

HEADTEACHER

MRS C HATTON

CHAIRMAN OF GOVERNORS

MR P V MCD CLARK

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## MEMBERSHIP OF THE GOVERNING BODY

### FOUNDATION GOVERNORS

Mrs. J TOOKEY  
Mrs A. MACE  
Fr. P. GERRARD

### PARENT GOVERNORS

MRS A COTTERILL  
Mrs A. FINCH  
Mr A. FENNELLY  
Mr. H. FROST  
Mr. S. BAINES  
MR. A MARSDEN

### COUNTY COUNCIL REPRESENTATIVES

Mr P.V. MCD CLARK (CHAIR OF GOVERNORS)  
Mrs M. McKAY (VICE-CHAIR OF GOVERNORS)

### COMMUNITY GOVERNOR

Mrs S. RICHARDS

### SPONSORED GOVERNOR

Mrs V WESTON-SMITH

### NON-TEACHING STAFF REPRESENTATIVE

### HEADTEACHER

Mrs C. HATTON

### TEACHER GOVERNOR

MRS. R. HARPER

### CLERK TO THE GOVERNORS

Mrs J. MILES

## STAFF

### TEACHING STAFF

Mrs. C HATTON      HEADTEACHER  
Mrs J. McCLUSKEY    DEPUTY HEADTEACHER  
Mrs D. ELLIOTT  
Miss N. HUNT      SENCo  
Miss L. HARRIS  
Mrs. A. BENNETT  
Mrs. R. HARPER    SENIOR TEACHER  
Mrs K. BROOKES

### PERIPATETIC MUSIC TEACHER

MRS. ELDRIDGE

### TEACHING ASSISTANTS

Mrs D. BAKER  
Mrs R. WINTER  
Mrs. N. GLOVER  
Mrs D. HASLAM  
Mrs L. PUGH  
Mrs J. SHEARSBY  
Mrs S. TURRELL  
Mrs H. WOOD  
Mrs D. HASLAM  
Mrs J.GINDER  
Mrs J. BARTON  
Mrs. A. HANDS  
Mrs. A. SMITH  
Ms. E. DEVENPORT

### ADMINISTRATIVE ASSISTANT

Mrs L. POULTON  
Mrs G. FENNELLY

## **LUNCHTIME SUPERVISORS**

Ms. L. BERROW  
Mrs H. BAKER  
Mrs. G. BRIDGWATER

Ms. T. REYNOLDS  
Mrs D. SMITH

Mrs S. GRICE  
Mrs. S. REYNOLDS

## **COOK**

Ms. R. WHEELER

## **CARETAKER**

Mrs N. REYNOLDS

## **CLEANER**

Mrs S. REYNOLDS



# Lapworth Church of England Primary School

Station Lane  
Lapworth  
Nr Solihull  
B94 6LT

*"Excellence through Learning for all"*

Headteacher: Mrs. C. Hatton B. ED, NPQH

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Dear Parents,

Lapworth School is a developing and forward-thinking primary school and it is our aim to stimulate and nurture all children in our care, so that they achieve their full potential through a rich, wide and challenging curriculum. Taking each child on a successful journey through primary education depends on strong and high quality relationships between the school, the children and yourselves as parents, and we value this partnership enormously. We treat our children as individuals and encourage them to develop their own characters, based on trust, respect and empathy. We also encourage them to take responsibility for their own learning and we share with them all information on their progress and attainment. We teach them to have respect for themselves, for others and for the world around them.

The caring atmosphere within the school is very important to us and we enjoy sharing with visitors the friendly, family feeling that is special to Lapworth School. We value the spiritual, cultural and pastoral environment through which all our children learn and grow. This is an essential part of the ethos of our school and is enriched through the most modern methods and technology, combined with the qualities of traditional learning and living.

Our school is supported by a strong, capable and hardworking team. Together, we can assure you of ongoing commitment dedication to your child's education throughout their time with us.

Thank you for choosing Lapworth School.

Mrs. C. Hatton  
Headteacher



## INTRODUCTION

Lapworth School is a primary school funded by Warwickshire Local Authority and as a church school controlled by the Birmingham Diocese.

The school dates back to 1828 when it was established next to the village church in what was then a quiet leafy corner of Warwickshire. Nowadays, Lapworth School occupies a modern single storey building built in 1990, and set in a large landscaped area in the heart of the village in Station Lane. Facilities include four semi - open plan classrooms, opening onto two large practical areas, one outside classroom, a hall, a small classroom, a dedicated computer suite, resource room and an administrative area all grouped around our information and resource area and library. There are two attractive playgrounds and extensive grassed areas with two football pitches, long jump and high jump pits. There is a conservation area at the lower end of the playing fields.

Lapworth School's catchment area covers an extensive area which includes the villages of Rowington, Lawsonford and Baddesley Clinton and part of Shrewley. The school is popular and, as a result, is growing and developing.

We will be pleased to show you around the school and enable you to meet our children and staff. Please contact the School Administrative Assistant for an appointment.

## OUR SCHOOL VISION

**” Excellence through learning for all”**

### Aims:

At Lapworth C E Primary School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Promote healthy lifestyles and personal well-being through a broad and consistent education linked to personal, health, social and financial awareness.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, disability, special needs and belief.
- Provide a Christian environment where children's spiritual and moral development is fostered in an atmosphere of respect for God.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.



## SCHOOL HOURS

### MORNING SESSION

8.55am -- 12 noon.

### AFTERNOON SESSION

1.00 pm -- 3.30 pm.

We have a fifteen minute Act of Collective Worship each day.

All children have a fifteen minute break each morning and the infant children take a fifteen minute break during the afternoon. KS2 children have a 'comfort break' in the afternoon.

**TEACHER / PUPIL contact time for teaching** (excluding registration, assembly time, playtimes and lunchtimes):-

INFANTS: 22 hours 30 minutes per week. JUNIORS: 23 hours 45 minutes per week.

## ADMISSIONS POLICY

Warwickshire County Council provides admission in September for all children whose fifth birthday falls in the academic year from 1st September to 31st August.

The planned admission number for entry each year to Lapworth School is currently 20, though some year groups exceed this number. Should you seek a place for your child in a year group which is oversubscribed, you may need to lodge an appeal with the LA admissions department.

The school's and Local Authority's criteria for admission give preference in rank order to the following:-

- Children living in the priority area who have a brother or sister at the school at the time of admission.
- Other children living in the priority area.
- Children from outside the priority area who have a brother or sister at the school.
- Other children from outside the priority area.



## PRE - ADMISSION PROCEDURES

All parents seeking places for their child must apply to the LA using the preference form sent out in Autumn of the year prior to entry. All applications are handled by the LA and all decisions are theirs.

Children fulfilling the admission criteria may be offered a place at the school at the end of February for admission in the following September. The LA sends out offers of places on the same day, although requests for places will be checked before this date.

Parents and children are invited to spend a morning in school during July prior to admission in September. We also invite parents to an evening meeting where the reception/year 1 class teacher and the Headteacher will inform you about the programme carried out in the early days at school. It is an opportunity for you to ask questions on any aspect regarding school routines or policies e.g. - School meals - Transport - Uniform etc. Each family will receive full documentation, including a copy of the prospectus.

There is also an opportunity for children attending Lapworth pre-school to visit their new class in the summer term.

Children new to our reception/year 1 class begin school on a phased basis, spending the first week on a mornings-only timetable (08.55 – 12 noon) followed by one week to include mornings plus lunchtimes. They then start school on a full-time basis. Education is a partnership between home and school and during the last week of the summer term, the reception/year 1 class teacher and support staff will visit you and your child at home. This gives you an opportunity to discuss your child's needs in the security of your home. It also means that your child can meet the adults whom they will see on their entry into school. These arrangements are designed to make the start at Primary School as successful as possible for your child and aim to address the needs of all children.

In a village primary school of a small size, there is often a necessity to organise classes into mixed-age groups. This is inevitable when seven year groups are allocated across five classes. Year groups are therefore likely to be split and this is done on strictly an age basis, with no exceptions made to this rule.



## SCHOOL ORGANISATION

Admission to the reception class is usually at the beginning of the school year in which the children become five years old.

The school is currently divided into five classes. Our classes are arranged as follows:

CLASS 1. Reception

CLASS 2. Years 1 and 2 children.

CLASS 3. Years 2 and 3 children.

CLASS 4. Years 4 and 5 children.

CLASS 5. Years 5 and 6 children.

Children are taught in single age groups for part of the curriculum. The KS2 children sometimes work in reduced-size ability-based groups for Mathematics and English. The Foundation subject work is done in mixed-ability groups.

We welcome assistance from parent volunteers who help us to, for example, supervise cooking sessions, help with reading, art work and assist in a wide range of other classroom activities, supporting children's learning. They also offer support to the class teacher in delivering the curriculum.

Children take part in sporting competitions including athletics, cross country running, football, tag rugby, rounders, cricket and netball.

## HOMEWORK

Lapworth School has a homework policy and parents are encouraged to familiarise themselves with it and the Home/School Agreement, which demonstrates the partnership between parents, children and the school.

All children are encouraged to take a reading book home each evening and we ask that parents listen to or read to their children and record and comment in the child's reading diary, until they become fluent readers. Parents' encouragement and support is then essential to help competent readers to keep reading.

Children will be given spellings to learn on a weekly basis and Mathematics and English homework will be regularly set. Children may also be asked to gather information appropriate to the current class topic work, and some children may be asked to complete unfinished work at home. Older children will have a homework timetable and homework diary.



## PARENTAL ADVICE ON SCHOOL REGULATIONS

The School has a security policy, a copy of which is available in school. Some important points from this policy are printed below. The School has a security system fitted for the safety and welfare of children and staff.

Governors and staff are increasingly concerned for the safety of children arriving at and departing from school, either on foot, by bus or by private car. Parents are asked to meet their children in the small school playground and not encourage their children to meet them outside the school gates. Children should line up independently in the morning and parents should remain on the small playground or leave the school.

Children are requested to enter and leave school through the small gate and not through the large gate, as this access is to the drive which is for vehicles only. Parents are asked not to use the school drive nor to turn vehicles in the gateway, in the interests of safety.

Children should not arrive on the school premises until 8.45 am. A member of staff is on duty from this time for ten minutes. Before this time, children would be unsupervised.

Uniform is to be worn at all times. Children may not wear trainers to school.

Children should not bring to school valuable items, as neither the school nor the authority can take responsibility for loss or damage.

All children should be collected by parents at the end of the school day from the small playground. Those travelling on the school bus will be taken to the bus by a member of staff.

For the protection of your child, we request notice from parents/carers if your child is being collected by someone else/different from normal.

Should your child need to be excused P.E. or Games for a short period, a note to the class teacher is required, stating the reasons.

Children will not be allowed to leave the school premises during school hours unless prior arrangements have been made between parents and school and the children are met by a parent/supervising adult.

## ATTENDANCE AND ABSENCE

In the interests of safety, a note or phone call is essential when your child is away due to illness.

If we do not receive any message, absences may be counted as unauthorised.

If it is necessary for children to accompany their parents on annual holiday during term time, you should complete a school holiday application form, obtainable from the school office. The Headteacher may grant a period of up to ten school days for this purpose. This approval depends

upon the age of your child, their attendance records, proximity of SATs and various other factors. If children do not meet the criteria set by the Government, the Headteacher may not grant authorised leave.

Term-time holidays are strongly discouraged by the school. It is hoped that such absences will be kept to an absolute minimum as, if children are to succeed, they need to be in school. The school does not set work for children who take holidays in term time.

Details of LA and Government regulations relating to attendance are in the school's policy.

## **CHARGES AND REMISSIONS**

Lapworth School places importance on children's first hand experience and educational visits form an important part of the curriculum and extra curricular activities. In order to do this, we ask parents for a contribution to offset costs. This is a voluntary contribution, but obviously without sufficient support it would be impossible to run these outings.

The school offers educational visits to a wide variety of locations including a residential outdoor activity trip for the older children.

Parents who have financial difficulties are discreetly supported from other funds.

Parents are also asked to contribute to the cost of swimming lessons.

## **BEHAVIOUR**

We have high expectations of children's behaviour and achievement. Praise, encouragement and care engender responsiveness and responsibility. Our discipline policy aims to prepare children for life in society where laws and certain formalities must be observed.

We try to develop the character of the children to respect themselves and their belongings and to respect other people and their property.

Good work, genuine effort, honesty, good manners, caring and high self esteem are actively encouraged.

Children are made aware of the rules and are expected to observe them while on school premises. Rules are kept to a minimum and are designed to promote happiness, safety, progress and good conduct.

Appropriate disciplinary action is taken when rules are broken or expected standards of behaviour are not met.

Parents are very regularly informed of any areas of concern so that, as part of our partnership, a solution may be found.

## MEDICAL CARE

Medical examinations are arranged for all new 4+ admissions during their first year in school as well as for older children moving into the area. Parents are notified and invited to attend. There are also hearing tests at regular intervals.

Any relevant medical information concerning your child should be made known to the Headteacher, so that appropriate arrangements can be made if necessary.

**Staff cannot be responsible for giving medicine** and no medication should be brought to school. Essential medicine may be administered by parents during the lunchtime period, by prior agreement with staff.

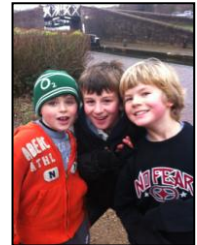
Asthma sufferers should bring their inhalers to school and staff must be informed by the parents of their child's condition.

The school makes every effort to support and include all children with illnesses and medical conditions.

## ILLNESS AND ACCIDENT PROCEDURES

At present we have three members of staff who are qualified First Aiders. Minor illness or injury will normally be dealt with in the school. More serious illness or accidents are dealt with at the local surgery or hospital Casualty Departments and parents are informed as soon as possible. Where parents cannot be contacted, the school will make arrangements considered necessary at the time.

We ask all parents to keep emergency contact details up to date and to notify the school immediately when changes occur.



## MID-DAY BREAK AND SCHOOL MEAL ARRANGEMENTS

Lunch break is from 12 noon to 12.55 pm.

We try to ensure that all children have the opportunity to enjoy their lunch in sociable but well ordered surroundings and to have a reasonable time for play during the lunch break.

School meals are delivered from outside kitchens and are available to all children.

Some pupils bring a packed lunch, which they eat in the dining area under supervision. Please try to provide a plastic lunch box with a plastic flask. (No glass bottles.)

Children are carefully supervised by a team of experienced ancillary staff during the lunch break.

## **TRANSPORT ARRANGEMENTS**

Pupils who live locally usually walk to school or are brought by car. There is outdoor provision for the storage of bicycles.

Infant pupils who live more than two miles away and junior children who live more than three miles away are provided with travel passes by the School Transport Officer of the County Council, who can be contacted at Shire Hall in Warwick. This enables them to travel on contracted coaches, currently operated jointly by Johnsons of Henley and Priory Coaches of Coventry. The passes are sent to the children during the summer holiday preceding the start of the new school year and are renewed annually.

Parents who find that their child is not entitled to a travel pass can still apply to Warwickshire County Council to pay the cost of coach travel and, once the fee has been agreed, a pass will be issued.

## **RELIGIOUS EDUCATION**

Lapworth is a Church of England Controlled School. The church connection ensures that the school has links in the wider community through the parish church and that spiritual values are given priority in the education of the children.

The Church of England believes its schools should be “A safe place where there is no ideological pressure and yet Christian influences are part of the ethos of the school”. The Governors and staff support this view.

Lapworth School is in the Diocese of Birmingham and we follow the agreed syllabus of Religious Education for the county of Warwickshire. In our Religious Education teaching we link religions, beliefs and cultural traditions to the developing world and to the past, so that children have understanding of how and where the religions of the world have developed.

Daily Acts of Collective worship, either group or whole school based, are of a broadly Christian nature but in our religious education programme every effort is made to increase children’s awareness of other faiths and cultures.

The Rector is involved in the life and work of the school and the children take part in weekly services each term. Other local ministers are also invited to contribute to our Acts of Collective Worship. We also enjoy visits from members of the Diocese.

Parents have a right to withdraw their children from Religious Education and Collective Worship. These children will be supervised either within another class group or by a classroom helper.

Children, staff, parents and governors join together each term to take part in a service at St Mary’s Church, Lapworth. The school is indebted to the PCC for their generosity in contributing most of the cost of coaches for these visits.

## HEALTH AND SEX EDUCATION

Personal, social and health education (PSHE) and citizenship is an integral part of the curriculum from Reception year onwards and includes sex and relationships education for all our children.

We aim to provide children with the basic knowledge and understanding of health and sex matters affecting themselves and others, that enables them to make informed choices about healthy living in their daily lives and to have a regard for the health and well being of the community.

A programme of specific health education is built into cross curricular themes and linked to science attainment targets.

Sex and relationships education, with the emphasis on relationships in family life and the values and standards of personal responsibility and respect for others, is incorporated into a programme of personal and social education.

Some health, drug and social issues and the misuse of medicines and other substances will be matched to the maturity and understanding of the pupils.

The Sex and Relationships policy is available in school. Parents have the right to withdraw their children from lessons in sex and relationships education, though we would hope to work in partnership with parents to bring this important aspect of teaching to all our pupils.



## **THE NATIONAL CURRICULUM**

The National Curriculum consists of three core subjects, English, Maths and Science, and seven foundation subjects. The foundation subjects are Design and Technology, Information & Communications Technology, History, Geography, Art and Design, Music and Physical Education. Religious Education, Personal, Social and Health Education & Citizenship are also taught as part of the curriculum. French is taught as a Modern Language in Key Stage 2.

In delivering the curriculum, we try to ensure that the needs of all pupils, including those with special needs, are met. The scope of the curriculum will be as broad as possible and where appropriate, learning will be based on first hand experience. Creativity and independence of learning underpins a large part of the curriculum.

The teaching of the curriculum will include all aspects of equal opportunities for all children in our school.

## **CURRICULUM CONTENT**

English, Maths, Science and ICT are central to the curriculum and, in giving a high priority to these subjects, we aim to present children with the opportunity to practise skills in a wide range of situations and to broaden their experience through participation in a programme of varied activities.

All children are set targets for improvement and development. These targets form part of a learning plan which is tracked and monitored by staff. Children are very much involved with their own targets and learning, as are parents as part of our shared partnerships.

## **ENGLISH (LITERACY)**

We spend a minimum of an hour a day on literacy activities, through which we aim to enable all children to develop their speaking, listening, reading and writing skills. They are encouraged to speak clearly and confidently to their teachers and to share their interests with others, as well as to listen carefully to what others have to say.

We promote a love of books and reading. Children read both graded reading books and general fiction from their class collections or from the school library, which is supplemented by the LA book collections.

Children are expected to take their current reading book home and we ask parents to hear their children read at home, and to record this in the reading diary, which forms an important record of progress and development in reading.

Children learn to express their ideas in writing for a variety of purposes. We encourage creativity and seek to develop their ability to convey meaning with increasing fluency and accuracy. Children are taught grammatical structure and use of standard English. Punctuation skills are taught to enable the

children to organise their writing clearly and spellings are taught in 'word families' or in connection with their topic work. Junior children are encouraged to learn and revise spellings at home on a weekly basis.

Handwriting is taught throughout the school and children progress from basic letter formation to writing in a fluent joined style.

## **MATHEMATICS (NUMERACY)**

The School teaches Numeracy each day and children use a variety of published materials, texts, investigational activities and number games, in order to provide a sound and appropriate range of resources.

The Maths curriculum is organised on a subject basis outside the main topic framework, although work in other subjects will often include mathematical activities and use of skills.

Maths lessons include opportunities for demonstration, explanation and instruction by the teacher to groups, individuals and the whole class - relevant discussion - practical activities to provide meaningful context and to consolidate skills which have been learned - the use of mental mathematics involving the quick recall of mathematical facts - problem solving and investigational activities.

Pupils with difficulties in learning mathematics are given extra opportunities for reinforcing their number skills.

Pupils with particular ability and flair for mathematics who work more quickly through the levels of the National Curriculum progress to higher levels and may work with older children of similar ability.

## **SCIENCE**

The Science curriculum is organised within each class in a series of topics. These topics ensure that all programmes of study and learning objectives are addressed, revised and developed.

The teaching of Science throughout the school is supported by a wide range of resources and materials, which provides reinforcement for the concepts being taught.

We work hard to achieve a good balance between the acquisition of scientific knowledge and the practice of scientific method which gives children the opportunity to practise skills of observation, make hypotheses, evaluate and test and discover pattern and form. Investigation work is built into other subject areas of the curriculum.



## DESIGN AND TECHNOLOGY

The design and technology programme is organised around scientific, historical and geographical topics where the children will be involved in researching problems, choosing possible solutions, designing a product, making that device and evaluating, testing and improving their work. The scheme of work sets out areas of work which enable children to acquire skills through meaningful tasks.

## INFORMATION & COMMUNICATIONS TECHNOLOGY

In a changing and developing world, we aim to give all children as much experience as possible in using today's technology, so that they become competent in the use of computers – and other electronic devices – as tools for everyday learning. In our information and technology suite, children have opportunities to learn and practise computer skills, to present their work using electronic resources, to store, retrieve and interrogate information and to use publishing skills. Their experiences will include:-

- Communication and handling information
- Word Processing, Art Packages, Databases
- Supervised use of the Internet
- Design, development, exploration and evaluation of models (real or imaginary) through adventure and simulation programmes
- Control of electrically driven models
- Use of e-mails

The school has Interactive Whiteboards in every classroom, which contribute substantially to the children's learning. All staff have laptops and there are PCs and laptops available to the children, through our dedicated computer suite and as stand-alone resources. The school uses much digital photography and children are encouraged to record events and activities using digital cameras and camcorders.

## HUMANITIES

The geography, history and religious education curriculum is organised into a programme of topics throughout the school.

We aim in geography to help children make sense of and stimulate an interest in their own surroundings and that of the wider world and to develop their geographical skills while studying people, places, maps and the environment.

Through our history scheme of work we help children to develop a sense of identity through learning about the development of Britain, Europe and the world. We introduce children to what is involved in understanding and interpreting the past and lead them to recognise how past events have shaped the society in which we live.

We aim to develop a sense of chronology to give the children the skills needed to interpret historical evidence.



## **MUSIC**

Music is valued throughout the school and all children access a curriculum which provides enjoyable experiences in singing, instrument playing and other forms of music making. Children use music as part of their performing arts and the school offers tuition in flute, clarinet and recorders on an individual or small group basis.

## **ART & DESIGN**

Opportunities are provided for children to undertake a variety of art activities to develop confidence in manipulation and exploration of a broad range of materials. They enjoy a range of activities that includes drawing, painting, modelling, pottery and sewing.

Pupils are encouraged to be observant, critical and appreciative of their own art work and become familiar with the work of other artists.

We value their creative art and displays of children's work promote a pleasing and stimulating working environment, as well as providing inter-active learning and opportunities for evaluation.

## **PHYSICAL EDUCATION**

We aim to develop physical competence in all children, through enjoyment, teaching them to value the benefit of physical activity in life and to promote their own development.

Our P.E. and sports programme includes gymnastics, athletics, golf skills, movement and dance, team games of football, netball, rounders, cricket, hockey, tag rugby and orienteering skills. Outdoor and adventurous activities are available to older children as part of our residential experience. We also take part in local and area competitions in football, netball, rounders, cricket, swimming, cross country running, tennis, tag rugby and athletics.

Children in Years 3 and 4 have swimming lessons during curriculum time as part of their P.E. programme.

We hold a sports day every Summer term, which is organised as a house competition. Every child in the school takes part in this event.



## **EXTRA CURRICULAR ACTIVITIES**

### *Sports and Games.*

We have a boys and a girls football team who play matches and competitions against school teams in the central and southern areas of Warwickshire. Coaching and practice for football takes place during the Autumn and Spring terms, with weekly sessions after school hours. We take part in tag rugby competitions. There is an Infants football club too.

There is also a netball team who train weekly and play matches against other schools.

We have a cross-country squad in Key Stage 2 who take part in inter-schools competitions during the winter season.

Our indoor athletics team takes part in competitions on a local and district level.

During the summer term many of the junior children are invited to take part in local and district athletics in both track and field events. There is a cricket team and children can play during after-school practice sessions. Children have the opportunity to play a range of games, including golf, badminton, and tennis during extra curricular sessions.

### *Non sporting activities*

We also offer a variety of non sporting activities, such as art clubs for Key Stage 1 and Key Stage 2; ICT club for infants; board games club for infants and lower juniors and a school newspaper.

Recorders are taught to both Key Stage 1 and 2 during lunchtimes and we have a school choir which draws children from years 3 to 6.

### *Road Safety Training*

Cycle awareness instruction is given and this is organised through the County Council Road Safety Group. Children must be eight years old before they can take part in the cycling awareness scheme.

Older children can enrol for on-the-road cycle skills training. We encourage children to cycle to school when the weather is fine.

## **SPECIAL EDUCATIONAL NEEDS**

There is a SENCO (Special Educational Needs Co-ordinator) within the School.

Some children experience learning or behavioural difficulties at various stages throughout their school life. These may be of a short duration or may persist throughout their school days.

Staff try to identify difficulties as soon as possible. Support is primarily offered in class to maintain inclusion. Occasionally the child will work on individual targets with a support teacher, one to one, or in a small group.

The Code of Practice for identification and assessment of special educational needs prescribes the following stages:

- School action: in which children's needs are addressed within the school, using the expertise of the school staff and a range of carefully selected resources.
- School Action Plus: in which the school additionally uses expertise from specialists outside the school. Such specialists may come from the Learning and Behaviour Support service, DISCS (disability and communication service), Speech and Language Service or other providers.
- A formal statement of special educational need (available only in conjunction with the LA)

## **REPORTING CHILDREN'S ACHIEVEMENTS**

Children's progress is constantly monitored and evaluated and information is shared with parents and with the children themselves.

All assessment information is stored in pupil profiles and in our electronic system from which reports can be generated at any time. Children are involved in setting their own progress targets and in evaluating their success. The school liaises regularly with parents regarding the performance and attainment of their children and provides a detailed report every summer term. This is supplemented by two report cards at the end of the autumn and spring terms. The annual summer report gives parents the required information on levels of achievement and progress in all subjects. Accompanying it is a full report on each child's attendance throughout the school year.

The school holds two sets of parents' evenings and one open afternoon per year. Parents are invited to confidential consultations with teaching staff in the Autumn and Spring terms, and to share work and displays with the children in the Summer term.



## **STANDARD ASSESSMENT TASKS/TESTS**

The Foundation stage (ages 3 – 5) applies to Reception year children who will be working towards the Early Learning Goals. By the end of their first year in school, staff will complete a Foundation Stage profile for each child, before they begin the National Curriculum.

Children in Year 2 and Year 6 are assessed through externally set tasks/tests to provide a measurement of each child's progress in English (Reading, Writing, Spelling), in Mathematics and in Science.

There are 10 levels within the National Curriculum and it is expected that by the end of Year 2, children will have achieved Level 2.

At the end of Year 6 the recognised level of achievement is Level 4, with more-able children achieving level 5.

In addition, children in years 3, 4 and 5 are assessed through national tests ; the results of these are not published but are sent out to parents.

All tests and assessments undertaken by the children form an important part of our profiling system, whereby the performance and progress of each child is carefully monitored.

All national and other internal tests take place in May each year and it is important that children are not out of school at this time.

## **THE PARENT TEACHERS ASSOCIATION**

Lapworth School has an active and supportive PTA and all parents are automatically members. There is a varied programme of social and fundraising events throughout the year, and parents and friends are encouraged to support these.

The strength of the PTA comes from the diverse skills, knowledge and abilities of all parents, continually renewed as new children join the School.

Funds raised by the PTA are used to purchase resources and items of equipment which the school would otherwise not be able to acquire.

## **GRIEVANCE PROCEDURE**

The Governors have a duty to remind parents that there is a recognised procedure to be adopted when there is an unsolved grievance. However, the Governors do urge parents who have any worries, complaints or any other business they wish to discuss about the school and their children to approach the Headteacher or Governors as most queries can be resolved in this way.

If a parent wishes to take the matter further, the complaint must be put in writing or on a special form obtainable from the school's administrative assistant and this should be sent to the Chairman of the Governors. The Governors will then investigate the matter. Ultimate appeal may, at a later stage, be made to the Education Authority.

## SCHOOL UNIFORM

### WINTER SCHOOL UNIFORM

#### BOYS:

Grey or black trousers

Grey, White or Red Polo shirt

Red sweatshirt

Grey socks

#### GIRLS:

Grey pinafore dress or skirt  
Grey or black tailored trousers

White shirt / blouse or Polo shirt

Red sweatshirt

White/grey socks or red, grey or black tights

### SUMMER SCHOOL UNIFORM:

#### BOYS:

Grey or black trousers

White T - shirt with collar / Polo shirt

#### GIRLS:

Red check dress

### P.E. UNIFORM (indoor)

Black slip - on pumps (Infants)

Black pumps (Juniors)

Plain white or red T – shirt

Red or white shorts

### GAMES

Children are allowed to wear tracksuits, sports trousers etc for outdoor games activities,

as well as trainers. Junior children should have a tracksuit or trousers for outdoor games during the winter period, to be brought in only for games lessons.

RED SWEATSHIRTS, JACKETS AND FLEECES WITH SCHOOL BADGE ARE AVAILABLE ONLY FROM THE SCHOOL, AS ARE BOOK BAGS.

**Please ensure that all items of uniform are regularly marked with your child's name.**