents and support is put into place.

Our school has a special needs coordinator (SENCo), Gill Davies who has completed the National Award for SEN Coordination and is responsible for advising class teachers about the provision they make for children with SEND (special educational needs and disabilities), and for overseeing our whole school provision. She can be contacted by email at [head@barrington.cambs.sch.uk](mailto:head@barrington.cambs.sch.uk)

## School Liaison

Barrington School places a strong emphasis on close relationships between local primary schools, Melbourn Village College and St Bede's Inter Church School. We meet regularly to discuss the curriculum, local and national issues and the smooth transfer of children to secondary school. Regular sports matches, musical and arts events are arranged to broaden the children's experiences and enable them to meet peers from local schools.



## Behaviour and Discipline

We expect our children to behave in a polite and thoughtful manner to adults and children, thereby creating an atmosphere in which all children feel happy and secure. They are expected to take responsibility for their own actions and possessions in a way that reflects thoughtfulness for the rest of the school population, its buildings and equipment.

We believe strongly in the power of praise and use multiple layers of rewards, such as house points, praise cards and Headteacher awards.

Most problems are usually not very serious and can be dealt with by the supervising adult. We operate a behaviour protocol that applies to all children and is uniformly applied by all staff. A copy can be provided on request. Behaviour is monitored on a weekly basis by the Headteacher. Serious behaviour incidents, such as hurting another child, will result in 1 strike. A number of minor incidents in one week also equals 1 strike. At the end of each term we invite all pupils to behaviour reward event, any pupils who have received 3 or more strikes will work with the Headteacher on how to improve their behaviour in order to be invited to the subsequent behaviour event.

Serious misbehaviour, e.g. bullying, is brought to the attention of the Headteacher without delay. In such cases, parents will be involved in order that their co-operation can be sought in finding an effective solution. All staff will be informed so that close monitoring of the individual can be maintained throughout the day. In extreme cases, the Chair of Governors will be informed. Exclusion is a measure that, hopefully, will not be necessary at Barrington School. However, should the need ever arise, the Headteacher will take the necessary action and inform the Governing Body and LEA. The school will follow the procedures set out in the school's Behaviour and Anti-Bullying policies and follow guidelines from the Local Education Authority. All incidents which are racially motivated are formally logged in accordance with Local Education Authority guidance.

Barrington School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DFES and Cambridgeshire County Council's advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff.

## Attendance

Good attendance is crucial for your child to meet their potential. In order to reward excellent attendance, classes compete for the weekly and termly attendance cup. We also reward termly 100% attendance badges and certificates.

If your child is ill during term time, please follow these procedures:-

Telephone or email the office ([office@barrington.cambs.sch.uk](mailto:office@barrington.cambs.sch.uk)) on the first day of absence before 10.00am or send in a written note of explanation.

If a child suffers from sickness or diarrhoea, please allow 48 hours to lapse after the symptoms have ceased before returning the child to school.

Please notify school in writing if your child will be absent in order to receive treatment. If your child has to leave school during lesson time for any reason, (e.g. to attend a dental or hospital appointment) please would you put the request in writing and report to the school office before collecting your child from the class teacher.

The attendance policy is available on request.

## Holiday Absence in Term Time

Pupils of school age must, by law, attend school regularly. Leave of absence for a family holiday should be avoided if possible as it can seriously disrupt pupils continuity of learning. If you are unable to avoid taking your holiday during school time you will need to inform the school about the proposed absence by completing a holiday form.

Please try to:-

- avoid asking for absence when your child is preparing for, or taking, end of Key Stage tests (during May)
- avoid the beginning of a new academic year when classroom routines and new groupings are established
- give at least two weeks notice that your child is going to be away

In accordance with the latest guidance the school does not to authorise absence due to holidays during term time unless there are exceptional circumstances. Any holiday taken in term time will be identified and reported as unauthorised absence. **Unauthorised absences may result in a fine or prosecution, please refer to Application for Leave of Absence Form.**

School has a statutory duty to report the number of authorised and unauthorised absences.

## Dinners

School dinners provide an opportunity for the social development of children. Dinner money should be paid for the week on Monday morning with the children bringing their own money in a suitable container, on which the child's name and class should be clearly shown. Children who are absent on the Monday should bring their money as soon as they return to school. If an emergency arises at home during the week, children may, of course have dinner at short notice. If your child has to leave school after 10.00 am due to illness and has already ordered a school meal, this will still be charged for. The cost of a school meal for KS2 pupils from September 2016 is £2.25. Cheques are preferred and should be made payable to 'Barrington C of E Primary School'. Cash should be handed directly to the school office. We hope to be introducing an on-line payment system in the Autumn 2016.

If you have a low income, your child may be entitled to free dinners. Forms and information are obtainable from school office. The information you provide concerning free meals will be treated in strictest confidence. Your child may prefer to bring a packed lunch. This should be in a suitable container clearly marked with the child's name. No glass bottles or fizzy drinks please. Please try to support the school's healthy eating policy.

From September 2014 the government introduced the universal free school meal scheme to all children in Key Stage 1 (Reception, Year 1 and Year 2); you will not need to apply. If however (due to financial circumstances) you would be entitled to free school meals or help with other school expenses, please do apply as this will trigger extra funding which can be used to support your child in a wide range of ways eg school trips and extra support in school.

## Playtimes

Children are allowed to bring snacks to eat at morning break. As a school we would ask you to reinforce our healthy eating curriculum by providing your children with healthy snacks such as fruit (fresh or dried), nuts, vegetables



etc. Sweets and chewing gum are not allowed in school. We do not encourage children to share their snacks because of the prevalence of food allergies. Children in Key Stage 1 are provided with a piece of fruit each morning, usually around 10.00am, under the National Fruit Initiative Scheme.

## **The School Curriculum**

The new primary curriculum came into effect on 1<sup>st</sup> September 2014. We deliver the new curriculum interwoven with our belief that a creative curriculum is one that engages and excites our learners. Termly plans for each class will be available on our website along with our long term whole school plans. The topics are devised to engage and interest the pupils and also allow teachers to share their interests and areas of expertise. Great emphasis is placed on children learning from first hand experiences. The curriculum policy and subject policies are available on request.

We also run a program of whole school inspiration days linked to the National Curriculum to inspire and motivate the children and give them opportunities to apply what they have been learning. We believe children learn best when they are engaged and having fun. Our inspiration days have included: Thinking Skills, Chick Hatching, Well Being Day, Queen's 90<sup>th</sup> Birthday Celebration, Personal Safety week and Science week.

## **Assessment**

The progress of each child is monitored and information is given to parents through reports and regular consultation. Pupils undergo formal assessment each term and progress between each term is carefully monitored to ensure that every child reaches their potential. Informal and on-going assessment takes place throughout the lessons. The assessment policy is available on request.

## **Key Stages**

Foundation Stage refers to pre school aged children and in those in their Reception year.

Key Stage One (KS1) refers to children aged 5 - 7 years. (Yrs 1 & 2))

Key Stage Two (KS2) refers to children aged 7 - 11 years. (Yrs 3, 4, 5 & 6))

### **Foundation Stage**

Children in Reception Year follow the "Foundation Stage" Curriculum. The curriculum is divided into six areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

Early Learning Goals establish expectations for most children to reach by the end of the foundation stage. They are organised into the six areas of the curriculum and provide the basis for planning throughout the foundation stage, laying secure foundations for future learning. By the end of the foundation stage, some children will have exceeded the goals, others will still be working towards some or all of the goals.

We believe that children learn best when they feel secure and are interested in what they are doing. They also learn well when they are engaged in practical activity, enquiry and purposeful play. They can consolidate their learning by practice, talk and reflection. We aim to teach the children to be independent in their learning. The habits established in the early years provide a foundation for their future education.

In order that the children are familiar with school, we invite them to attend a number of sessions during the summer term. We also liaise closely with the local playgroups and nursery schools. Parents also have an opportunity to meet with the Headteacher and class teacher before their child starts school. Children are usually inducted into school life on a part-time basis in the September.

### **English - Language and Literacy**

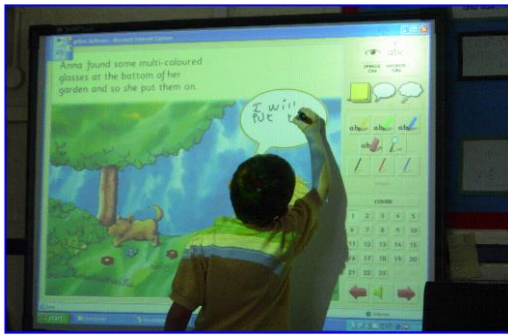
During your child's first year at school communication and language development involves giving all children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. They are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

From years 1-6 a typical lesson consists of whole class input from the teacher to introduce the theme, genre and Learning Objective of the lesson. The teacher will use a range of strategies to engage the children, including drama, reading a text together, watching extracts from videos, discussing prior knowledge and predicting to name a few. The teacher may demonstrate what is expected of the children through modelling and questioning, before setting the children off on group tasks which may be led by the teacher, teaching assistant or working on their own.

The lesson will end with a plenary where good work may be shared, opportunities for the children to check and correct their work and opportunities to extend their learning.

Throughout the year children will be introduced to a range of fiction, non fiction and poetry.



Handwriting is taught, first forming letters using correct orientation and spacing, and from Year 2 cursive script is introduced.

Spelling, punctuation and grammar is taught discreetly from Year 2, and elements of SPaG is included in English

lessons, Guided Reading tasks and Phonics in Foundation Stage and Key Stage 1.

## Mathematics

Maths involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

In every lesson we ensure regular and consistent coverage of the National Curriculum aims: to ensure that all pupils become fluent in their use of numbers, can reason mathematically and can solve problems. During the main focus of the lesson we encourage all pupils to engage with real problems; guessing, discovering, and making sense of mathematics.

## Science

Science will be taught as a single subject or part of a wider theme. It is taught as knowledge and the investigation of wider concepts.

### Key Stage 1

Science, as with most areas of the curriculum, must start with the child's known environment and experience. The children are encouraged to use their senses exploring, sorting and grouping objects in the immediate environment. They begin to be aware of similarities and differences and learn to record their findings in a variety of different ways.

### Key Stage 2

As children get older their understanding of the world in which we live increases. Logical thought is promoted and a greater depth of understanding is expected. Children begin to design their own experiments to test ideas. The need for fair testing will be developed. Children will work in a variety of grouping encouraging them to consider carefully how they will communicate their findings to others.



## Information and Communication Technology

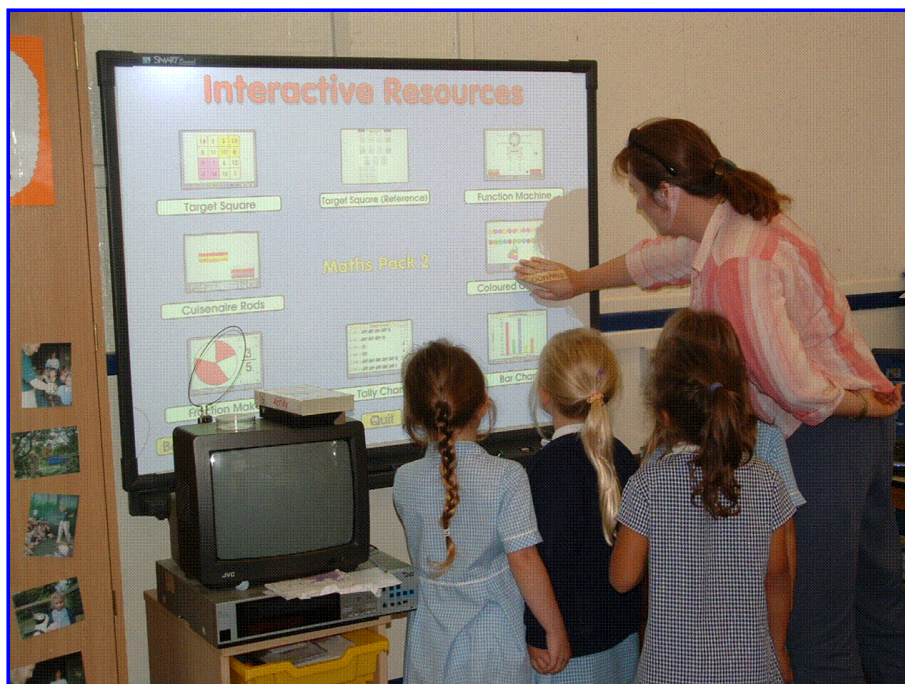
We have a well-equipped ICT suite with a large touch-screen monitor that staff can use to deliver lessons. Each class has at least three computers and an interactive whiteboard, which makes it possible to use ICT throughout the teaching and learning in the school.

We see the computer as another educational tool, linking in with as many areas of the curriculum as possible.

The children use the computers in a variety of ways, for word processing, simulations (adventure games etc).

As part of the 2014 curriculum, children will also use computers to write simple computer programs and de-bug them. They will also be taught about e-safety - how to use the internet safely.

We are connected to broadband internet through the Local Education Authority and follow the county and national guidance on internet safety.



## Design and Technology

### Key Stage 1

Children will need to explore familiar situations, artefacts and systems in order to develop an awareness of design and technology. They will learn to recognise that a wide variety of materials are used to design and make things. They will have opportunities to explore various materials in order to discover their different properties. They will be taught the skills which enable them to join materials and use equipment safely.

## **Key Stage 2**

As the children progress they will be encouraged to identify their own tasks for design and technology. They will use the experiences of Key Stage 1 to make more complex products. Knowledge and skills from other subjects will support this work.

Planning will be more detailed and the use of tools appropriate to the materials. They will be encouraged to consider procedures that minimise waste and achieve accuracy and quality. Pupils will be asked to review their planning and justify their decisions. They will be asked to discuss ideas with peers and to work individually and in a variety of different groupings

## **Religious Education**

Religious Education takes its place alongside all the other subject areas of the curriculum in playing a part in the personal, social and moral development of the child. We use the Cambridgeshire Agreed Syllabus throughout the school as a basis for Religious Education provision and the requirements of the 1988 Education Reform Act. There are two aims: the first is to enable pupils to acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain. The second is to develop the pupils' ability to explore, reflect upon and to respond to human experience, drawing upon their study of religion.

## **Withdrawal from Religious Education**

RE is intended to be suitable for all pupils in the county's schools. It benefits pupils by increasing their understanding and awareness of other people and their ability to respect the rights of others even where they disagree with their views. It contributes to pupils' spiritual, moral and ethical development. It is designed to be of educational worth to pupils from any or no religious background.

Very occasionally a parent may wish to exercise the right to withdraw their child from all or part of RE. In this case the school might wish to try to discuss the matter with the parents to make sure that their request is based on a clear understanding of what RE involves, and to make practical arrangements for the supervision of the child. It is a legal requirement that the right of withdrawal should be mentioned in the school brochure. Teachers similarly may exercise the right of withdrawal, but in such a case schools must ensure that provision is made for all pupils to receive the RE that is their entitlement.



Further information may be obtained from:

The General Adviser for Religious Education  
Mrs Susan Ward  
E-mail: [susan.ward@cambridgeshire.gov.uk](mailto:susan.ward@cambridgeshire.gov.uk)  
Mobile: 07867 905 063

## **Collective Worship**

Collective Worship, which takes place in accordance with the Christian faith, forms an important part of the life of Barrington School. It provides a vehicle to develop our experiences of a sense of awe and wonder, of transcendence, and of self-knowledge within the setting of Christian worship. There is an act of worship everyday and it takes place in a variety of forms and locations. It is the right of parents to request that their pupils be withdrawn from Christian religious assemblies. Parents wishing to exercise this right are requested to do so in writing to the Head Teacher. Parents must be aware that for the duration of collective worship the pupil will need to work on appropriate tasks without direct supervision by the class teacher.

## **History**

### **Key Stage 1**

At KS1 children are helped to develop an awareness of the past through stories from different periods and cultures. They focus on the lives of significant individuals and distinguish between recent history and more distant events.



### **Key Stage 2**

At KS2 children are taught about important events, individuals and developments in Britain's past, from the Stone Age to modern times. They also learn about ancient civilisations and the history of the other parts of the world. The children study the local history of Barrington and Shepreth

through various themes. Historical enquiry skills and chronological understanding are developed rigorously in order for children to begin to understand how primary and secondary sources are used to interpret the past.

## **Geography**

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Geography helps children to make sense of their immediate surroundings and the wider world

### **Key stage 1**

Much of KS1 geography will be based on direct experience, practical activities and exploration of the local area. Pupils will use maps, pictures and books to compare Barrington and Shepreth with other places. The children will be introduced to the vocabulary of geography and be encouraged to ask geographical questions.

### **Key Stage 2**

At KS2 children will develop their understanding of geography by studying a contrasting locality and a locality in an economically developing country. They will be taught how to find geographical information and develop skills to help them interpret and make sense of the knowledge gained.

## **Music**

The children meet a variety of composers and instruments throughout both key stages. They have the opportunity to play a range of melodic and rhythmic percussion and tuned musical instruments from around the world. Children have opportunities to listen to a wide range of music in order to develop their knowledge of styles, dynamics and tones, as well as to give children an appreciation of many types of music. They compose their own pieces in groups or as a class, then listen and evaluate their performances.

Children in Key Stage 2 are currently given the opportunity to learn an instrument for a term and a half taught by a trained music specialist. This enables the children to gain experience of reading music, tuning instruments and play in an ensemble.

All children have the opportunity to sing regularly in class lessons, in key stages (Key Stage 1 Nativity play, Key Stage 2 Summer Production) or in whole school choral worship weekly.

Peripatetic music tuition is available from Cambridgeshire Music Service. There is a termly charge for this. Further details can be found at <http://www.cambridgeshiremusic.org/>

## **Art and Design**

The children meet with a wide range of means towards artistic expressions including painting, drawing, modelling, collage, fabric work and printing. They also have the opportunity to become aware of some of the world's major artists. The children's work is displayed around the communal areas of the school. Creative expression is a deep human need and education has a duty to help children satisfy it.

## **Gifted and Talented**

For pupils identified as gifted or talented, a specialist programme is available to supplement whole class teaching. This may include additional visits, extra classes with specialists and workshops.

## **Physical Education**

Physical education occupies an important position in the primary curriculum. As children develop physically they need to explore their capabilities and potential. Alongside this, there is a need for children to gain understanding of movement and spatial awareness. In addition, children need to come to an appreciation of the value of co-operation in team games. Children are involved in sports matches with local schools. KS2 children have the opportunity for swimming lessons at Melbourn Leisure Centre as part of the PE curriculum. There are several clubs run after school. All physical education is delivered by a specialist coach, Mr Johnny Herd. The work is carefully planned with the school and assessments are conducted each term. Dance is currently taught by a specialist dance teacher, Mrs Alison Thompson..

Our PE funding is being used to develop the quality of the PE provision throughout school.



## **Personal, Social and Health Education and Citizenship**

Our school philosophy is based on creating an environment in which individuals feel valued and where personal endeavour and responsibility for themselves and others is nurtured. P.S.H.E. is fundamental to this. Children are involved in activities that will give them the skills to work constructively in groups and to make and sustain relationships with peers and others and keep themselves safe.

### **Sex and Relationships Education**

This key area is studied under the umbrella of Personal Social and Health Education, which together with Science, provides a natural and caring environment for learning about growing and changing, both physically and emotionally. Parents are always given the opportunity to discuss the details of the programme and become familiar with it before it begins.

The Sex and Relationships Education policy was developed by a working party of teachers, parents and governors and ratified by the Governors. If you would like to see a copy of the full policy, please contact the school office.

Parents have the right to withdraw their children from all or part of the sex education outside of the National Curriculum. A parent wishing to exercise this right should in the first instance make an appointment to see the Headteacher. Any parents still wishing to exercise this right should write to head teacher at the beginning of each academic year.

### **Equal Opportunities**

Barrington School is an inclusive school, we aim to eliminate from the curriculum any bias or stereotyping and we aim to ensure that particular groups of pupils are not disadvantaged in school and to promote their participation and success. These groups may include;

The school completed an Equalities Review in April 2012. The policy document and objectives are available on request.

### **Multicultural Education**

At Barrington School we endorse the Cambridgeshire County Council belief that 'Education for All' means providing all pupils with the knowledge, skills and attitudes they need to live happily in their own culture, the main culture and in and across other cultures.

## **Health and Safety**

The governors of Barrington School recognise and accept their responsibilities for the establishment and maintenance of Health and Safety and ensure, so far as is reasonably practical, the Health, Safety and Welfare of our staff, pupils and any visitors to our premises.

Pupils are expected to exercise personal responsibility for the safety of self and classmates; observe standards of dress consistent with safety and/or hygiene (this would preclude unsuitable footwear, jewellery and other items considered dangerous); observe all the safety rules of the school and in particular the instructions of staff given in any lessons or in an emergency and not wilfully misuse, neglect or interfere with things provided for his/her safety.

## **Complaints About The School Curriculum**

Under the provision of the Education Reform Act 1988 schools are required to inform parents of the procedure for dealing with complaints about the school curriculum.

### **Stage 1**

The parent should first address a complaint or concern to the class teacher who will usually be able to resolve most problems.

### **Stage 2**

If the problem has not been resolved to the parent's satisfaction the complaint should be taken to the headteacher who will acknowledge receipt within five days. The headteacher will endeavour to resolve the problem and record the complaint, the outcome of subsequent discussions and any advice given.

### **Stage 3**

If the parent feels dissatisfied with the outcome of Stage 2 the complaint should be given in writing to a governor who will contact the chair or, in their absence, the vice chair. An acknowledgement of receipt of the complaint will be sent to the parent within three days, explaining who is dealing with the complaint and when they may expect a full reply (which should normally be sent within 10 days). If a consultation is required with other agencies such as Education Welfare, the school doctor etc. and a full response will not be possible within 10 days, the letter of acknowledgement will explain the reasons for an extended response time and an indication of when a full

response will be made. The governors' full response letter will also make it clear that the parent can finally appeal by contacting the educational helpline co-ordinator.

#### **Stage 4**

If after the governors' letter the parent is still dissatisfied the complaint can be referred to the Education helpline by telephoning 01223 706399.

We hope all complaints can be resolved at the first stage and encourage anyone who has a concern about their child's progress to discuss the matter with the child's class teacher.

# Key Stage Test Results

At the ages of 7, 11 and 14 children take National Tests. Teachers also use their knowledge of the work children have done to judge the children's progress. This is called teacher assessment. The National Curriculum is divided into ten levels: A typical 7 year old is expected to achieve level 2 of the National Curriculum. A typical 9 year old is expected to get level 3. A typical 11 year old is expected to achieve level 4.

## SAT results

### KS1

2011

	School L2c+	National 2c+	School L2b+	National 2b+	School L3	National L3
Reading	100%	85%	83%	74%	25%	26%
Writing	100%	81%	75%	61%	25%	13%
Maths	100%	90%	92%	74%	33%	20%

2012

	School L2c+	National 2c+	School L2b+	National 2b+	School L3	National L3
Reading	100%	87%	82%	76%	55%	27%
Writing	91%	82%	75%	61%	45%	14%
Maths	100%	100%	92%	74%	45%	22%

2013

	School L2c+	National 2c+	School L2b+	National 2b+	School L3	National L3
Reading	94%	89%	75%	76%	13%	29%
Writing	94%	85%	75%	67%	13%	15%
Maths	88%	91%	81%	78%	19%	23%

2014

	School L2c+	National 2c+	School L2b+	National 2b+	School L3	National L3
Reading	93%	89%	71%	79%	14%	29%
Writing	86%	85%	75%	67%	13%	15%
Maths	93%	91%	78%	78%	29%	23%

2015

	School L2c+	National 2c+	School L2b+	National 2b+	School L3	National L3
Reading	85%	90%	75%	81%	31%	30%
Writing	85%	86%	70%	70%	16%	25%
Maths	95%	92%	85%	80%	24%	30%

## KS2

2011

Figures not included for KS2 as there were less than 10 pupils in the cohort.

2012

	School L4+	National L4+	School L5+	National L5+	School Expected progress	National Expected progress
Reading	93%	86%	50%	48%	93%	90%
Writing	100%	81%	36%	28%	100%	90%
Maths	93%	82%	42%	35%	93%	87%
Maths, reading and writing	93%	79%	36%	27%	N/A	N/A

2013

	School L4+	National L4+	School L5+	National L5+	School Expected progress	National Expected progress
Reading	86%	86%	29%	44%	93%	88%
Writing	86%	83%	50%	30%	93%	91%
Grammar, punctuation and spelling	71%	74%	50%	47%	N/A	N/A
Maths	71%	85%	29%	41%	71%	88%
Maths, reading and writing	71%	75%	21%	21%	N/A	N/A

2014

	School L4+	National L4+	School L4B+	National L4B+	School L5+	National L5+	School Expected progress	National Expected progress
Reading	72%	89%	67%	78%	28%	50%	75%	94%
Writing	89%	N/A	N/A	N/A	39%	N/A	100%	96%
Grammar, punctuation and spelling	50%	76%	33%	68%	22%	52%	N/A	N/A
Maths	72%	86%	56%	76%	29%	42%	78%	93%
Maths, reading and writing	61%	79%	44%	67%	17%	24%	N/A	N/A

2015

There were 6 pupils (1 pupil = 17%)

	School L4+	National L4+	School L4B+	National L4B+	School L5+	National L5+	School Expected progress	National Expected progress
Reading	100%	89%	33%	80%	17%	48%	100%	TBC
Writing	83%	87%	83%	N/A	0%	36%	100%	TBC
Grammar, punctuation and spelling	67%	80%	50%	73%	17%	56%	N/A	N/A
Maths	83%	87%	50%	77%	17%	41%	83%	TBC
Maths, reading and writing	67%	80%					N/A	N/A



## **Ofsted 2012**

The school's most recent inspection took place in September 2012. The school was judged to be good in all four aspects of the inspection. The key findings are presented below.

- Achievement for all groups of pupils is good. Pupils make good progress throughout the school. When they leave Year 6, their attainment is above average in English and mathematics.
- Teaching is consistently good and sometimes outstanding in English. The highly effective teaching of phonics enables pupils of all abilities to develop particularly good reading skills. Teachers also boost progress in writing by providing pupils with many interesting opportunities to write in different styles across a range of subjects.
- Systems for evaluating learning are rigorous and used well by teachers to guide planning. All staff know how well their pupils are doing and respond promptly to their differing needs.
- Pupils have good attitudes to learning. They behave well, are proud of their school and keen to take on responsibilities. They enjoy coming to school and attendance is high.
- Strong leadership by the headteacher and governing body has brought about significant improvement since the previous inspection.
- Teaching is monitored rigorously. The staff team are held to account for pupil progress. Targets and on-going training to strengthen teachers' performance are closely linked to school priorities. Consequently, teaching and pupils' achievement have improved over a sustained period.
- The school is highly valued by parents and carers who express positive views about the school, and a desire to be more involved in their children's learning at home.

The full report is available online at <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110781> or ask at the school office for a copy.

## School Activities

Barrington School is able to offer several additional activities that enrich the children's experiences and enable them to pursue special interests.

### Visits and Extended Trips

The Governors see school trips as an essential part of the children's education. They provide the opportunity for children to extend and consolidate classroom activities with first hand experience. Although schools cannot impose charges for school time activities parents are invited to make voluntary contributions towards these trips. No child will be left out of an activity because his or her parent cannot make a contribution. The older children take part in an extended trip to one of the local residential centres. Help from qualified staff is sought for all specialised activities. Funds are available to help parents who might find this financially difficult and an application form is available from the office in strictest confidence. Parents receive information in advance of all school trips.



# **Pastoral Care**

## **Child Protection**

It may be helpful for parents/carers to know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to social services. This will not be done where such discussion and agreement-seeking will place the child at increased risk of significant harm. Schools are encouraged to take the attitude that where there are grounds for concern they should be very cautious, and seek advice from Social Services, rather than risk a child's safety. Occasionally, this duty on a Headteacher means that a concern is passed on which is later shown to be unfounded. It is hoped that parents/carers will appreciate how difficult it is for schools to carry out this delicate responsibility, and accept that the headteacher was acting in good faith and in the best interests of all children.

The child protection policy is available on request.

At Barrington School a 'Volunteer Register' is kept and as a matter of due process all adults who volunteer to help with children will be police checked in accordance with the latest guidance.

## **Looked After Pupils**

Children and young people become "Looked After" either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Children Looked After will be living with foster parents but a smaller number may be in children's residential units, living with a relative or even be placed at home with their birth parents.

Since the White Paper 'Care Matters' of July 2007 the term "Children in Care" is also in use.

For Looked After Children it is nationally recognised that there is considerable educational underachievement when compared with their peers as and this governing body is committed to implementing the principles and practice as outlined in:

- DfEE Circular 0269/2000
- DfEE/DOH Guidance 2000

- A Better Education for Children in Care. Social Exclusion Unit. Sept. 2003
- Children Act 2004, specifically

Our Looked After Children policy is available on request.

## **Photography**

There will be occasions during the school year where parents will wish to take photographs or make a video recording of their child taking part in a school activity such as school assemblies, school performance, sports days, school outings and educational visits. At Barrington School we aim to take practical steps to ensure that pictures and images taken of our pupils are done so in a way that reflects the protective ethos of the school.

In order to do this we need to ensure that parental use of photography and video is monitored and protected for the benefit of our children and parents. In order to ensure that as far as possible parent/carers' use of photography and video is safe, we implement these procedures:

Parents/carers are asked to sign a photograph/video permission form when they start school, giving permission to use photographs/video of their child for a list of named purposes.

This form includes a section where parents/carers sign to indicate that any images they take of school activities will not be used inappropriately. This will ensure that parents/carers are aware of their responsibilities in this matter. Unless a parent has specifically requested for their child not to be photographed by other parents/carers, then photography and video shall be allowed. We will however ask parents/carers to sign a dated record book for each event if they wish to take images stating that the photographs and video are for their own personal use and not for publication.

If the school receives a specific written request that photographs and video are not to be taken, then the school will respect that request and a blanket "no photography" rule will be set for the event the child is in.

Those children who do not have permission to appear in public documents will not have their photographs published.

## **Accidents in School**

In the event of an accident we will act in the manner of a responsible parent. Most members of staff have been first aid trained.

In the event of a more serious accident or illness every effort will be made to contact the child's parents or guardians. If we are unable to do so we will

contact the child's G.P. In the event of an emergency the emergency services will be contacted.

### **Immunisations**

It is important to make sure that immunisations are given at the correct times, and that an accurate record of these is kept. These records will be needed from time to time during the school career of your child. If you are at all concerned about the immunisation programme please contact your family doctor.

### **Child and Family Nursing Service**

Lifespan Healthcare NHS Trust has combined its health visiting and school nursing services to create an integrated service for children and families.

Melbourn Child and Family Team is attached to our school. If you have any concerns about your child's health and development please contact them on 01763 262861.

Help and support is available in a variety of ways depending on the needs of you and your child. It includes:-

- Home visits
- Working in groups with your nurse and other parents
- Appointments at local and specialist clinics
- Referrals to other services

### **Education Welfare Officer**

There are close links between the school and the Education Welfare Officer. Their aim is to help all children (wherever they attend school) to benefit from the education being offered to them.

The Education Welfare Officer acts in a liaison capacity building up relationships between school, family and child and education department. They will support, explain and advise on any issues that may prevent a child benefiting from or attending school. Guidance and advice may also be given in respect of free school meals, uniform grants, employment of children bylaws, children in entertainment etc.

The Education Welfare Officer, based in the Area Education Office, Cambourn tel no: 01954 283325. A message may be left and you will be contacted as soon as possible.

## Head Lice

If you do discover that your child has head lice, please seek medical help from either, your G.P., Pharmacist or the school nurse.

In order to prevent outbreaks of head lice, it is sensible to inspect your child's hair at least once a week and to encourage them to brush or comb it well twice a day. Current medical advice is to only use chemical treatments if you child actually has live, crawling lice and not just the egg cases attached to the hair stem. More advice can be sought from the Child & Family Nursing Service. It is not necessary to be absent from school if being treated.

## Diseases Caught by Children

You will be fortunate if, during your child's school career, none of the more common diseases is caught. Parents often ask advice on school absence in such cases. Listed below are the recommendations of the Cambridgeshire Health Authority. This is only a guide and it must be stressed that if you are in any doubt whatsoever, you must consult a doctor.

<b>DISEASES</b>	<b>INCUBATION PERIOD</b>	<b>MINIMUM ABSENCE FROM SCHOOL</b>
Chickenpox	11 - 21 days	Until all spots have crusted over
Diphtheria	2 - 5 days	Until bacteriological examination is clear
Food Poisoning	2- 24 hours	48 hrs & Until clinically fit
German Measles	14 - 21 days	5 days from onset of rash
Mumps	15 - 21 days	5 days from onset of swelling
Severe sore throat	2 - 5 days	Until appropriate treatment has been given
Whooping cough	7 - 10 days	5 days from commencement of antibiotic treatment
Measles	10 - 15 days	MINIMUM of 4 days from onset of rash
Diarrhoea and sickness	48 hours from time of last episode of diarrhoea or sickness	

PLEASE do not send any child back to school just because the minimum period of absence is up if they are not fully fit.

## School Uniform

We have a school uniform and encourage children to wear navy blue and yellow, the Barrington School colours. Wearing school uniform plays an important role in helping children feel part of the school. Parents are requested to send their children to school in clothing that is comfortable and appropriate for all activities

**ALL CLOTHING SHOULD BE CLEARLY MARKED WITH THE NAME OF YOUR CHILD**

We also require that long hair should be tied back.

The following items are available from our school uniform suppliers:

( plain items without a school logo can be purchased from other suppliers.

If you have difficulty getting to the shop you can order over the phone and arrange for delivery to school.

### **The School Uniform Shop in Fowlmere.**

Unit 7, Butts Business Centre, Manor Farm Rd,

Tel 07163 208000.

- Navy blue sweat-shirts with embroidered Barrington logo.
- Yellow or navy polo shirts with embroidered Barrington logo.
- Navy blue cardigan with embroidered Barrington logo.
- Navy blue fleeces with embroidered Barrington logo.
- Navy blue trousers for boys or girls, shorts for summer.
- Navy blue pinafore or skirt and blue or yellow gingham summer dress.
- PE - Navy shorts and yellow T-shirts with Barrington logo.
- PE Bags and Book Bags (Navy with School logo)
- A sun hat is required for summer.

Children may wear a watch and **ONE pair stud earrings** if parents consider them responsible enough to do so. Earrings **MUST** be removed for PE. Please note that nail polish is not allowed to be worn at school.

### **Shoes**

It is essential that children wear sensible shoes for school. Shoes should be well fitting and appropriate for the weather conditions. Well fitting and securely strapped sandals are acceptable in the summer. Please note that Crocs, flip flops etc are not suitable for school due to the number of injuries sustained by pupils wearing them.

### **Painting Overall**

All children will need suitable clothing for painting. (an adult's old shirt etc.)

### **PE/Games Kit**

Pupils will need plimsolls or trainers (an additional pair if trainers are worn for school footwear.) for P.E. navy/black shorts and a plain yellow tee-shirt or a Barrington Logo T-shirt. Jogging bottoms are a useful addition for outside PE in the Autumn/Winter Term. As from the Spring/Summer term KS2 children may require a swimming hat, costume and towel.

This equipment should be kept in a named PE bag and retained in school.

**In order to comply with health and safety regulations all stud earrings MUST be removed before P.E. activities and long hair tied back. Your child may not be allowed to take part in PE if earrings are not removed.**

### **Lost Property**

Items of clothing found in school are put in a plastic dustbin (currently located in the school hall). **Please label all school clothing to enable us to return lost items quickly.** Any unclaimed clothing will periodically be donated to charity.

### **Children's Personal Property**

School cannot accept responsibility for the loss of children's property. It is advised that valuable or precious items should not be brought to school. In the interests of safety **only ONE pair of small stud earrings can be worn in school.** Pupils are not permitted to bring mobile phones, or any electronic devices to school.



## The Friends of Barrington School

The Friends of Barrington School is an organisation made up of parents, teachers and anyone else who has the school's best interests at heart! The FOBS committee is made up of parents and teachers who volunteer to be on the committee for a year when we have our Annual General Meeting in September. Thereafter we meet about once every half term usually very informally in a committee member's home over coffee and biscuits! If anyone feels that they are too busy to be on the committee but would still like to help out whenever possible, we keep a 'helpers list' of those who don't mind being called upon to help serve tea and mince pies perhaps after the Christmas concert or to do a stint on a stall at our annual fete in the Summer.

'FOBS' aims to raise money to provide the school with 'extras' not provided by the Local Education Authority, and also to organise social events so that the families and friends of the school can get together and enjoy themselves without the emphasis always necessarily being on fund-raising.

FOBS is a registered charity so we are able to reclaim tax on cash donations. Every penny raised is spent on improving the learning, sports or leisure facilities available to our children.

We depend upon the support and involvement of our parents for our success and are very grateful for the help and commitment given by those who have helped both during this year and in previous years. We would also be really pleased to welcome new members of FOBS and hear your ideas and suggestions for our future.