

‘Be the best you can be’



Madley Primary School

PROSPECTUS



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Welcome to Madley School

The period of time children spend at Primary School is precious as 'it only happens once' and we believe that all children should have an experience to remember, one that provides them with the foundation for a successful and enjoyable life. Here at Madley we aim to provide the kind of ethos where positive attitudes and values are fostered, where your child can feel confident and secure, where independence, self-discipline and respect for others can develop alongside a balanced range of learning opportunities for all children. A time to embrace and take on new challenges, to build a sound base of knowledge and understanding and a time to be enthralled and enthusiastic about their learning.

We view education in this broad sense as a joint responsibility between teachers and parents. We believe that the best for your child can be achieved through a partnership between home and school. We hope that you will share with us in making this a successful period in your child's life. My staff and I are always available to discuss any aspect of your child's education.

This booklet is intended to help you appreciate the life and work of Madley School. It should be a useful guide throughout your child's time at Madley. We do operate an 'open-door' policy at the School. If you have any queries or concerns please feel free to call me.

Lee Batstone
Headteacher



About the school

Madley School is a co-educational community primary school, catering for children aged between 4 and 11 years old.



The school is staffed by the Headteacher and 10 teachers, one of whom is also our Special Needs Co-ordinator, plus a team of non-teaching support staff, many of whom are full time. Each full-time teacher is in charge of a class and has additional responsibilities within the school. There were 211 children on roll in September 2023. A total of 26 places are available for the reception age group during the 2023/24 school year.

Children enter school at the beginning of the academic year in which they have their fifth birthday. At that time they join Year R (Reception). Children aged 5-6 are Year 1 pupils, 6-7 year olds are in Year 2, at 7-8 years old they are in Year 3 and so on – until children aged 10-11 become Year 6 pupils. Each class caters for single year groups and are not mixed year groups.

Pupils in Years 1 and 2 are at Key Stage 1 of their education. Pupils in Years 3 to 6 are at Key Stage 2. At 11 years of age pupils transfer to secondary school for Key Stage 3.

Madley Primary School is a very well-resourced and inviting setting for all of the children. Spacious and airy classrooms are arranged around a central school hall that is used for assemblies, PE, drama and dance. It also provides the dining area at lunchtimes. We have a purpose built ICT room containing a suite of networked modern PCs as well as iPads, Apple Macs and laptop facilities around the school. The school has an excellent level playing field well away from the road, as well as a large tarmac playground around the buildings. An adventure play area and 'trim trail' have also been built with the aid of funds from the Friends of



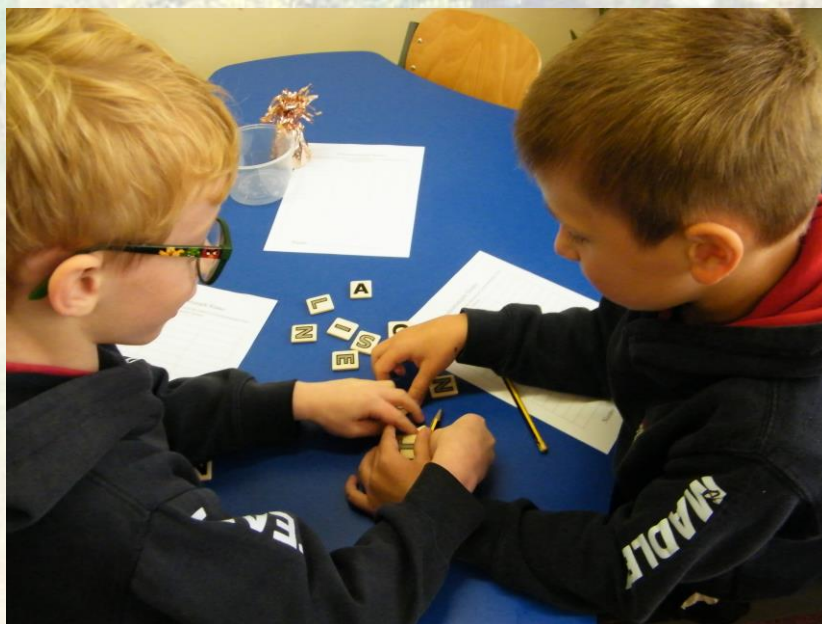
Madley School, a marvellous resource for physical activities as it challenges the children to adapt and explore new skills. Around the playing field pupils have planted shrubs and trees that enhance the school grounds and educational facilities. There is also a superb exploration garden area with wild flowers, pond and bird tables; this is used for scientific studies as well as providing an 'outdoor' classroom. The school prides itself on being a traditional Village School and takes part enthusiastically in community activities. We are willing to participate wherever possible and are grateful that so many people in the local community support events held at our school.

Although we are not a church school we do value our links with the local church and the Rev. Simon Lockett and other church members frequently visit school to lead assemblies. We also welcome visits by other guests and the regular programme of outside speakers include representatives of the police, who talk about personal and road safety with the children.



Aims of the school

- to foster each child's intellectual, spiritual, emotional, moral, physical and social development.
- to develop the ability to live, work and share with others.
- to help each child learn how to learn and increase their self-knowledge.
- to help each child enjoy his or her school work and to find satisfaction and a sense of achievement in it.
- to enable each child to realise his or her potential through the development of the necessary skills, concepts and knowledge.
- to develop learning skills including the ability to reason and analyse, generate ideas and carry them through, solve problems, set goals and work towards them, evaluate and deal with evidence, make and test hypotheses.
- to foster independence and responsibility that will lead to ability to cope with adult life as parents, workers and citizens.
- to provide a caring, friendly environment with an emphasis on mutual respect, within which all children will be encouraged to develop their individual talents and be given every opportunity to achieve success.
- to develop in children a positive attitude towards education as a continuing process.
- to prepare children for the demands of a rapidly changing society.
- to develop an atmosphere within which everyone is equally valued and respected.
- to provide a framework of meaning for life and a code of values.



Applications and admissions

For the school year starting September 2023 we have 211 children on roll, this includes 30 children in the Reception class (our planned admission number is actually 26).

Parents considering sending their children to Madley School are welcome to telephone for an appointment to meet the Headteacher and see around the school whilst the children are at work. We actively encourage prospective parents to visit several times whilst the children are present.

The school will admit children at the beginning of the school year in which they become five, without reference to ability or aptitude.

Priority is given to children within our catchment area, and it is the Local Education Authority which decides this and our website has lots of important information regarding admissions arrangements. The map provides a rough outline of the catchment area; it includes Madley itself, Shenmore, Tyberton, Preston-on-Wye, Lulham, Canon Bridge, Eaton Bishop and Ruckhall. Please call the Headteacher if you would like to check your own position.

Any spare places can be offered to children living outside the area. Siblings take preference, but otherwise places will be allocated on the basis of your distance from the school as the crow flies.

Should we be unable to offer your child a place, you do have the right to appeal. You should write to the Admissions Office at Hereford Education Directorate (01432 260000).

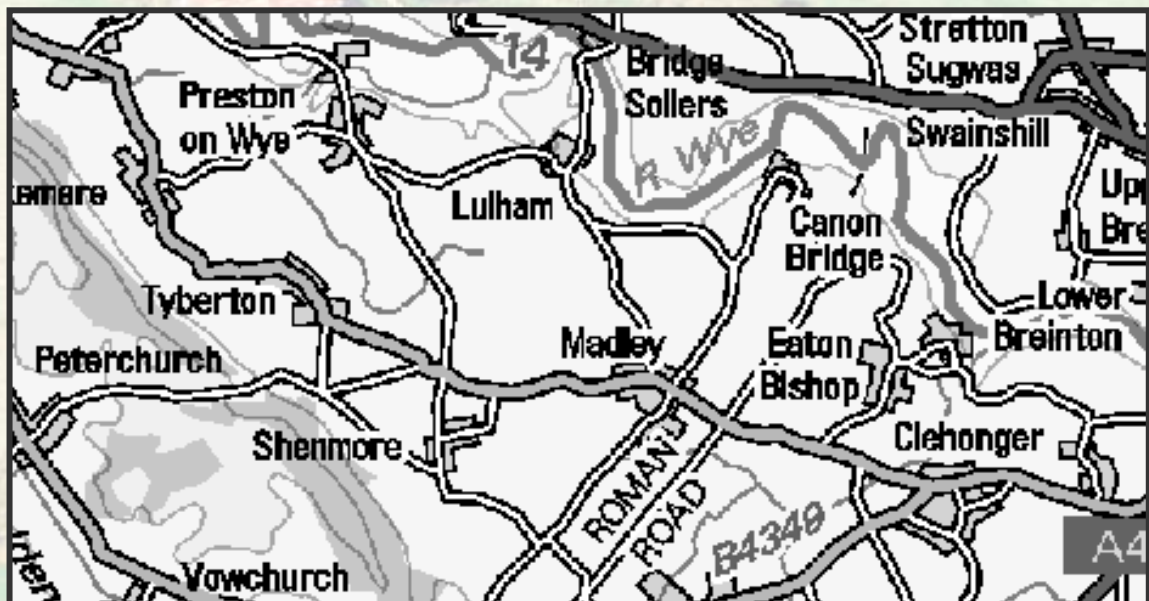
Madley School is located right next door to the local Madley playgroup (Madley Pre-school), and many children progress naturally from the playgroup to our Reception Class (admission to Madley Primary School is still set on the basis explained above).

At the end of their time with us many children transfer to Fairfield High School and Kingstone High School as well as schools in the Hereford locality. Please take a look at the Key Information page of our website for lots of important information regarding admissions to both Primary and Secondary School. We have also included a helpful tool on our website to check which school is in the catchment area of the postcode you enter. You will find it under the Key Information tab, and then select Admissions, School Catchment Areas.

A copy of the school's formal Admission policy is available from the School Office.

Register your child

Applications for places are now made via Herefordshire LA. However, parents should also register their child with the school at the earliest opportunity. Whilst we cannot guarantee places, in this way we will be able to plan ahead and keep you informed about news and events at the school (we can e-mail the fortnightly newsletter).



School hours, teaching time and breaks

School starts at 9.00am and finishes at 3.30pm.

Doors open at ...	8.50am. Children should not arrive at school before 8.50am
Registration	9.00am
Assembly	9.10am
Morning Break	10.40am – 10.55am
Lunch	12 noon – 1.00pm
Afternoon Break	2.20pm – 2.35pm
School finishes at ...	3.30pm
School Clubs	3.30pm – 4.30pm
MASC (charges apply)	3.30pm – 5.30pm

During the mid-morning break children can have their 'healthy' snack and play until school restarts. For lunch, portable tables are set up in the School Hall and staff are on hand to help.

Dropping off children in the morning and picking up at the end of the day is often a cause for concern. The school gates are opened at 8.50am and children should not arrive before this time. We ask that you park sensibly. In particular, please do not park in the small staff/visitors car park or directly outside the school in the bus bay as this constitutes a real danger to all pupils.



Ofsted said our pupils behave well, are polite, good humoured and confident. They feel safe and really enjoy school!

The School Calendar

Children attend Madley School for 190 days per year (380 sessions).

Dates can be found on the website [Calendar Dates](#)

Our main events include:

- Open Evening
- Whole School Harvest Festival
- Whole School Christmas service (in Madley Church)
- PTA Christmas Bazaar
- PTA Summer Fayre
- Sports day
- Class assemblies

A number of other events take place during the school year for parents to share and these are published on the website calendar and in the fortnightly newsletter.



‘Our friendship ring represents all aspects of our school and how we all link together with the child at the centre of everything we do.’

Lunches, snacks and school milk

Lunchtime is an important social occasion with tablecloths, plates and dishes provided for the children. Our dining hall is our 'restaurant'

We now have children in school with severe nut allergies and any exposure to peanuts will cause a life-threatening allergic reaction which will require emergency medical treatment.

To reduce the chance of this occurring, we ask that NO products containing peanuts or other nuts are used in school at all. This means anything brought in to school, eaten in the classroom or at lunchtimes from packed lunches. If peanuts or other nuts have been eaten at home before coming to school, please be sure that hands and faces have been thoroughly washed before entering the school.

Miquill Catering provides hot meals from Kingstone High School which parents choose and pay for on a weekly basis (£2.85 per day). Other children bring their own packed lunches from home.

From September 2014, the Children and Families Bill places a legal duty on state funded schools in England to offer a free hot meal at lunchtime to all pupils in Reception, Year 1 and Year 2. This is called Universal Infant Free School Meals. It is entirely your choice how often you wish your child to eat school lunches but we use a three weekly cycle. The current menu is on the website.

Universal Infant Free School Meals is not to be confused with children who are eligible for Free School Meals (FSM). FSM can only be awarded if you or your partner is in receipt of one of the following qualifying benefits:

- **Income Support or Income Based Jobseeker's Allowance**
- **Income-related Employment and Support Allowance**
- **The guarantee element of State Pension Credit**
- **Child Tax Credit, where Working Tax Credit is NOT in payment AND your annual income does not exceed £16,190 (as determined by HM Revenue and Customs)**
- **Working Tax Credit 'Run On' (a 4 week payment after someone stops qualifying for Working Tax Credit)**
- **Support under Part VI of the Immigration & Asylum Act 1999**
- **Universal Credit (UC) with net earnings not exceeding the equivalent of £7,400 for each year (after tax and not including any benefits received)**

If you think this may apply to your child, please ask the Admin Team for the relevant form or download it from the website. Applications are treated in complete confidence.

The Government give schools some additional funding for children who are in receipt of FSM. We encourage parents who might qualify to apply as it is really helpful to the school and the children. We are also given additional funds for service children and ask that you let us know if you are in the Services. The Government call this group of children Pupil Premium and all schools must publish their Pupil Premium Strategy on their website.

Lunchtime Etiquette

We do not allow nuts of any kind, chewing gum, fizzy drinks, chocolate bars or other sweets, but otherwise make no stipulation about the type of foods allowed at lunchtime. We do recommend that fresh fruit or carrots feature in the diet if possible. *For mid-morning snack children are allowed to bring a piece of fruit, healthy snack or vegetable snack.*



Throughout the lunch hour by teaching staff are usually on site

We operate the 'Cool Milk' scheme, which provides cold fresh milk for children during the morning break. A charge is made for milk for the over 5's. Forms to join the scheme are available from the school office. Unfortunately, we cannot give refunds in the event of an absence.



Extra-curricular activities

A variety of activities are available after school or during the lunch hour. These do vary according to the interests and expertise of the current teaching staff and the time of year, but the current list includes...

- Art
- Chess
- Dance
- Drama
- Football
- Choir
- Language Clubs
- Netball
- Recorder groups
- Rounders
- Cricket
- Tag rugby
- Tennis
- ICT
- Gymnastics
- Eco (and associated child run clubs)
- Story telling

Friday afternoon 'projects' are not clubs but workshops that extend the children's learning in a number of areas with both external and internal professionals leading groups of between 12 and 14 children. These include Forest School, Eco and gardening, athletics, construction, Lego, Irish dancing, Young Voices, cooking and running.

Football and netball matches usually take place after school. We are very fortunate to be able to use our three minibuses for transportation and are incredibly proud of our sports teams. They truly exemplify the school values and model excellent sportsmanship on and off the field of play. So much so, we have been awarded the Herefordshire Primary School of the Year Award for the last 11 consecutive years.



Educational visits

It is school policy to provide children with first hand contextual opportunities for learning, particularly about those aspects of their environment they might not otherwise experience. We believe that children on curriculum visits and residential expeditions obtain valuable social and educational experiences.

Each class undertakes a number of visits to a variety of locations to enhance the children's learning experiences and develop their contextual understanding. Visits are usually related to the themes the children are studying and allow work to be developed.

Longer residential visits are organised to stimulating and exciting destinations for children at Outdoor Education Centres in Wales. Years 3 and 4 stay overnight whilst Years 5 and 6 have a 4 night, 5 day residential.

Payments for non-residential visits are based on voluntary contributions. If costs cannot be covered the visits will inevitably be cancelled. The governors have adopted a policy for charging, details of which are on the website.

Children may participate in off-site activities only with the written consent of parents and we ask for a general consent for curriculum visits and walks around the village when your child starts at Madley. We keep this consent in the school office and only ask you to let us know if you don't want your child to take part in a specific curriculum visit. It is parental responsibility to ensure that the medical details held at school for their child are up to date.

OFSTED said the curriculum is extended well by many educational visits and visitors to school.



School uniform and PE clothing

Madley School has a uniform, and the children enjoy wearing it. We believe a uniform looks smart, wears well and gives children a sense of belonging to the school. Uniforms can be ordered on line and delivered to school or home. Mark 1 provides the most competitive price. Order forms are on the school website or at sales@mark1corp.co.uk We also have a fabulous range of nearly new clothes in the reception area. Suggested donations are signposted and all money raised goes towards our ECO projects.

Please ensure that **all** items of clothing are clearly labelled with your child's name.

Boys

- Grey trousers
- Red or White polo shirts
- Red sweatshirt or navy blue overhead hoody (with Team Madley on the sleeve)
- Black shoes (not trainers)



Girls

- Grey skirt or pinafore with white blouse (winter) or red or white polo shirts.
- Red and white check dress (summer)
- Red sweatshirt or navy blue overhead hoody (with Team Madley on the sleeve)
- Black shoes or sandals (not trainers or boots)

PE clothing

- Plain black shorts
- Plain white T-shirt
- Pumps or trainers
- Sweatshirt and tracksuit bottoms for cold-weather games

School bags

All children will be given a school book bag. Good quality rucksacks can be purchased through the PTA (an order form is on the PTA page of the website). Children should also have a simple PE kit bag (available from Mark 1 and marked with their name) to keep their PE clothing in. Bags should be small – we don't have the space to store large bags, and when they are left lying in the cloakrooms they cause an obstruction which is dangerous.

For netball, rugby and football tournaments school kits are provided. We also have sweatshirts, sports coats and waterproofs kindly donated by sponsors and the PTA. Football boots *and* shin pads must be worn in football matches.

Jewellery and decoration

In the interests of safety we prohibit the wearing of jewellery, other than a watch. In particular, children must not wear dangling earrings or necklaces to school. Studs are acceptable. Make-up is not permitted during school hours for boys or girls.

Children with Special Learning Needs

Children in the school are treated very much as individuals and as far as possible we cater for individual needs. This includes children who are particularly gifted as well as those with learning or physical difficulties. Parents are welcome to discuss the individual needs of their children at any time. Our single-storey buildings mean access to the school for the physically impaired is generally good. Minor alterations have made it possible for wheel-chair users to access all areas of the school and its grounds. The school field is, however, difficult during wetter months.

Most children experience difficulties at some stage in the learning process, though these are usually overcome with positive encouragement and help at school and home. If the difficulties prove more persistent, however, we need to formulate a specific teaching programme for that individual. This would be applied at school, of course, but it would also be shared with the parents to enable you to support and help your child in a similar way at home.

We are always careful to identify and meet such needs as early as possible. The school encourages early communication from parents of children with special educational needs (Individual Education Plans are shared with parents).

Mrs Lee is our Deputy Headteacher and designated Special Needs Co-ordinator (SENCO). Her role as SENCO is to assist the teachers in delivering the curriculum, provide support for individual pupils and co-ordinate the support work of Teaching Assistants and the Learning Mentor. In consultation with parents and the school's Special Needs Co-ordinator, all staff contribute towards the preparation, implementation and ongoing assessment of an educational programme that will be tailored to the individual in question. If it is necessary for the school to seek outside agency help, parents will be informed and discussions held before such help is requested.

Pupils with special needs will, as far as possible, follow the National Curriculum though changes can be made to suit their needs. In consultation with parents, we will support pupils with Special Needs in specific areas where they need extra help. Some may be given one-to-one or small group teaching; most will be helped within the classroom.

We have a Special Needs Register that identifies pupils with specific difficulties. These may be social, behavioural, physical, emotional or learning difficulties of varying degrees. Regular progress reviews are held and children may move off the Register.

The aims of the school's policy for Special Educational Needs are as follows.

- Identify children who have special needs.
- Provide appropriate provision for those children.
- Monitor children's progress.
- Collaborate with other agencies at appropriate stages.
- Develop self-esteem.

Currently around 18% of children have been identified as having varying levels of special educational needs spread across the six classes.

Our policy for children with Special Educational Needs, our Local SEN Offer and our accessibility plan is available on the school website.

Embedding Values

Children are encouraged to develop a sense of self-discipline and an acceptance of responsibility for their own actions. This is fostered through a relaxed but firm atmosphere and positive staff leadership. Mutual respect and good manners between children is expected. We aim to develop and encourage children through our positive approach and shared values. The staff and children have developed a shared code of behaviour based on our shared values.

We expect high standards of discipline and behaviour from the children at Madley School. We see little value in the idea of regulation for its own sake, however. Rules are kept to the minimum and all designed for safety and consideration of others. We prefer to advance the values, standards and attitudes of the school community by example and discussion.

If a child does behave badly on a regular basis we try to find the reason and take positive action, consulting with parents when necessary. It is particularly valuable for such a child to recognise that school and home are working together on the kind of standards we advocate; school and home must be joint partners in the development of self-discipline.

In the thankfully rare cases of serious and persistent indiscipline, a child may be excluded from school. A copy of the school's behaviour policy setting out procedures for rewarding pupils and for dealing with poor behaviour is on the school website.

Parents and pupils entering the school are asked to understand the expectations of all those concerned with the maintenance of good order and discipline at the school. This is vital in securing the home/school partnership.



RESPECT OUR SCHOOL CODE

Respect - Value yourself and others.

Engagement - Be involved.

Sensitivity - Be thoughtful and consider the feelings of others.

Positivity - Be positive in all you say and do.

Expectation - Aim high! Think about the quality of what you do.

Care - Care for your community. Care for your environment.

Trust - Be honest – always tell the truth.

BE RESPONSIBLE AND SAFE.

Absence from School

We require a note of explanation if your child is absent from school for any reason. We do operate a policy allowing us to check absences at the earliest possibility. It is, however, parents' responsibility to inform the school about absences (before 9:30 am if you wish to claim a lunch credit).

If you know in advance that your child will be missing any part of a day's schooling, or if late arrival or an early departure is needed, please let us know in advance – you will need to send a note to the class teacher with your child as soon as possible or by phoning or leaving a message at the school office (01981 250241). It is necessary for you to inform the school on each day of absence.

If you cannot let us know in advance, please telephone the school on the *first* day of absence – do not wait until your child returns.

A child who is absent for unexplained reasons or who arrives late for school can be deemed to have 'unauthorised absence' and the register will be marked accordingly. Unauthorised absences appear on a written report which you will receive at the end of each academic year; we are also obliged to notify the local authority of any ongoing absence or lateness.

We discourage the taking of holidays during term time since this can be disruptive both to your child's education and to the class in general. The law states that children may be granted two weeks leave of absence – *but only in special circumstances*. Should the need arise, please ask at the school office for a form called 'Request for planned absence by pupils during term time' then return it completed at least six weeks before you propose to remove your child. Failure to do so may mean your child's absence is classed as unauthorised.



Bikes, buses and cars

Two bus routes serve Madley School. Route one includes Eaton Bishop, Ruckhall and Canon Bridge; Route two includes Preston-on-Wye, Blakemere, Tyberton and Shenmore.

Children below eight years of age who live more than two miles from the school are eligible for a bus pass. For children over eight, the limit is extended to three miles. Children are requested to carry their bus pass at all times.

Other children may apply for vacant seats on school transport, though there will be a charge for that.

For safety reasons children must sit correctly in their seats while travelling on school buses. All buses and coaches used by the school are fitted with seatbelts.

The small car park at the school is reserved for staff and official visitors. If you are dropping off or collecting your child, please park sensibly on the main road or in the village hall car park. Do not use the bus bay for parking or turning – the bus causes extraordinary congestion if it cannot stop in the bay, and it is infinitely more dangerous for the children.

Children are welcome to cycle to school, though we strongly recommend you ensure that they wear helmets. Year 6 children are invited to participate in the National Cycling Proficiency Scheme.

There is a bicycle park at Madley School for the use of older children and adults. No responsibility can be taken for the safety of bicycles or cycling equipment left at the school.



Health and Welfare

Routine screening tests are provided during a pupil's school life. Currently this includes vision, hearing, growth assessment and dental health.

To ensure the safety of all the children in our care, we have established a procedure in school for administering medicines. The key points are ...



We are only able to administer prescribed medication where a written request has been received from a parent.

Medication to be administered three times daily may be given in the morning, evening and at night, not at school. Medication to be administered four times daily may be given at school.

Any medicines

brought to school must be given to the school office for safekeeping, including throat lozenges.

Please let us know the reasons for the medication and necessary procedures. A form is available from the school office (and the website) for this purpose,

Pupils with asthma can of course have access to their inhalers at any time. Younger pupils usually give these to the class teacher so that the medication can be put in a safe but accessible place. Older pupils may carry their inhalers with them or give them to the class teacher for security.

If your child becomes ill or has an accident during the school day, appropriate first aid or other care will be administered and you will be notified as soon as is practical.

Should your child's health or fitness at any time give cause for concern, we appreciate early notification. If your child is ill and unable to attend school, it is important to notify the school office so that we can amend the attendance register – failure to do so could result in your child being recorded as an unauthorised absence.

The law requires us to have a named Designated Safeguarding Lead (DSL) at the school who will liaise between the school and other support agencies including the Social and Health Services. Currently the DSL at Madley is Lee Batstone, though 3 other members of staff are trained and all teaching and non-teaching staff have undertaken safeguarding training.

A detailed Health and Safety policy document is available on the school website.

Our Learning Mentor and Pupil Support worker, Mrs Clare Richards, is able to work with individual pupils or families on matters of health and welfare. She provides an excellent link between home and school and helps monitor pupil attendance.

Security at the School

Within the limits of what is feasibly possible, the school provides a safe, secure environment for the children and staff, and balances this with the need to allow access by parents. This balance is not an easy one to maintain and requires the cooperation and understanding of parents, pupils and staff alike.

Parents of Reception pupils are able to accompany their children in to school. We do ask that children begin to take responsibility for themselves by hanging up their own coats, bags etc. Parents of pupils in other infant classes and junior year groups should allow their children to take responsibility by delivering messages to teachers on their own. We strongly believe that children are capable of taking responsibility for themselves and that, as adults, we should allow them to do so.

Teaching staff are very busy in the mornings preparing for the day ahead. Please take this into consideration and relay messages via your children or the school office. If there is a real need to meet with your child's class teacher appointments may be made with individual staff at a mutually agreed time, usually on the day of asking. We request that parents report to the school office before venturing further in to the school buildings, particularly in the mornings prior to the start of the school day.

Children in Reception and Class 1 are collected from outside of their classroom at the end of the day (the side door is opened at 3:20pm and school ends at 3:30pm). All other children are collected from the playground.

Any parents/carers wishing to enter the school building should do so only through the front entrance.

In order to provide better security for your children it is necessary for visitors to 'sign-in' and wear a visitor pass. This shows that they are known to staff at the school. Gates and doors are locked shortly after the start of the school day. This restricts access to the school and means that visitors have to use the main entrance.

Security is reviewed annually as part of the school's Health & Safety policy.



Homework



We feel that the youngest children will have enough to do in school to obviate the need for formal homework. As soon as any child begins full-time education with us, however, he or she will start taking home books to read from the school library. Most children have a book bag (this is not mandatory, but it is convenient – book bags can be purchased from the school office for £5, all children starting in Reception receive a free bag to begin their time at Madley).

Children experience a very wide range of exciting and stimulating texts during their time at the school, particularly during literacy lessons where much of the work centres on text level activities. Although we have a daily reading session time to 'practice' reading in school alongside an adult is at a premium. Teachers at the school still hear children read in order to monitor and evaluate pupil progress. Reading at home will help children's understanding and confidence. We ask your support in making this both a pleasurable and meaningful experience. You can do this in many ways:

- read to your child
- read with your child
- listen to your child read
- talk about your child's choice of book
- encourage your child to look at and use a wider variety of literature including that on offer at public libraries.

We encourage parents to help children with their reading at home, and when your child enters school you will be given a booklet that shows how reading can be encouraged at home.

From Year 2 onwards, homework will become increasingly more formal:

- book bags to be taken home each day to encourage continued reading.
- practising spelling 'rockets' and reading 'rockets'.
- maths challenges and reinforcement of skills.
- theme-related tasks – research or developing class related work.



As children progress through the school, so homework demands increase. Children are occasionally required to complete work at home.

Children can also complete ICT related tasks at home or use various websites that the school uses with 'home' access e.g. Education City and Active Learn for practising 'key' skills in Literacy, Maths or Science.

Assessment, reporting and the child's School Record

Assessment is an integral part of the teaching process, providing opportunities for reviewing progress, setting targets and recognising achievement.

The most formal example of this is SATs (Standard Assessment Tests) testing. At the end of each Key Stage (age 7 for Key Stage One, age 11 for Key Stage Two) all children have to take these statutory tests; they are intended to complement the teacher's assessments of your child's progress and should provide parents with an indication of his or her attainment in terms of the National Curriculum for that age group.

Assessment by the teachers goes on throughout the year and pupil progress is regularly monitored against set criteria, particularly in English and maths. In addition, each child has a portfolio containing examples of work carried out during the school year (this is the 'Learning Journey'). The work contained in the folio provides evidence of the achievements of each child. Parents have access at any time to all information in their child's School Record.

A formal written report on your child's progress and achievements will be sent to you during the summer term. This is done partly to meet the statutory requirements for reporting National Curriculum assessments, but also to highlight your child's broader development. You are asked to make a written comment about the report and will be given an opportunity to discuss the report at the Summer Term consultation meeting. This is held towards the end of the Summer Term, providing you with a scheduled appointment with your child's teacher. We also hold parent/teacher consultation meetings in the autumn and spring terms so that you can be given regular feedback about your child's progress.

You are always welcome to come in and see the teaching staff more informally at any time during the term either to talk over any issue of concern or to view your child's work. We do ask parents to make an appointment for such visits so that staff may put time aside to make your visit worthwhile.



The School Curriculum



At Madley the curriculum — the detailed specification of exactly what your child is taught — is of course based on the statutory requirement of the National Curriculum, as stated in the Education Reform Act 1988.

While we have particular subjects to teach, there is some flexibility in the way we approach the learning and teaching. We believe that children and staff are most enthused about their learning when the curriculum is

relevant and meets their interests and needs. To this end we use a topic/theme based approach which incorporates the teaching of key skills in a relevant manner, it also incorporates the 'needs and interests of all learners' with the children helping to shape the aspects of the curriculum they wish to explore. Our curriculum aims to challenge the children in terms of their knowledge, understanding and skills.

In each area of the curriculum we will be helping the children to acquire specific knowledge such as key concepts in mathematics or science. We are equally concerned to give children the ability to use the knowledge they acquire, and positive attitudes to the work they do at school. We also recognise the importance of having a curriculum that takes into account the needs of children of different ages and abilities.

The National Curriculum is divided into these subject areas:

Core Subjects	Foundation Subjects
English	Physical Education
Mathematics	History
Science	Geography
Information Technology (ICT)	Art
Religious Education	Music
	Design Technology
	PSHE/Citizenship

Schools must also offer Religious Education and provide daily collective worship.

As pupils move through school, teachers will record their progress against set criteria. In the primary school there are statutory assessment tests at 7 and 11 years (Year 2 and Year 6 pupils), although the Government introduced changes to the statutory assessments in 2016.

Tests can only provide a partial picture of a pupil's development: teacher judgement and ongoing assessment are at least as important. So as well as these statutory Standard Assessment Tests (SATs), teachers at Madley keep their own continual assessment records of the pupil's progress (Teacher Assessments, or TAs). This feeds into our robust tracking system which relates teacher assessment to more formal assessment to give us a clear picture of each pupil's progress.

A child aged 7 is expected to reach level 2 in the end of key stage assessments. A child in Year 6 is expected to reach level 5. Some pupils will make slower progress than this; others will make faster progress and go further.



English (Literacy)

We regard Language skills as being vital for children's learning throughout the curriculum and subsequently for life skills. Competency in language grows through an interaction between listening, speaking, reading and writing in all subject areas.

At Madley approximately 25% of teaching time is given over to English but the skills are incorporated in nearly all other subject areas. This may be taught using a cross-curricular theme or discretely in separate lessons.

Speaking and listening Children are given the opportunity to try out many roles through dance and drama and the use of well-chosen stories and poems. They are encouraged to discuss work with others so that ideas can be shared. They are also given frequent opportunities to report to the class and to the whole school. Children are encouraged to speak confidently to their teachers and to share experiences, interests and learning discoveries with others. More formal oral assignments such as recitation, prepared talks and dramatic productions are also experienced.



Reading We foster a love of books by providing a wide range of material and resources. A variety of methods are used to teach reading so that individual needs are met.

The reading progress of each child is carefully monitored. All children are encouraged to have a quiet reading session once a day. Children are asked to take a wide variety of reading books home and to read with parents daily.

A booklet giving guidance on reading practice is provided for parents. The school encourages children to possess their own books and award book tokens for each child when they have recorded 40 'reads'. We also organise regular Book Fair.

Writing We aim to provide a variety of stimuli to promote different kinds of written English. We wish to encourage independent writers who are capable of showing creativity and the ability to convey meaning with increasing fluency and accuracy.

A structured, developmental approach is used to teach spelling through our phonic work, reading is then related to spelling through the use of 'reading rockets' and specific spelling patterns. Other spellings are given to children to learn as they arise from children's own writing. Spelling tests do not teach children how to spell but can help to stimulate the memory, contextual practise is more important.

Punctuation is taught so that children organise their writing clearly. They are encouraged to write in Standard English with correct grammar. A handwriting scheme is used throughout the school so that children progress to writing in a fluent joined style.

We set high standards of presentation. Children are taught to redraft and check their own work before presenting it to others. Their writing is often published in booklets or in wall displays. Once a week the whole school engage in a 'Short Burst' imaginative writing activity stimulated by a photograph or picture.



Mathematics (Numeracy)



Mathematics at Madley School is based around the National Numeracy Strategy. Published schemes, supplemented where necessary with additional material are used. In the early years much of the work involves children acquiring mental strategies for dealing with number. Children will begin to use written methods to record their work. These will be in a form they can understand rather than accepted traditional methods which can often confuse. As children progress through the school and are able

to cope with more abstract concepts they will be introduced to a wider range of calculation and recording methods.

Around 25% of teaching time is taken by maths, and all classes have the subject for at least one hour each day. Our mathematics teaching has four key aims:

- **to ensure that every child learns to enjoy mathematics and see the subject as interesting and exciting.**
- **to provide the child with appropriate skills and knowledge in number, shape and handling data.**
- **to prepare the child for modern adult life and help him or her to cope with the many mathematical problems that she or he is likely to encounter.**
- **to enable the child to see the importance of mathematics in the everyday world, particularly its role as a powerful means of communication.**

To achieve these goals our maths teaching encompasses number work, data handling, the study of shape and the use of various measures. Much of the work is undertaken on a group basis with each child being treated as an individual within that group. Children work in ability groups and may move to another class/teacher for these sessions.

Practical equipment is used where appropriate in order to achieve conceptual development and provide thorough understanding. We expect this understanding to be reflected in the child's ability to apply mathematical skills to the solving of problems.

Information Technology (ICT)

We live in an increasingly technological age with rapid technological changes. We believe that children should be actively involved in practical and problem-solving situations where they can use modern tools without fear and be familiar with changes that may impact on their future education and working life.

Computers are used to foster confidence and familiarity with modern technology, and at Madley the children are introduced to computers and technology at an early age. During the course of the primary years they will come to use the technology across the curriculum to organise and present ideas as well as store and retrieve information. Children are also encouraged to use other aids such as tape recorders, overhead projectors, talking books, digital cameras, iPads, Apple Macs and video cameras.

Each class has access to at least one computer (many also have an un-networked computer with specific programs), all of them machines with CD/DVD-ROM drives. Internet and e-mail facilities have been provided for the children and expert advice made

available both in terms of curriculum advice and technical support. Facilities at the school include an ICT suite of up-to-date computers where pupils can work using the latest technology; 30 mini laptops with wireless and webcam capability; interactive whiteboards are used in every class and the hall and there are laptops available for independent work. This provides an exciting new approach to teaching and learning. The networked ICT system allows children to work on any computer throughout the school, accessing their work, e-mailing their friends or home and researching information on the Internet. The pupils also have a dedicated pupil ICT team and have previously tested software products for several companies.

The school is also part of a project to help reduce the amount of paper exuded from the school office. Many of the forms and records are now completed using an electronic mailing system and newsletters can be sent electronically. A texting service has been very well received by parents and we are also able to offer an online payment system for curriculum and residential visits and MASC (Madley After School Club).



In the near future the school will also be developing a Virtual Learning Platform with the local authority so children can access specific school work from home.

Design Technology

In Design Technology we encourage children to explore and develop many of the practical skills to help them in the area of design. They are given opportunities to experiment and apply their knowledge in practical situations.

Through imagination and experience children generate ideas. By providing a wide variety of materials and tools, they are given the opportunity to make items that they can evaluate and attempt to improve.

Children are also made aware of the importance of the safe use of equipment and tools.

Science

A good science education helps children make sense of the world around them. Opportunities are provided for investigations, experiments and problem solving in which the children are personally involved. We aim to develop skills of observing, classifying, recording, making and testing hypotheses, designing experiments, drawing inferences. In this way children develop their learning as well as their scientific knowledge and understanding.



Science may be taught as a separate subject or as an aspect of a cross-curricular project.

The conservation and woodland areas have been developed as a valuable scientific resource. Through their active study and care for wildlife children are led to consider broader conservation issues. Through care and handling of pets in school pupils learn to treat animals with consideration and respect.

Physical activities (PE)



All the children experience a full range of physical activities through which they can come to a greater understanding of themselves, their bodies, and the world about them.

Physical Education helps build self-esteem and increase children's ability to cope with success and failure in competitive situations. We also expect that PE activities will foster commitment, integrity, enthusiasm, and a sense of fairness and concern for quality as well as success.

Every child in school has an opportunity to become involved in the many aspects of PE available within the curriculum. The children take part in movement/dance, gymnastics, and indoor and outdoor games including rounders, cricket, netball and football. Netball, football, rounders and cricket teams compete in inter-school matches and tournaments, which not only encourage healthy competition but also provide

an important social function. Madley Primary has been very successful in both local and regional competitions. Children also compete with other schools in swimming galas.

Swimming is an important aspect of PE. A phased developmental programme encourages children to reach a basic competence in the pool, with the ability to swim and an awareness of safety issues in the water. In fact the school has an excellent record here, with many pupils achieving survival and distance awards, and children are given opportunities to participate in local inter-school swimming galas. We have to request a voluntary contribution towards the cost of transport for swimming. The suggested figure is £1.50 per week, payable weekly or in advance.

Our Sports Day is one of the key events in the school calendar involving the children in a summer day of competitive fun.

Music

The National Curriculum requires children to experience a wide variety of music through performing, composing, listening and appreciation. Through listening, composing and performing, children are encouraged to develop personal skills and to respect different musical tastes. We aim to develop these skills in a variety of ways. There are a wide range of instruments offered in school and the musical development of the school is led by our own talented co-ordinator, Jenny Blaker. Music is incorporated into many aspects of the curriculum as well as being taught discreetly.

Personal, Social & Health Education/Citizenship (PSHE)

PSHE/Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the local community. In doing this they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Sex education

We regard sex education as falling within the wider context of Physical, Social and Health Education and it is phased gradually into the curriculum for children during their junior years.

We do not treat it as a single subject, instead allowing it to arise naturally within other topics. In all cases it is dealt with sensitively by the class teacher.

Parents have the opportunity to view and discuss any films, slides and other materials to be used. You also have the right to withdraw your child at any stage.

Moral and Spiritual Education

Spiritual growth is valued alongside academic, physical and emotional development. We aim to help children understand how religious beliefs and values affect the way people live and the importance of deciding for themselves. Stories from the Christian and other religious traditions are shared to help develop an understanding of their own and other cultures.

Daily assemblies are held, each incorporating an act of worship and reinforcing our value of the month. In addition one period a week is allocated for Religious Education in the classroom.

Parents have the right to ask for their child to be withdrawn from all acts of collective worship and Religious Education. Should they wish to do so they are asked to contact the Headteacher to discuss this matter.



Art and Design

We aim to develop aesthetic appreciation and creativity. A study of artists, their work, technique and style is carried out. Real objects and situations are used in order to develop children's perceptions and spatial awareness.

The creative arts are seen as an important element of a child's education. We therefore undertake a variety of art, craft and design activities at Madley School. The children explore a range of techniques and use a variety of tools. They also experiment with different media.

History and Geography

Through our teaching of history we aim to promote the children's interest in the past and to explore the major issues and events in Britain and around the world as well as the lives of ordinary people. We aim to emphasise the similarities and differences between the past and present including people's values and attitudes.

Primary and secondary sources including maps, artefacts, photographs and video recordings, a variety of stories and visits to places such as castles and museums provide the context for historical enquiry.

In geography we aim to develop the children's interest both in their own surroundings and in the variety of physical and human conditions in the wider world. Geographical skills are developed using a variety of resources including a wide range of maps, atlases, globes, photographs and video recordings.

All children are taught to have a concern and understanding of the environment and a responsibility for the care of the Earth and its peoples.

'Creative Partnerships'

For many years Madley Primary has become somewhat of a 'flagship' for Herefordshire through our work with professionals from the more creative fields. We have worked on projects relating to a creative approach to learning with local writers, artists and musicians. These have resulted in the children thinking more creatively and challenging their perceptions of the World.



These projects also extended to a group of children working with artists and Madley villagers on a shared project in the village church. The church was used as both a 'studio' and exhibition centre as well as providing some of the inspiration for some stunning work.

Madley Primary School is one of only two schools in Herefordshire to be deemed a 'Change School' for Creative Partnerships, this will involve significant extra funding to work with a variety of outside professionals; develop staff, governors and parents as well as enhancing the children's learning opportunities.



Parents and Madley School

Close links between home and school are essential for establishing a good working relationship between parents, pupils and teachers. Regular news sheets will bring you up to date with any changes of personnel, forthcoming dates for your diary and items of news about the school. Your child will also bring home letters or notes on particular issues and you will regularly receive text messages regarding important things that are happening in school.

We also want you to know how we propose to teach your child and what the curriculum includes. Class teachers send home regular curriculum updates and there are regular meetings between parents and class teachers. If you have any queries at all, you are welcome to come and see the Headteacher or members of staff.

From time to time Educational Evenings are held to discuss particular aspects of the curriculum and ways in which you can help your child's development. You may also have

Get involved!

Don't forget this is *your* school too. You can get involved ...

- ◆ By supporting and reinforcing the school's principles and objectives at home
- ◆ By attending the Parents Consultation evenings in the autumn, spring and Summer Terms
- ◆ By attending plays and other school functions
- ◆ By helping in school. Many parents volunteer their help in the classroom, on curriculum visits, listening to children read or helping with the library
- ◆ By providing materials for school (books, toys and other usable items that may be surplus to your requirements)
- ◆ By providing transport to take children to matches, music festivals and so on
- ◆ By attending Educational Evenings
- ◆ By supporting fundraising events
- ◆ By working for and supporting the activities of the Friends of Madley School.

some time to contribute in the classroom; we are always pleased to welcome parents who can provide invaluable extra adult help within the classroom. Even if you cannot come in to the school regularly, you may be able to join in occasionally to accompany the class on an out-of-school visit.

We operate an open-door policy – please call the office if you would like see someone. If a member of staff is available to talk to you there and then, they will. Teachers are often available at the start and end of day. If the teacher is not available, or if time is short, please make an appointment at a mutually convenient date.



Parental involvement



Good home/school relationships are fundamental to children's success in education. We actively encourage parents to be involved in their child's learning, both to assist them and to understand that education has and is changing greatly but with the emphasis on the core skills becoming transferrable.

By encouraging parents and pre-school children to be involved in the school at an early stage we hope to break down many of the barriers that can so easily alienate

children and families from the world of education.

Fundraising and the Friends of Madley School

At Madley School we have an active Parent Teacher Association under the name the Friends of Madley School; all parents are automatically members. The main aims of the Friends are to develop links between everyone involved in the life of Madley School, and to help the school financially by raising funds.

The Friends of Madley School organise a remarkable number of social and fundraising events throughout the year. Each year the programme includes:

- **Disco nights for children**
- **Christmas Bazaar**
- **Easter egg hunt**
- **Summer Fête**

The Friends of Madley School does not attempt to provide the school with its normal curriculum materials. Friends funds have however made a significant difference to the kind of additional facilities that cannot be provided from LEA resources, and you can see the results all around the school.

Most significantly, funds raised by the Friends have enabled us to purchase two minibuses to further enhance the children's educational experiences (the third was purchased by the school). The impact has been enormous and we are now able to build in regular curriculum visits which would have previously been prohibited by cost. For instance, each class are now able to regularly visit the Forest School site in Peterchurch. We also arrange a wider variety of sports activities for the children without the need for parental assistance with transport. Cost savings passed on to parents are regularly published in the fortnightly newsletter.

In recent years we have completely updated our computer capability largely as a result of the Friends' fundraising. The PTA was also instrumental in providing the school's adventure playground and environmental garden.

Ongoing projects include contributions to the school library, extra materials/furniture in the classroom, PE equipment, and infants' classroom toys for rainy days.

More information on the PTA is available on the parent's page of the website.

Pupils respect each other, adults and the World around them. (Ofsted)

Keeping children safe on-line



Keeping children safe is paramount to us and to you as parents. At Madley, e-safety forms part of our safeguarding and is an important part of our curriculum. In our safe learning environment children are taught to be self-aware and take responsibility as they learn about internet safety, safe practices, privacy settings, cyber-bullying and appropriate use. Their attitude is mature as they discuss issues like safe-surfing or the emotional impact of social media on friendship groups.

E-safety websites remind parents to regularly discuss internet safety with their child and talk about the importance of parental controls as a way of allowing their child to use the internet safely and independently. Parental controls are there for a reason; they can prevent children from changing privacy settings and passwords and can help prevent children downloading new apps or accessing previously downloaded apps which may be inappropriate.

At school, as part of our safeguarding, we use a checking system to monitor words and phrases typed into PC's and devices on our network. This software is very popular with both Primary and Secondary schools; we have been using it for a few years now and have never had an incident that has raised concern.

We always encourage parents to talk to their children about e-safety and social media. You will find some really useful guidance on our website but we would also suggest you visit www.ceop.police.uk to learn more about how to help and support your child at home. Also, www.thinkuknow.co.uk is a highly recommended website as it gives excellent age appropriate guidance for children with lots of activities and games to show us how to keep safe and have fun.

School values and social media

Values are an integral part of life at Madley Primary School and our children take great pride in modelling them both within school and at home. They regularly share examples of this in class and are sometimes nominated for Values Certificates for exemplifying their values in school. They carefully select values to allocate to each month throughout the school year and they ask that parents will consider this with regards to social media.

At Madley Primary School we allow parents to take photographs and short videos of **their own children** during school assemblies but must stress this is only for their own personal use.

As part of our safeguarding procedures, and to respect the wishes of all parents, we respectfully ask that photographs and videos which include **other children** are not posted on social networking sites or the internet.



Eco School

We are extremely proud to be a Green Flag Eco School as this is one of the highest Eco awards given to schools and one which requires us to continue to work hard to attain. There are currently just 9 schools within Herefordshire who have achieved this standard.

Our Eco Committee is made up of two children from each year group from Y1 to Y6 and they look at the sustainability and eco-management of the school.

Sustainability is very important to us at Madley Primary School and our Eco Team work really hard to ensure that we all make the right choices. They meet regularly to discuss energy usage, water, management of litter, waste, what we recycle and the biodiversity and wildlife within our school, gardens and grounds. Their mantra is '**Reduce, Reuse and Recycle**' and you will often find them out and about sharing their ideas and giving us top tips on how to save energy and use resources more efficiently.

Using solar energy by installing solar panels was one of their fabulous ideas and they joined forces with our governors to form a truly dynamic team. Together they undertook the tremendous challenge to drive this project forward and because of their tremendous effort, we now have 150 solar panels on our school roof.



On a lovely sunny day, the panels create as much as 43Kw an hour and not only do we receive a tariff for everything we produce, the school also benefits from free electricity whilst we are generating (when it is light outside). Over time the income generated will be substantial.

We installed a large television screen fitted outside Y5/Y6 classroom and that streams live data to let us know exactly what we are generating. Our Eco Team analyse usage, cost savings and income generation then share financial information with the school.

Our 'Allotment Garden' goes from strength to strength and a watering system ensures our crops and plants are hydrated throughout the year. Our polytunnel was provided by the PTA and is invaluable. Y6 enterprise groups donated the raised beds as part of their 'Legacy' and they are brimming with crops throughout the year. The children prepared all the beds and grow celery, tomatoes, peppers, aubergines, cucumbers, potatoes, carrots, kale, cabbages and much, much more. It's all part of our 'Grow your own lunch' ethos and the children set out market stalls when we are ready to sell our home grown vegetables. We hope to reinvest any profits to buy seeds and equipment for our future needs.

The people

The School governors have overall responsibility for every aspect of the school. They have legal duties, powers and responsibilities laid down by legislation. In practice the governors operate rather like a Board of Directors for a company, making decisions about how the school is run and enabling the Headteacher and his staff get on with its day to day operation. More specifically, governors are appointed to:

- **decide what is taught in the light of statutory requirements laid down by the Government set standards of behaviour.**
- **interview and select staff.**
- **decide how the school budget is set.**
- **make policy decisions.**

The governors can only act together, so all decisions have to be taken by a governors' meeting. These generally happen at school once a term, though in recent years there has been a considerable increase in the amount of work that governors have to do and therefore in the number of meetings that have to be held. The meetings of the Madley governors are not open to the public; largely for practical reasons, though the minutes of meetings are available for any parent to inspect.

School governors are parents, teachers, and local council or community representatives. The local authority nominates some, parents themselves elect parent governors, and others may be co-opted by the existing governors.

The work of the school, its progress and activities are reported annually to parents.

Who are the Governors?

Andrew Price-Greenow	Chair
	Parent Governor
Simon Lockett	Associate Governor
Julie Jones	Parent Governor
Lee Batstone	Headteacher
Clare Lee	Staff Governor
Sally Johnson	Staff Governor
Ash Johnson	Co-opted Governor
Tom Marchant	Deputy Chair
	LA Governor

The governors are there to decide how your school operates. Any policy issues you wish to raise about the education of your child or general issues related to the running of the school should, in the first instance, be discussed with the class teacher or Headteacher. If you then feel you wish to discuss the matter further, please contact the Chair of Governors.

We have an excellent, very experienced staff at Madley School all of whom are concerned for the welfare of your child. The staff have the best interests of your child at the heart of developing them as learners and preparing them for their future.

Our school administrators deal with everything from the school budget to grazed knees and nosebleeds. If you have any problems, they will usually be on hand or at the end of a telephone (01981 250241) to help solve them.

Staff Team	
Headteacher	Mr Lee Batstone
Class R: Reception	Miss Rebecca Thomas
Year 1	Mrs Charlotte Reading and Miss Jo Freeman
Year 2	Miss Emily Cash
Year 3	Mr Nick Freeman
Year 4	Mr Neal Ford
Year 5	Mrs Clare Lee
Year 6	Mrs Louise Lacey
SENDCO	Mrs Clare Lee
Eco Lead	Mrs Leanne Corrick
Music Lead	Mrs Jenny Blaker
Learning Support Assistants	Mrs Andy Brown Mrs Emma White Mrs Emma Harris Miss Emma Hirst Miss Rebecca Greenall Mrs Kayleigh Devereux Miss Elizabeth Marlow Mrs Jenny Woodall
Sports Apprentice	Miss Ellie Lane
Madley After School Club (MASC)	Mrs Emma Hirst Mrs Kayleigh Devereux Mrs Gemma Barwell Mrs Jenny Woodall Miss Elizabeth Marlow Miss Ellie Lane
Admin Team	Mrs Sally Johnson (School Business Manager) Miss Emily Watkins (School Administrator)
Site Manager	Mrs Leanne Corrick

School documents

The following documents are available on the school website:

School policies

Letter home to parents

Newsletters

Class curriculum updates

FSM application forms

School admission arrangements

Application for school transport

MASC application form

School dinner menu

Music lesson options

Request for planned absence for pupils during term time

Volunteer protocol form

Request for pupil medication to be administered during the school day

OFSTED/HMI reports applicable to the school

Statutory instruments relating to the Education Reform Act 1988

Statutory orders for the National Curriculum





Charges

The Education Reform Act 1988 requires that the school operates a specific policy regarding charges to parents. A full statement of this policy is available on the website and at the school office.

In brief, however, your child has a right to free education during school hours; and with some very specific exceptions we will not make any charge for any activity that takes place during school

hours.

Nor do we normally charge for anything produced during cooking, craft or technology activities – unless your child intends to take home and keep it, in which case the school may request a contribution towards the cost of the materials.

The Act allows for some exceptions, for instance individual music tuition or preparing a pupil for a special exam.

In addition, some non-curriculum activities can only be organised on the understanding that parents are willing to make a voluntary contribution towards the cost. These include educational visits and swimming lessons. You will be informed well in advance about the proposed activity and the cost

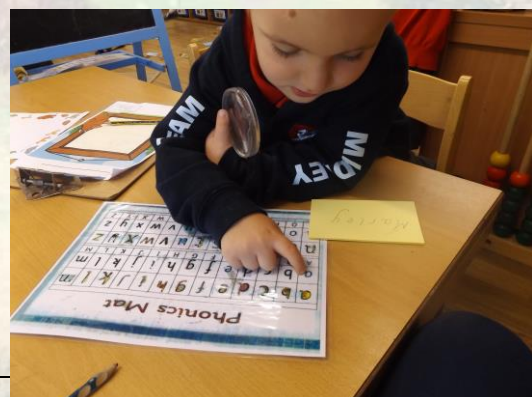
No pupil will be discriminated against because his or her parents have not contributed towards the cost of any voluntary activity, however, if sufficient support is not forthcoming, the activity may be cancelled. Where charges are made, you may qualify for exemption if the family is receiving Income Support or Family Credit or are in a serving member of the Armed Forces.

Valuables

The school cannot take responsibility for items of value brought into school, and it is not possible to look after such items in the classrooms. We recommend strongly that children do not bring money or other valuables into school, unless they are being passed on immediately to a member of staff.

Damage

Any wilful breakage or damage to school equipment or premises will be charged to the parents of pupils concerned.



Complaints

As a school we are encouraged by the very close working partnership we have with families and by the support offered to children and staff. However, there are some rare occasions when concerns are raised and situations require answers or investigation. We are confident that we can resolve such concerns at school level. To that effect, the following procedures have been agreed between the school and the Local Authority. If you have any concerns about your child's education or welfare at school please follow the set procedure:

1. In the first instance, consult the Class Teacher. Usually they are able to give explanation, investigate matters or offer guidance.
2. **Still not satisfied?** Speak to the Headteacher. Your concerns are his concerns and will always be followed through.
3. **Still not satisfied?** Speak to the Chair of Governors. He will see the Headteacher or may consult with the whole Governing Body; either way he should report back to you.
4. **Still not satisfied?** Telephone the School Services Manager on 01432 260923 or write to Herefordshire Education Authority.

Please remember that we offer an 'open door' policy. That is, as teaching staff we are always happy to discuss matters with parents and often at short notice. Please make an appointment via the school office. Team Sally will arrange the meeting but you may be able to see the appropriate member of staff straight way.

Groups of children are often invited to speak at conferences or seminars. The children speak 'from the heart' about our school and are both honest and modest about their collective achievements (they sometimes get a nice lunch as well!).

The school values the OFSTED process and was heartened by the fact that the school's own self evaluation matched the findings of the inspection and the areas identified in our School Development Plan. We constantly strive to improve the quality of every aspect of the children's rounded education at Madley Primary School.

Our Values

Team work in all things
Quality in all work
Integrity in all situations
Innovation in our thinking
Responsibility in all actions

Performance targets

The government has introduced a requirement for individual schools to set and publish targets for pupil achievement.

Pupils' attainment has generally shown sustained improvement since the previous OFSTED inspection as a result of rigorous monitoring procedures and high expectations from all staff and governors. Data is triangulated through work scrutiny, moderated leveling of work (internal and external), pupil conversation, learning walks and excellent professional development as a result of lesson observations. This forms the basis for continuous improvement. Pupil progress is monitored through a regular cycle (half termly) of pupil progress meetings led by senior members of staff and attended by governors. There are systemic reviews of interventions on a half termly basis between SENCO, class teachers and governors.

Assertive mentoring has been introduced and targets are clearly set in the front of all books and used in marking to improve outcomes.

The performance statistics are yet to be fully published but will be uploaded to the school website in due course.

In general the governors feel that all such statistics should be taken with a pinch of salt. Quite apart from the ethics of the league table approach to education, the figures are dangerously volatile – in a small school like Madley, the presence or absence of just one or two pupils can produce a significant variation in percentage results.

Nevertheless, it goes without saying that the governors are very pleased that Madley continues to strive to exceed expectations.





Further information is available online.

Madley School
Madley
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