

Cranmore Infant School

'we love to learn and together we grow'



CRANMORE

S C H O O L

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'We love to learn and together we grow'

Our School Values:

Responsibility

Respect

Sharing

Kindness

Fairness

Integrity

Why Choose Cranmore School for your child?

We pride ourselves on being a happy and caring school where everyone is valued, and children, staff, parents and governors work together to achieve the best in all aspects of school life. Standards and expectations are high in both work and behaviour. Our children respond well to these, they work hard and take pride in their achievements and their school. They are polite and courteous and these qualities are commented on by the many visitors we have to the school.

We have Healthy Schools Status combined with 'Let's Get Cooking' supports our children and their families in establishing and maintaining life-long healthy eating habits. We hold the Green Flag Eco-Schools status, in recognition of our commitment to improving the environment, and we have also achieved the Sing up Silver award, which has helped us become an even stronger school community.

Ofsted described Cranmore as an 'outstanding school that has an innovative and exciting approach towards constantly improving pupils' education'. The full report can be found on the Ofsted website (www.ofsted.gov.uk).

We try very hard to make learning real, exciting and relevant to children. We involve them in planning their own learning to a certain degree and we ensure that children know their own strengths and how to improve in any areas for development.

Our Early Years Foundation Stage gives the children here an excellent start to their education and the creative, thematic curriculum continues in Years One and Two. Standards of attainment are well above national average in English, maths and science. As an Infant school all of the staff are experts in teaching very young children. The learning and teaching that happens in these early years is vital because it lays the foundations for everything else that your child will ever learn.

We are a relatively small school, in which the children are all known personally to all of the staff. That means that we support each other, and children have a range of people to turn to. The staff all get to know you as parents or carers very quickly too. This helps us to develop close links between home and school, which we see as a vital part of providing the very best for our children.

The ethos of our school is described in more detail later on, but here are some comments from children currently at Cranmore....

'Our school is nice because people are kind, take turns and help each other'.

'The teachers are really nice and help you if you get stuck'.

'It is the best! We do lots of fun things to help us learn'.

'The school is really good because it has lots of clubs'.

Here are just a few comments from parents ...

'The first time we walked into Cranmore we were immediately impressed by the warm, caring and nurturing atmosphere. A wonderful environment that encourages, allows and stimulates. A fabulous foundation for life'.

'Excellent school. The staff care for their pupils exceptionally well. There seems to be a lot of differentiated activities to support the learning of all groups of pupils, and pastoral care is also excellent'.

'I find the school exemplary and the teaching staff friendly and approachable. My child has developed greatly'.

'This is an outstanding school. It is a fine example of how other schools should be. Since attending here, my child has been very happy and settled. I am proud that myself and my daughter are part of this school and thank them for all the effort and hard work'.

'I am well informed about the progress of my children. The school has a lovely atmosphere. I especially like attending the celebration and other assemblies. I also feel the school encourages and gives children lots of opportunities to develop other areas of interest through school clubs'.

School Ethos

'We love to learn and together we grow'

We feel that this statement sums up our school, together with our values that were agreed with parents, staff, children and governors. We have a value each half term and we expect everyone in our school community to try their best to live that value in their daily lives.

In 2007 Ofsted described 'the welcoming atmosphere and the buzz of excitement in learning'.

We aim to meet the needs of every child regardless of their background, ability, disability, culture, race or religion and we want each child to achieve their personal best in their learning, attitudes, behaviour and relationships.

The curriculum at Cranmore is designed to help our children become life-long learners. More than anything we want our children to have fun in learning and we provide a range of learning opportunities that are real, exciting and purposeful. We also want to make sure that our children develop a range of skills, attributes, knowledge and understanding so that they can make informed choices about their lives. All of this takes place within a caring atmosphere in which parent partnership is given high status.

We have a strong emphasis on personal, social and emotional development and we have a 'can do' culture which ensures that children and adults feel good about themselves whatever their strengths or areas for development.

We encourage children to value everyone and respect other people's views, cultures and beliefs. The adults in school lead by example, treating children and parents with respect and sensitivity, and we expect parents and children to do the same in return.

As well as our school values, we also positively promote the British values of: Democracy, The rule of the law, Individual liberty and Mutual respect and tolerance of different faiths and beliefs.

School Aims

- C Creative and Curious
- R Realise your potential
- A Always aim high
- N Nurturing and caring community
- M Meeting the needs of everyone
- O Opportunities to lead learning
- R Relish experiences and have fun
- E Enjoy being a lifelong learner

General Information and Admission Arrangements

Cranmore is a Community School situated in Northland Road, a quiet cul-de-sac close to the junction of Widney Lane and Cranmore Boulevard. The school has approximately 230 children on roll in the 3-7 year age range.

The Local Authority deals with admissions to Reception, Year 1 and 2, and parents should contact the Admissions Office at Solihull Council regarding these admission enquiries and requests. Parents should apply directly to the school for a Nursery place. Application forms and our Admissions Policy are available on our website.

Children are eligible for admission to Foundation 1 (Nursery) in the September following their third birthday and Foundation 2 (Reception) in the September following their fourth birthday, and the Local Education Authority will notify parents at the appropriate time about how to apply. Applications can also be made for late admissions during the school year. The Local Authority allocates places in accordance with its admission criteria.

The best way to find out about us is to come and visit for yourself, and we are confident that in doing so you can freely appreciate the quality of education and care given to all of our children. If you would like to visit us we can promise you a warm welcome and we would be delighted to show you what and how we learn. Please telephone the school office on 0121 705 3443 for an appointment, or come along to one of our Open days.

At the end Of Year Two (i.e. at the end of the school year in which they are seven), children usually transfer to Widney Junior School, with whom we have very close links and, because they are our linked school, children are guaranteed a place. When children are in Year Two, parents receive information from the Local Authority and they are then able to stipulate their Junior School preferences.

Curriculum

Our aim throughout the Foundation Stage and Key Stage 1 is to enable children to develop socially, emotionally, spiritually, intellectually, creatively and physically in a happy, secure and stimulating environment. Both the Foundation Stage curriculum and Key Stage 1 curriculum provide opportunities for the children to learn from first-hand experience, building on their natural curiosity. The children are able to develop their confidence as they begin to learn how to express themselves, make decisions, show initiative and solve problems for themselves. They learn how to play and work together with others, both children and adults, and the sharing and caring that this involves. A greater understanding of their environment is nurtured through looking, listening and doing.

The Early Years Foundation Stage Curriculum for 0-5 year olds consists of seven areas of learning and development, all of which are important and all are interconnected. The statutory framework identifies three 'prime areas' that are 'particularly crucial for igniting children's curiosity and enthusiasm for learning' and for 'building their capacity to learn, form relationships and thrive', they are:

- Communication and language
- Physical development
- Personal, social and emotional development

The other four 'specific' areas for learning and development are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The National Curriculum, which begins in the Autumn term after the child's 5th birthday, builds on the learning that has taken place in the Early Years Foundation Stage, and is organised into the following subject areas:

Core Subjects:

English

Mathematics

Science

Foundation Subjects:

Computing

Art

Design and Technology

History

Geography

Music

Physical Education

PSHE

These subjects must be included in the curriculum for all pupils. Although not a National Curriculum subject, Religious Education is also taught as a statutory requirement.

More information is available in the separate booklets called 'All about the Foundation Stage' and 'All about the Key Stage One curriculum'.

Learning and Teaching

We teach children through an integrated curriculum, which is carefully planned to meet the needs of the individual and involves them in a wide range of interactive and exciting experiences. This enables children to see the purposes of their learning and they can use their knowledge and skills in all subjects in real life contexts. We believe that this is crucial if all children are to be interested in learning and develop as well rounded individuals.

The children are grouped in a variety of ways appropriate to the learning. The children learn as whole classes, large groups, small groups, in pairs or individually.

We believe the learning environment is critical to children's success and we create a climate for learning that is emotionally safe, positive and supportive to develop children's independence, confidence and belief in themselves as learners.

As part of our commitment to continually develop and improve the education we offer to our children, all staff are committed to their continuing professional development and regularly update their knowledge and expertise by attending training courses.

Building Learning Power

Building Learning Power is an approach that underpins everything we do at Cranmore. Through the four Rs of Resourcefulness, Resilience, Reciprocity and Reflectiveness children are encouraged to take control of their learning. It equips them with the necessary skills to become life-long learners, not giving up if they encounter a problem and recognising that this is when learning is taking place. We actively teach children the habits of effective learners and their knowledge and understanding of themselves as learners.

Under the 'R' of 'Resourcefulness', the children are encouraged to look around them to see what may support them in their learning. This could be in the form of resources, or making links between knowledge in other subject areas.

Resilience encourages the children to 'never give up' when learning becomes tricky. Instead the children learn to look for other methods, or think about how they can become 'unstuck'. It is also about perseverance, enjoying learning and managing distractions effectively.

Reciprocity encourages the children to think about the best way to learn for a particular task. Very quickly the children come to realise that sometimes it is more appropriate to work as a member of a group, a pair or independently.

Reflectiveness provides the children with the skill of looking back and summarising what they have learnt in order to identify next steps for taking learning forward. They reflect on their learning processes and think about what was successful, what did not go well, and what they would do differently if they were to do the task again.

Please see additional handouts for further information about the Foundation Stage and Key Stage One curriculum.

School Council

At the beginning of each academic year children, all children from Reception and KS1 are given the opportunity of being voted on the School Council. Children vote in their classes and elect representatives to be on the council.

The School Council meets every half-term following Class Council meetings. It is at these meetings that representatives bring the opinions of their class and these are discussed in full.

Cranmore's School Council has a very successful record to date. Most recently the School Council has been responsible for allocating money raised from the Christmas play to various Food Aid projects, selecting new playground equipment and interviewing new members of staff.

Eco Schools

At Cranmore we are committed to reducing our impact on the environment and to this end we are actively involved in the Eco-Schools programme. We currently hold the highest Eco-Schools award of a Green Flag.

All our children learn about sustainability both in the classroom and from first-hand experience of school life and we tackle topics such as 'Waste Reduction' and 'Care for the Environment'. In addition, Cranmore's 'Eco-Team' made up of staff, parents and representatives from each class meet regularly and work hard to tackle a range of environmental projects.

Languages

Children across the school benefit from learning French and also British Sign Language. The children have a French session once a week and language learning is explicitly linked to termly topics.

Learning Out of School Hours

As well as the taught statutory curriculum we believe it is important that children are able to develop a range of other skills, interests and abilities. Consequently adults run a variety of clubs at lunchtime and before and after school. Some of our regular clubs include Gardening Club, Drama Club, Cookery Club and Book Club. We also have a very successful choir 'Cranmore Chorus' who perform at different venues throughout the year.

There are also a number of other clubs on offer which are run by external professionals including Football and Gymnastics.

Children in Year Two all have the opportunity to go on a two day outdoor adventure residential trip.

Collective Worship

Through our daily act of collective worship we aim to promote children's spiritual, moral, social and emotional development. This is achieved by providing the opportunity to explore personal beliefs, and consider spiritual and moral issues. We reinforce positive attitudes and encourage participation and response. As with Religious Education, Collective Worship will address Christian and other principal faiths.

Parents have the right to withdraw their children from Collective Worship. If you wish to do so, then please contact the Headteacher.

Inclusion

Special Educational Needs and Disabilities (SEND)

At Cranmore, we are totally committed to providing an inclusive education in which all children receive a broad, balanced and responsive curriculum. We know that all children are different in their abilities, strengths and weaknesses and will need different levels of challenge, help and support to enable them to make the best progress. Whatever their abilities all children are valued for the contributions they make to our school. Within the classroom individual targets, differentiated work and a variety of approaches to teaching all help to meet their own particular learning needs and ensure that each child continues to make good progress.

We recognise that some children may experience difficulty with their learning at some time and it is our responsibility to help them with these difficulties. For many children the problem is soon overcome but others will need more long-term help. Whatever your child's need it is important that we work with you to ensure that your child is getting the right help at the right time and we will always inform you if we feel your child needs this extra help. With support from the Local Authority we try to make appropriate provision for children with a special need and/or disability. We have a nationally qualified Inclusion Leader who manages this provision. She works with class teachers to ensure provision is in place to meet any additional educational needs.

Some pupils may also have physical disabilities, sensory impairment or more serious learning difficulties. The same admissions criteria would apply to a pupil with a disability as to any other if it were agreed by all those involved that Cranmore could best meet the child's needs. In this case we would liaise closely with the child's parents, the Local Education Authority and all those

involved to ensure that we could meet the child's particular needs. We already have a school policy that identifies how we cater for children with special needs and ensure that they have equality of opportunity.

Sometimes we may call on external expert advice when making decisions about the best provision for a child. This is always done in consultation with parents who are informed of the outcomes of that advice.

We use a range of resources, including ICT, to support children's learning and we ensure that parents and children are made aware of the progress and next steps in learning regularly.

Able, Gifted and Talented

Children who have specific skills and talents in certain areas, including academic, creative and sport, may also have particular needs. Provision is made for extension and challenge within the classroom through careful curriculum planning by class teachers and additional intervention groups such as book clubs and problem solving groups. Children in Year 2 also participate in clubs and workshop sessions, aimed at providing challenge and new experiences, with children from other local schools.

As with children who have a special need and/or disability we use a range of resources, including ICT, to extend and motivate children in their learning. The process for the review of progress for our gifted and talented learners is the same as children who have a special need and/or disability. The procedures that we undertake are outlined in our able, gifted and talented policy.

School Uniform

We encourage all our children in school to wear our school uniform and the school colours are emerald green and gold.

Foundation One (Nursery)

Uniform does not have to be worn in Foundation One, but most children wear a green school sweatshirt or cardigan.

Girls and Boys – Foundation Two, Year One and Year Two:

- Emerald green round neck, v-neck or cardigan style sweatshirt; plain or with our school logo *
- White polo shirt; plain or with our logo *
- Grey pinafore dress, skirt or grey trousers
- Yellow and white check dress for the summer or grey shorts
- White or grey socks, or white, grey or green tights
- Black shoes in a sensible style with flat heels and easy for your child to fasten by themselves.

Children should not wear trainers or open-toed shoes to school, or any other items deemed by the Head teacher to be inappropriate for school wear.

Long hair should be tied back. Hair bands and bobbles should be in school colours of yellow or green, and extreme hairstyles and patterns shaved into hair are not permitted. Ear-rings and nail polish are not part of the uniform.

We like our children to be physically active and to learn about the environment and so the children in all year groups go outside every day, even if it is raining. Therefore all children need a waterproof coat in school every day.

Children from Foundation Two (Reception) onwards also need to bring a book bag every day and these can be purchased online through Parent Pay and collected from the school office.

For PE children will need:

- Plain white or black shorts
- Plain white round necked T-shirt
- Black pumps - either elasticated or Velcro fastening
- A named PE bag which can be hung on his/her cloakroom peg
- Children in Foundation One do not need shorts and T-shirts for PE but will need pumps and a bag to keep them in.

Please remember to ensure that all clothing is clearly named to help prevent it getting lost at school. It is very hard to return un-named clothes to children as all the items look the same!

For safety reasons children are not allowed to wear jewellery of any kind in school. Watches should only be worn when children can tell the time and fit-bits and watches with a camera/recording device are not permitted. Pierced ear-rings are particularly dangerous and should not be worn under any circumstances. If there is a reason why jewellery must be worn for religious reasons parents should talk to the Head teacher. Such cases will be dealt with sensitively and with respect for religious beliefs.

Items marked with an asterisk * are available, from Early Years and online at www.myclothing.com. All other items are available from major chain stores or other high street shops. If any parent experiences financial difficulties the Head teacher will be happy to discuss any issues sensitively and in confidence.

Healthy Eating

Cranmore has achieved Healthy School status and we are committed to promoting a healthy lifestyle.

School Meals

Following a thorough consultation with parents, children, the School Nutrition Action Group, staff and Governors a decision was made by the Governing Body that from September 2014 school policy would be that free school dinners would be provided for all children from Reception onwards. Children are encouraged to eat a balanced diet and are therefore only allowed to choose the sandwich option once a week, Parents are not able to bring in a packed lunch from home. Consideration will be given where the Headteacher deems there are exceptional circumstances or it falls within the SEND Code of Practice or Medical Conditions in School Policy and medical evidence may be requested if necessary.

Our school meals are freshly cooked on the premises and meet the government guidelines for healthy and nutritious content. This means that the meals are low in fat, salt and sugar and the children are always offered a choice of main courses, salad and desserts with fresh fruit.

Lunchtime is an important part of the children's educational experience and therefore parents and not permitted to take their child off site during lunchtime (unless there is an exceptional circumstance which has been agreed by the Head teacher, or it falls within the SEND Code of Practice or Medical Conditions in School Policy and medical evidence may be requested if necessary). Children learn social skills, etiquette when eating alongside their peers and the social aspect involved in play as well as having a healthy lunch.

We have special family lunches for parents throughout the year, so please look out for the letters about those.

We are a 'cashless school' and therefore all payments for school trips, clubs etc. are made through 'Parent Pay' and on admission to the school your child will be issued with a letter enabling you to register.

Snacks

We encourage children to bring water to school, which they can then access throughout the school day. This helps them stay hydrated and is essential for effective learning. Parents are asked to send a clear plastic water bottle into school, clearly labelled with their child's name. This should contain plain water only, i.e. no flavoured water, squash, fruit juice etc. is allowed. The children bring their water bottles home for washing, but please return them to school.

To ensure school policy is being followed, staff will carry out regular checks of all children's water bottles at least once a week (wearing gloves at the current time in line with the Covid Risk assessment). If a child's bottle contains anything other than plain water, this will be replaced with plain water and parents/carers will receive a letter from the school informing them of this. The school will keep a record and if this occurs on more than two occasions, then parents/carers will be required to send in an empty water bottle for their child(ren) to fill with water at school.

Children may bring a healthy fruit or vegetable snack from home. Processed fruit snacks and cereal bars etc. are not permitted. We also take part in the 'Fruit for Schools' initiative and every child is provided with a free piece of fruit to eat in school.

Only milk provided through the 'Cool Milk Scheme' is allowed at snack time, so if you would like your child to have a carton of milk this can be provided once you have registered with the Cool Milk Scheme. A leaflet outlining all the information that you require can be found in this brochure. The Cool Milk scheme is not compulsory and all children participate fully in snack time together, drinking either milk or water.

School Hours and Arrival and Collection of Children

School Session Times:

- 9:00 am – 12:00 pm
- 1:00 pm – 3:10 pm

The school day begins at 9:00am. The door is opened at 8:50 am and the staff are in their classrooms so children may arrive anytime between this ten minute period.

We expect parents to accompany their children onto the premises and children should not be left unsupervised until the doors open and they have entered school safely. We believe that punctuality should be valued and we hope you will always encourage your child to be on time for school.

The children's day finishes at 3:10pm. If you are delayed for any reason please contact school so that we can reassure your child. No child will be dismissed from the classroom unless they are in the care of an adult. Parents should wait for their children outside the classroom door.

Parking

In common with most schools, we do suffer from traffic congestion. Parking near the school is limited and there are restrictions in place. Please do respect these parking restrictions as they are there to safeguard your children and prevent congestion. Please do not park on the yellow zig-zag lines outside school, on the pavement, on or in front of driveways as we do wish to maintain good relations with our neighbours.

Please note that the staff car park is for staff use only. So please do not bring your car into the school grounds as this poses a serious danger to the children.

Behaviour

We have a positive approach to managing behaviour at Cranmore and we actively try to 'catch children being good' so that we can praise them for it. We do have simple rules which are drawn up with the children at the beginning of each new year, and children are expected to be courteous and well behaved.

Good work, effort and behaviour are rewarded with certificates, stickers, moving up the class 'Zone Board' and Golden Time. Lunchtime Supervisors also award children raffle tickets to enter into the 'Lucky Lunchtime Lotto', for good manners, being helpful and keeping the Golden Rules at lunchtime. We apply these rules consistently and fairly, including at lunchtime, and as a result our school is a peaceful and happy place.

We believe that behaviour and discipline is the joint responsibility of the parents and the school and that we should work together in helping your child to make good choices of behaviour, in line with our school behaviour policy.

Sometimes a child's behaviour becomes worrying and we always let parents/carers know if this is the case so we can work together to help the child concerned to make better choices. We always take reported cases of bullying seriously and we thoroughly deal with any accusations of bullying as detailed in our Anti-Bullying policy.

Children are not allowed to bring toys or games to school. We have a wide range of toys and play equipment for children to use on the playground.

Golden Time

Golden Time is planned into children's learning experiences every Friday and it is an opportunity for children in KS1 to choose their own activities. As mentioned above Golden Time is a privilege not a right and children may miss part of Golden Time as a consequence of bad behaviour choices.

Celebration Assembly

Children's successes and good behaviour are recognised by the award of certificates which are given out in our weekly Celebration Assembly, which takes place at 9:15 am every Friday, when we also celebrate children's birthdays. Parents are welcome to join us for this assembly any time but receive a personal invitation when their child is receiving a certificate.

Childcare Provision

Little Acorns Pre-School and Kids' Club is a school run childcare facility for which parents/carers pay a fee. Children from 0 – 7 years are cared for between 7:30 – 9:00am and 3:10pm – 6:00pm, Monday to Friday, and we also operate a holiday club.

There is also wraparound nursery provision which caters for children between the ages of 3 - 4 years. This means that children can have a school Foundation One place for the morning session, stay for lunch and be cared for at Little Acorns for the other half of the day. Charging rates and other information about this facility are available from the school office.

Attendance Policy and Procedures for Absence

In order for your children to fully benefit from their education it is essential that they attend regularly and are punctual, except in cases of illness. If your child is absent from school please telephone the school office immediately to notify us of the reason. Office staff will phone parents if we have not had a reason for a child's absence, as we have to keep accurate records of attendance.

It is equally important that your child arrives on time for school each day as the work and activities start promptly at 9:00am. If your child regularly misses the beginnings of lessons they are missing vital learning which will have an impact on their progress. It can also be very unsettling for a child if they have to come in late.

From 1 September 2013, new regulations were introduced to prohibit Headteachers granting leave of absences during term time except where there are exceptional circumstances. In exceptional circumstances you may request a leave of absence from the head teacher, using the form that is available from the school office.

If a child's absence, lack of attendance or persistent lateness give cause for concern the school would be required to notify the Education Welfare Service who would then contact parents.

For the period September 2018 – July 2019 the percentage of authorised absence for children from Reception to Year 2 was 2.4% and the percentage of unauthorised absence was 0.96%.

General Data Protection Regulations and Freedom of Information

Photographs and Videos

There are times when we may take photographs or videos of children as evidence of their learning, for displays in school, the website etc. and we always ask parents for their permission for this when children start school. Under the new General Data Protection Regulations we are not allowed to give copies of these to parents or anyone else without first obtaining the consent of every parent whose child is involved. Sometimes our children are photographed by the press and we ask parents' permission for this on each occasion.

Parents can video and take photographs of their own children at school performances and events, but these should not be published on social networking sites if they include images of other children.

Collecting Information

During your child's time in school we will ask you for various pieces of information that are essential for our records. We sometimes have to share this information with the DfE, Children's Services, the Health Authority and other valid agencies. Once your child has started school, you will receive a letter explaining more about this.

The Freedom of Information Act

Parents are able to see any records that are kept about their child in line with the statutory requirements of this act. A copy of the governor's Freedom of Information Policy is available on request.

Health and Safety, including First Aid and Medicines

Admission

On admission to school we require accurate personal details of your child. It is important that medical details, including dietary requirements and emergency contact numbers are kept up to date.

School Medical Service

The Area Health Authority provides a valuable service for checking and monitoring the children's general well-being. During their Reception year, children are visited by the School Nurse and Audiometrician to assess vision, hearing, height and weight, and parents are informed of any concerns.

First Aid

There are qualified first aiders in school to deal with the usual playground bumps and bruises. If your child bumps his/her head we will always send you a note or speak to you so that you can be alert for adverse reactions. Of course, if the bump is severe, we will always let you know straight away. Should your child need further medical treatment, or become ill in school, we will contact you.

Medicines in School

Every child has individual needs. The school will do its best to ensure that all children with medical needs are fully included in the life of the school. Parents have prime responsibility for children's health care, and the school is fully committed in supporting parents and children where there are health issues. Children with long-term needs will have a care plan, agreed by parents, school staff and the school nurse.

There is no legal duty requiring school staff to administer medication, unless it would be detrimental to a child's health or school attendance not to do so, e.g. when four doses of prescription medication are required in a 24 hour period. It should be noted that the emergency use of Epipens will be administered and all staff receive annual training for this. We will not allow children to administer medication without supervision, unless this is specified in the care plan. Exceptions may be made for asthma medications.

Asthma Inhalers

Inhalers for children with asthma will be kept safely in the classrooms for ease of access and should be clearly labelled with your child's name. An adult will supervise the procedure but is unable to assist with the administering of the inhaler, due to health and safety procedures.

The school cannot accept liability for the misadministration of medication and it is parents' responsibility to check the medication is in date.

We have a full policy for the administration of medicines, which is available on request.

Sickness or Diarrhoea

If your child has sickness or diarrhoea, they should be kept off school for at least 48 hours after the final bout, in line with NHS advice.

Safeguarding, including Child Protection

We believe that every school should provide a caring, positive, safe and stimulating environment which promotes the physical, emotional, social and moral development of each individual child. The Education Act, 2002, Section 175, has placed a duty on the Governing body with regard to safeguarding and promoting the welfare of children in school.

The safety and welfare of the children is of paramount importance to us and we have a comprehensive range of policies in place to safeguard children and to ensure their well-being. A copy of our Child Protection Policy can be found on the school website. In brief, it is the statutory duty of all members of the school community to ask for advice and/or refer any

concerns to the Children's Referral and Assessment Team (RAT). This will usually be done by the Head teacher, Rebecca Ward who is the Designated Safeguarding Lead for Child Protection. If a referral is to be made to Children's Services parents are usually informed beforehand but this may not be appropriate in some circumstances.

We ask parents to understand that we always act in the best interests of the children in these cases.

Security

The safety of the children is paramount. We have planning procedures in place in the event of an emergency. Doors are fitted with security locks and visitors are admitted only when their status has been verified by a member of staff.

All visitors to school sign in on arrival and out when their visit is concluded. We ask our visitors to wear identification badges and all staff are vigilant in challenging adults who are not known to them.

In the mornings there is a member of staff at the children's entrance doors. This ensures that once children are in the building they do not wander out again and the doors are closed at 9:00am promptly. If you are late bringing your child to school we ask you to enter school by the main school door and tell the secretary your child has arrived.

For the safety of all children the school must always be informed if there is a change to the usual arrangements for collection of your child. We will not let children go home with anyone other than the parent/carer unless you have notified us, preferably in writing.

PLEASE NOTE THAT DOGS ARE NOT ALLOWED ON THE SCHOOL GROUNDS.

Working in Partnership with Parents

We want all children to be happy and successful at Cranmore and we believe strongly that this means working in partnership with parents/carers to ensure that children have the best opportunity to achieve. We have a strong home/school partnership at Cranmore and we actively encourage parents to become involved in the life of the school.

Curriculum Meetings

Throughout the year there are opportunities for parents to attend meetings about the curriculum, particularly in the areas of Literacy and Numeracy. Parents are given information on the activities their children are involved with in school and how these can be extended and supported at home.

Parent Consultation Meetings

In the Autumn and Spring terms we hold Parent Consultation sessions when parents come along with their children to discuss progress and set targets for personal achievement. These targets are reviewed and modified, as appropriate, at subsequent consultations.

In the Summer Term parents receive a written report about their children's progress in all areas of the curriculum, including personal, social and emotional development and you will be offered an appointment to discuss this report with the teacher.

Homework

At Cranmore, we believe that the purpose and value of homework includes:

- further developing the partnership between home and school by actively involving you in your child's learning through purposeful supportive activities
- consolidating and reinforcing skills and understanding, particularly in literacy and numeracy
- providing further opportunities for our children and their parents or carers to work together and enjoy and benefit from these mutual learning experiences

Whilst we actively encourage homework activities to be completed, we also recognise how important it is for children to have time for recreation to play and relax.

At Cranmore we do ask children to read regularly at home and each child has a home-school reading diary for you to record what they have done. The teachers will also set small tasks for the children to do at home and they have a special folder to keep their homework in.

Continuing Liaison

As parents/carers, you are always welcome at school. If you have any queries, or concerns about your child at any time, we will happily discuss these as they arise, through mutually convenient appointments. We would ask that parents do not try to discuss such concerns with teaching staff in the morning, as their primary concern is settling the children, taking the register and beginning teaching. The end of the day is a much more appropriate time for such discussions.

Communication with Parents

Correspondence is sent to parents electronically via ParentPay email. Throughout the year newsletters are sent home which provide parents with updates about all aspects of the school and school initiatives. Parents also receive a weekly newsletter from their child's class teacher.

Additionally, a termly information sheet is sent to all parents informing them of the theme their children will be learning about, the nature of activities in which their child will be involved and the ways in which they can support their child in these.

Mrs Ward, or a member of the Senior Leadership Team, are always available for urgent problems. On other occasions when parents have anything they wish to discuss please speak to the office staff to arrange an appointment.

Charging Policy

There are occasions when we take the children out of school to support their learning (for example, on a visit to a museum to support work in history). We also have visitors come into

school such as theatre groups, artists, authors or musicians. At these times we may ask parents to make a voluntary contribution to cover the cost of transport or other fees. No child will be excluded from an activity but if insufficient contributions are received the visit may not go ahead.

We ask children and parents to take care of books or other school materials which are sent home. If books or equipment are lost or damaged we may ask for a contribution towards the cost of replacement.

Year Two children may be able to take part in a voluntary residential activity and parents would be asked to pay the costs of board and lodging.

There is a charge for small items such as book bags and ocarinas.

Some before and after school clubs are run by private providers who make a charge to parents for this service. These clubs are optional.

The governors have a formal charging policy which gives more detail. A copy of this can be found on the school website and is available from the school office.

Cranmore Infant Staff and Parent Association (CRISPA)

Cranmore has an active Staff and Parent Association, which all parents automatically become members of when their child begins school. CRISPA works tirelessly throughout the year to organise a full and varied programme of events. Events include those for children, adults and families and profits made are invaluable in purchasing extra items and facilities for the children.

PARENT COUNCIL

The school has a Parent Council which is made up of parents from each year group and staff and they usually meet once each half term. The purposes of the council are:

- To increase communication and partnership between school and home
- To provide a forum in which parents and staff can work together to further develop and improve the experiences and facilities for the children at Cranmore. This has included policy consultation and consultation with regards to the school vision and aims.

PARENT HELPERS

We really welcome and appreciate the help of parents in school whether on a regular or occasional basis. We have a 'Reading Team' of parents/grandparents whom we have trained to help children with reading. Other ways of helping include:

Assisting in the classroom with reading activities, maths games or art and craft work; changing children's library books or maths games; supporting children during a Forest School session; assisting on visits out of school and so on. The scope is almost endless and we never turn down offers of help!

If you feel you can help please contact one of the teachers. You do not have to make a regular commitment or stay for a whole session. You will need to undergo an online Disclosure and Barring Service check (DBS) and details can be obtained from the school Business Manager.

COMMENTS AND COMPLAINTS

We work extremely hard to provide each and every child with the best education we can and we ask for your support. Should you have any concerns or worries, please share them with us straight away.

If you feel your concern has not been dealt with satisfactorily you may contact our Chair of Governors, Mrs Natalie Steele, through the school office.

A copy of our Complaints procedure is available on request.

We are delighted that you have chosen to send your child to our school and we look forward to welcoming you as part of our school community.