

**Dear Parents/Carers and Pupils,**

Welcome to Myddle C.E. Primary School. We hope that through our prospectus you will gain a good picture of what our school is about and you will want to come here.

The Governors and staff provide a high quality of education through its curriculum resources and accommodation, providing our pupils with the best education experience possible.

We always put children first and this important characteristic remains at the heart of our vision.

***Every child matters and deserves the opportunity to be happy, feel valued and experience success.***

We believe in a strong, committed partnership between our school and our parents. By working together we can give your child the best start in life.

I believe passionately if you visit Myddle C.E. Primary you will experience firsthand, happy, inclusive ethos and excitement for learning which exists within our community. We promote an 'Open Door Policy' where everyone feels part of our school.

Yours sincerely,

**L. Jeffery**  
Headteacher

## **Welcome from the Governors**

We would like to add our welcome to that offered by Miss Jeffery, and explain how we, as Governors, see our role in the school.

We trust that you will find the whole school community, children, parents, staff and governors a friendly welcoming group of people with whom you and your child or children will feel quite at home.

The Governors have a legal responsibility for the overall management of the school. Their duties involved the following:

- Ensuring that the full curriculum is taught
- Appointing staff
- Ensuring learning support teaching takes place where appropriate
- Making adequate provision for religious education
- Managing the finances of the school
- Planning the future development of the school
- Supporting the staff in the day to day operation of the school and giving active help and encouragement.

The teachers are always pleased to talk to parents about any aspect of the school and Governors are also available should you wish to discuss anything with them.

Chair Of Governors

## Our Mission Statement

We provide a quality education for every child in a welcoming and caring environment in which our pupils can develop self-esteem, a sense of moral values and social awareness.

## Ethos and Values of the School

The School has a Christian foundation and its ethos attempts to live out these values in school life. Our pupils are encouraged to gain a sound understanding of the difference between right and wrong and to build up their spiritual and cultural awareness, as well thinking through moral issues.

Our pupils are taught to value others of a different religion and to respect differences and value others in society.



The school has an excellent relationship with St. Peter's Church.

## School Aims

Within our caring environment we aim to:-

- create a happy, purposeful atmosphere within the school, where pupils enjoy their learning and see it as a life long process.
- encourage our pupils to develop lively and enquiring minds.



- strive for excellence in all activities and experiences, aiming for the highest expectations from all children, to enable them to achieve at their highest possible level.
- present pupils with a broad and balanced Curriculum, fulfilling the requirements of the National Curriculum.
- help pupils acquire the skills of Literacy and Numeracy and to develop Creativity.



- foster the qualities of kindness, respect, good manners and care for others.
- develop an appreciation and a concern for the school and its environment.

## Welcome to Our School



Myddle C.E. Primary School serves the villages of Harmer Hill, Myddle and outlying area. The building was opened in January 1971 and consists of:

- Three Classrooms
- Computer Suite
- Library
- Main Hall
- Food Technology area
- Administrative areas
- School Kitchen.



The Veranda, outside the infant classroom has been enclosed and provides valuable additional teaching space for creative and structured play.



There is a landscaped hard-surfaced playground which includes:

- Netball court
- Seating



- Outside area for reflection
- Adventure play area
- Wildlife, Kitchen gardens and Forest School area
- Large playing field
- Outdoor Play/Teaching area for our Early Years and Key Stage 1 Class.



We have strong links with the local Pre-school who are based in our school.

## **STAFF/GOVERNORS AT MYDDLE C.E. PRIMARY SCHOOL**

### **Teaching Staff:**

|                 |                                     |
|-----------------|-------------------------------------|
| Miss L Jeffery  | Headteacher/Class 3                 |
| Mrs M Hopkins   | Class 2 (SENCO)                     |
| Mrs K Goddard   | Class 1 (EYFS/KS1)                  |
| Mrs J. Sullivan | Headteacher's Release (0.2/Class 3) |

### **Non-Teaching Staff:**

|                 |                                                 |
|-----------------|-------------------------------------------------|
| Mrs A Langley   | School Administrator                            |
| Mrs S Bloor     | Teaching Assistant/Special Support Assistant    |
| Mrs T Highfield | Teaching Assistant/Personalised Learning Mentor |
| Mrs N Davies    | Teaching Assistant/Special Support Assistant    |
| Mrs D Tanulak   | Teaching Assistant/Special Support Assistant    |
| Mrs S Bloor     | Senior Lunchtime Supervisor                     |
| Mrs C Humphreys | Lunchtime Supervisor                            |
| Mrs H Butler    | Lunchtime Supervisor                            |
| Mrs F Chant     | Cook in Charge                                  |
| Mrs M Morris    | Kitchen Assistants - Job Share                  |
| Mrs J Westwood  |                                                 |
| Mrs. J Owen     | Cleaner in Charge                               |
| Mrs H Butler    | Assistant Cleaner                               |

### **Governors**

|                  |                       |
|------------------|-----------------------|
| Mr C. Ruck       | Chairperson           |
| Mr R Jeffrey     | Vice Chair/Foundation |
| Rector P Barnes  | Foundation            |
| Miss L Jeffery   | Headteacher           |
| Mrs M Hopkins    | Teacher Governor      |
| Mrs L Foley      | Community Governor    |
| Miss L Humphreys | County Council        |
| Mrs E Reece      | Parent Governor       |
| Mr. J. Shingler  | Parent Governor       |
| Mr A Davies      | Parent Governor       |
| Mr. G. Simcox    | Parent Governor       |
| Mr P Keyse       | Associate Governor    |

Clerk to Governors LA



## The School Day

Pupils are expected to be in school by 8.50 a.m. when they will be supervised by staff. Before this time we ask parents to stay with their children, for Health and Safety reasons. A prompt start to the day is expected. At the end of the day, Early Years Foundation Stage (EYFS) and Key Stage 1 pupils should be collected by their parents outside the Play Area gate by Class 1. At the end of the day, Key Stage 2 pupils are dismissed at staggered intervals through their classroom doors, and we expect them to meet their parents/carers, or make their way home in a calm manner.

### EYFS/Key Stage 1

|                  |                  |
|------------------|------------------|
| Registration:    | 9.00 a.m.        |
| Morning break:   | 10.30-10.45 a.m. |
| Lunch break:     | 12.00-1.00 p.m.  |
| Afternoon break: | 2.20-2.30 p.m.   |
| Finish:          | 3.00 p.m.        |

### Key Stage 2

|                |                  |
|----------------|------------------|
| Registration:  | 9.00 a.m.        |
| Morning break: | 10.30-10.45 a.m. |
| Lunch break:   |                  |
| Lower KS2:     | 12.05-1.00 pm    |
| Upper KS2:     | 12.10-1.00 p.m.  |

No afternoon break

Finish: 3.05 p.m.

### How our Classes are Arranged

The school has 3 class bases:

- Class 1: Reception-Year 2
- Class 2: Year 3-Year 4
- Class 3: Year 5-Year 6

The arrangement is annually reviewed as a number of pupils in each year group can vary.

The Headteacher teaches Class 3 and has one day a week Head's non-contact

### Breaktime

During the morning break pupils are encouraged to have a healthy snack. EYFS/Key Stage 1 pupils are provided with a piece of fruit.

Every Tuesday the pupils run a Healthy Tuck Shop. Throughout the day pupils are able to get fresh water to drink. Every pupil is given a water bottle when they start as a pupil at our school.



Healthy Schools

### Lunchtimes

A hot meal, cooked on the premises, is available. It offers a good choice of menu for the pupils and is organised on a cafeteria system. Pupils may have sandwiches at lunchtime and we encourage them to bring a healthy lunchbox. All pupils are supervised by our team of Lunchtime Supervisors.

Our Cook is always willing to meet and discuss the menu with parents/carers if they so wish. Dinner money is collected daily, or parents may pay in advance for the week, half-termly, or termly. Cheques should be made payable to 'Shropshire County Council.'

Please do not hesitate to contact the school if you feel your child is entitled to a free school meal. An application form can be obtained from the school office.

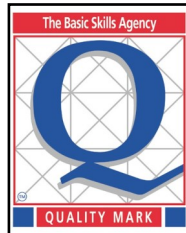


## School Organisation Enjoyment and Achievement

### Our Curriculum

Our curriculum meets the requirements of the National Curriculum. Our teachers present all areas of learning in a meaningful, stimulating and challenging way.

Our school has been awarded the **Quality Mark 2 for Literacy and Mathematics.**



Our pupils work in mixed ability groups and are grouped by ability when it is appropriate for their learning.



Our teachers use a range of different teaching methods to accommodate different learning styles. All pupils are encouraged to develop their own independent learning skills.

As part of our curriculum all pupils are taught about personal, social and health awareness, including the environment and wider world around them.



### Languages

French is taught throughout the whole school. We hope to introduce a Spanish After School Club. We have obtained the **International Intermediate Language Award.**

### Information Technology

Our school has a very well equipped ICT suite all with internet access, as well as a computer in every classroom and interactive whiteboards. We have a wide range of other resources to aid our



### Sport

During your child's primary school years he/she will have an opportunity to be involved in gymnastics, dance, athletics, swimming, games and fitness training, ultimately aiming to help pupils to gain a sense of pleasure and fulfilment in a healthy lifestyle.

We have been awarded the **Active Mark for Exceptional Delivery of School Sports.**



At Key Stage 2, pupils have the experience of various outdoor activities in a range of environments and are given the opportunity to participate in a residential visit.



Pupils from Year 2-Year 6 attend Shrewsbury Swimming Centre every Spring Term.

### Art/Creativity



We provide an opportunity for our pupils to be creative and imaginative and to express their ideas and feelings through their art work. Artists, crafts people and designers from our locality and other cultures work with pupils. We have the Silver Artsmark Award.



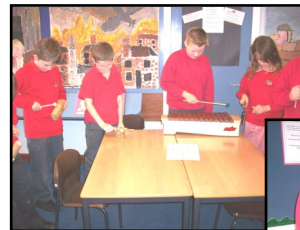
We have a wildlife area, gardens and a Forest Schools area within our grounds and much of our creativity and science work takes place here.



### Music

A balanced programme of performing, composing, listening and appraising is linked to the learning focus. Pupils gain an understanding of the structure of music, in terms of different ways in which sounds are organised. Both Key Stages participate in the area Music Festivals.

Opportunities exist for specialist music tuition. Parents pay the music service directly for these lessons.



### Homework

Homework is regularly given each week. It takes the form of reading, spellings and tables and your child will have work linked to other areas of the curriculum. Each term a Class Newsletter on future subjects is sent home to parents so that parents can support their children's work.



## Relationships and Sex Education

This is addressed through out Personal, Social Health Education teaching.

We aim to:

- ✦ provide all pupils with the information to understand the physical, emotional and social aspects of human development.
- ✦ teach sex education in an atmosphere where questions about personal relationships can be asked and answered without embarrassment.
- ✦ Prepare pupils for emotional and physical changes.

Provide older pupils with a basic understanding of human reproduction, including conception and birth.

The school works closely with the School Nurse in the teaching and parents are invited to review the materials pupils will be taught and to discuss any worries or concerns.

## Religious Education/Worship

We follow the Shropshire Agreed Syllabus for Religious



Education and liaise closely with the Lichfield Diocese.

Collective Worship takes place every day where it is an opportunity for all our community to meet. The Rector regularly leads worship.

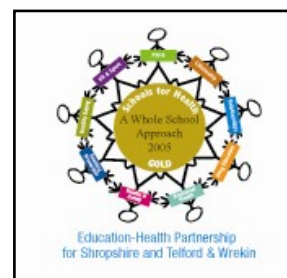
Parents have the right to withdraw their child from RE and daily Acts of Worship, depending upon their religious beliefs, and should contact the school to discuss the matter further if they wish to opt for this exclusion. A copy of the Collective Worship Policy is available.

## Home School Agreement

The school has a Home-School agreement which parents, children, Headteacher and Chair of Governors are asked to sign. This is a working document with school and family liaising together to provide the best possible education for your child. This document is reviewed every two years.

## KEEPING SAFE

We have the School for Health Gold Award



## Medicines

If a child requires medication during the school day the parent/carer must personally bring it to the school office and sign the appropriate form giving permission for a member of staff to administer the medicine. The medicine must be clearly labelled with the child's name and dosage.

## First Aid

We have four staff who are qualified First Aiders and are consulted about any serious medical incidents. Records are kept in an Accident Book

## **Security**

The Governors are very aware of the importance of security in and around our school. There is a Health & Safety Committee who regularly meet and an audit is undertaken annually. Our school has achieved the Safer Schools Initiative Award

## **Child Protection**

Parents play an important role in protecting their children from abuse and our school also recognises and considers the safety of its pupils. Should concern arise, professional advice will be sought prior to contacting parents. Parents will be contacted and the school will continue to work with the parents to support the needs of their child.

## **The school aims to:-**

- Help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- To help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Services in the interests of the child. The Head teacher is the named person in the school for protection matters.

## **Photographs**

From time to time the school celebrates the achievements of pupils and invites the local press to photograph groups of children and staff e.g. Awards achieved, performances, festivals, and sporting events.

Parents are asked to complete a permission form to allow their child to be photographed for the newspaper or LEA Awards ceremonies. Parents have the right to withdraw their child from these provisions and should notify the Headteacher of their wishes in writing.

## **Internet Access**

As we use the internet regularly during the school curriculum pupils are required to access it. We ensure that our pupils use the internet safely.

## **School Trips**

Parents are asked to sign consent forms giving their permission for pupils to participate on school trips, research work around the village, visits to the local Church for services, Music Festivals, Celebrations, swimming and other sporting activities, travel abroad.



## **Insurance**

The school makes arrangements for personal accident cover for pupils both on and off site.

## Emergency Closure

If we are forced to close the school due to extreme weather conditions, an announcement will be made on Radio Shropshire. Very rarely it is necessary to close the school during the school day. Please make sure that we have a note of people you nominate to take care of your child should we be unable to contact you.



## Mobile Phones

The use of mobile telephones in school is not allowed.

## Road Safety

The school has obtained the Travel Plan Silver Award. We know that we live in a rural area but we encourage as many of our pupils as is possible to walk or cycle to school.



Cycling to school - for safety purposes pupils are asked to dismount their bicycles at the entrance to the school car park and walk to the bicycle shed which is located here. Every two years the school trains pupils for their Cycle Proficiency test.

At the end of the school day - At this time there is often some degree of congestion of cars in the school lay-by. Parents are asked to use the Village Hall car park (if available) as an overspill parking area. At all times, great care must be taken to ensure children's safety near the road, either crossing, or waiting by the kerb. We would also ask that no children climb the wall outside the Village Hall or fencing around the school.

Transport - arrangements for transport for children living outside the village, but within the school's catchment area, are made by the Local Authority (LA). Parents should contact the school if they are considering making an application.

## EVERY CHILD MATTERS

### Special Educational Needs

The school is ever aware of and caters for pupils who have special needs of all kinds, including special learning difficulty and also the needs of pupils with exceptional abilities and talents.

We have Special Educational Needs Teaching Assistants who work with pupils within the classroom, in small groups or individually. Parents/Carers are fully informed about, and involved in any procedures with regard to special educational needs provision.

There is a named teacher who is the SEN Co-ordinator (SENCO) and an SEN governor. There is a Code of Practice which is followed, in which a child would be put on to School Action and would be given their own Individual Education Plan (IEP) with targets to address their needs. This is monitored by the class teacher and SENCO.

If a child still experiences difficulties they are then moved on to School Action .

At this stage, outside agencies become involved, such as the Learning Support Advisory Teacher and the Educational Psychologist.

In certain cases, after discussion with parents and external agencies, the decision may be taken to apply for statutory assessment. At every stage parents and pupils are involved in the process.

Where other pupils may experience learning difficulties within the curriculum the class teacher provides appropriate work to support them both in class and at home.

### **Gifted and Talented Pupils**

A Personalised Learning Mentor works with Gifted and Talented pupils weekly throughout all Key Stages extending and challenging pupils using a range of resource materials. Pupils are given individual educational plans to meet their needs and parents are consulted.

The school is working towards achieving the Challenge Award for Gifted & Talented pupils.

### **Equal Opportunities and Inclusion**

The school promotes equal opportunities for both boys and girls throughout our curriculum and sporting activities.

We ensure that all our pupils have the opportunity for learning and development regardless of ability, background, race, colour, physical appearance, creed or gender.



### **Disabilities, Discrimination and Accessibility**

We are an inclusive school and welcome pupils with disabilities and we cater for the needs of pupils/parents/staff with disabilities. There is a disabled toilet on site and the school is wheelchair friendly. The school has an Accessibility Plan.

### **ADMISSION**

#### **Admissions**



If you would like to visit our school, please contact our school administrator who will arrange an appointment for you.

Parents of children coming to our school for the first time are invited to visit the school to meet the Headteacher and their Class Teacher and to view the school. The Reception Teacher arranges a visit by parents to the school and shares information about the curriculum with them.

Reception children are invited for a minimum of two half days to familiarise themselves with their new class. They are also invited for school lunch with their parents.

We have a very close working relationship with Myddle Pre-School who are now based in our school and work closely with the Reception class teacher. The Reception class teacher also liaises with local Pre-Schools and Nurseries.

The LA currently has two dates of admission to primary school: September and January.



Please refer to the "Parents' Guide to the Education in Shropshire" for further information.

Our admission limit for all year groups is 17. In March 2008 No of 1<sup>st</sup> preferences received - 8. Total places allocated - 10. No. of 2<sup>nd</sup> and 3<sup>rd</sup> preferences - 0

## UNIFORM

We feel that uniform is very important as it helps to create a sense of belonging.



### Our school uniform consists of:

- Trousers/Skirts - grey
- Shirts - White or polo red shirts with school logo
- Sweatshirt/cardigan - red with school logo
- Dresses - girls may wear red/white gingham dresses in warm weather.
- Fleeces - red with school logo (to be worn for outdoor use only).
- Footwear - black low heel shoes (trainers and high-heeled/platform shoes should not be worn)

School uniform can be ordered by telephone or on line. Information can be found on the PTA noticeboard or may be obtained from the School Administrator.

All clothing including PE kit must be clearly marked with your child's name.

### PE and Games

Please ensure that your child has their PE kit in school everyday and

takes it home at weekends. For reasons of hygiene all children should change for physical activities.

### All pupils should have:



- Shorts - plain/lycra black
- Tshirt - school t-shirt with logo
- Pumps/trainers
- Jogging/track suit - black for cold weather. Pupils may wear their red sweatshirt and black jogging bottoms.
- Fleece (optional) - red with school logo. These should only be worn outdoors.

In addition, Key Stage 2 pupils need suitable footwear for activities on the school field during the winter (trainers/football boots, shin pads, long black socks)

Swimming - Y2-Y6: red swimming bag with school logo, swimming costume, bathing cap, towel, goggles (optional). Pupils with long hair must tie it back for Health & Safety purposes.

All PE equipment should be kept in pupil's own PE bag (red with school logo) and placed in their class dedicated storage bin. The PE bag should be clearly marked with the pupil's name on it.

### Jewellery

The wearing of jewellery in school is an obvious source of danger, especially in PE. The Local Authority will not accept liability for the loss of personal property and we expect that pupils will not wear any jewellery in school, except simple pierced ear small studs.

These must be removed for all PE lessons and out-of-school PE activities for safety purposes, or covered with a plaster.

Ornamental jewellery, such as nose studs and eyebrow rings are not allowed.

### **Transfer to Secondary School**

The school believes strongly in liaising with other schools. Our pupils usually transfer to either the Corbet School, Baschurch or Adams School, Wem.

During the Autumn Term details of these school are sent to you and dates for Open Evenings.

When our pupils leave our school if, in future years, they look back and say we have made a positive difference to their lives, then we, as professionals and parents will have succeeded.



## ATTENDANCE

Each year the school sets attendance targets with the Educational Welfare Officer. Our current target is 96.7%.

### Absences



If children are ill, or cannot attend school, a telephone call is expected before 9.00 am so that children who have not arrived at school have been accounted for.

Teachers who have not received information about pupils who are absent in their class will record, in a book, the names of these pupils. The Administrator will then make contact with parents.

Upon returning to school, parents should write a brief letter giving the reason for absence, or obtain an absence form from school to complete.

This absence is marked in the attendance register as 'authorised' or 'unauthorised' depending on the reason for absence. Illness, visits to the doctor/dentist are 'authorised' and there are others. Parents are welcome to discuss this matter more fully with the school if necessary.

If children become ill during the day, parents/carers will be contacted, by telephone, to come and collect their child. It is important that the school is informed of any change of telephone contact numbers.

The School Administrator should be informed that you have arrived to take your child.

### Holidays in Term Time

As a school we strongly recommend that parents do not take their children out of school during school term, as this can disrupt their education and can have a detrimental effect on children's learning. However, we do recognise that this is not always possible for everyone to take their holidays during the school holidays.

If leave of absence is requested parents must complete an application form in advance of the holiday. Prior to authorising the request the school will take into account the child's previous attendance history, age of child, stage of education, time of year (SAT exams) and nature of the trip. Holidays in term time must not extend more than 10 school days in a year. The Education Welfare Officer will then be involved. Children in their first year of Reception and Year 3 are not allowed to have holiday time during their first term.

The EWO is available to discuss issues regarding holiday absence and can be contacted on 01952 522609. The school does have an Attendance Policy which is displayed in the Visitors' Entrance.

### Attendance statistics

The law requires that all schools should give information about authorised and unauthorised absences for 2008/9

- (i) Percentage of half days missed through authorised absence = 3.6%
- (ii) Percentage of half-days missed through unauthorised absence = 0%
- (iii) number of children on roll of compulsory school age for at least one session = 60

## SCHOOL PROCEDURES

### Behaviour



The school ethos is based on consideration and respect for others and the importance of working together. Firm, but fair discipline is part of our responsibility towards the children attending the school, and their parents. There is also a responsibility from parents to foster appropriate behaviour with their children and ultimately, children themselves have to accept responsibility for their own actions.

Upon this framework are based fundamental school rules which need to be known and understood by teachers, support staff, pupils, parents and governors.

A Behaviour and Discipline document is on display in the Visitors' entrance. All parents receive a copy. In our school we strive to ensure there is no form of bullying including disability, sexual and racial harassment.

### Pupil School Rules to Remember

- Stop, listen and respond
- Behave calmly and quietly around school
- Be caring towards others and not hurt others by word or action
- Be respectful and helpful to other children and adults

- Take good care of the equipment and building.

### Complaints

If you have a complaint, parents/carers are encouraged to raise these with their child's teacher, in the first instance, and thereafter, with the Headteacher. It is hoped that the majority of complaints can be resolved informally. Complaints can also be put in writing and given or sent to the school.

A record of complaints are kept in the Concerns file. Parents are given a copy of action plans and, if necessary, a date to follow up any issues.

Complaints that cannot be resolved informally will be dealt by the school in accordance with the following procedures:

An acknowledgement (or final response where possible) will be sent to the complainant within five working days.

The complainant will be told the name and telephone number of the person dealing with the complaint.

A full response, or if a complete answer still cannot be given, the complainant will be told what is being done to investigate the complaint and how long this will take.

The complainant will be told if their complaint has to be dealt with under a special procedure.



Complainants not satisfied with the outcome of their complaint dealt with by the Headteacher should write to:

The Chairman of Governors, c/o The School who will arrange for the complaint to be looked into and where necessary arrange *(for the Governing Body/for the Governing Body's Complaints Committee)* to consider the matter. Even at this stage it is hoped that the complaint can be resolved informally and the appropriate Chairperson will attempt to do this in the first instance if at all possible.

### **Policies**

All curriculum school policies are on display in the Visitors' Entrance and copies of management policies can be obtained from the School Office.

## SCHOOL ACTIVITIES

### School Council

Pupil representative are elected from each year and have the opportunity to express their views and are encouraged to take part in decision making.

In our recent Ofsted the Inspector was impressed with the school council:

"The devoted school council is active in making a difference to the school. It organises events to raise money for charities... pupils make a valuable contribution to the wider community. The skills pupils develop through these responsibilities help to prepare them well for the future."

### Clubs/Activities

Sporting activities take place in/around our school. We are fortunate to have a large playground and playing field. Parents are very supportive and help to run some clubs. We also involve outside agencies.

During the year the following clubs take place:-

Football,  
rounders,  
cricket,  
rugby, high five (netball),  
uni-hoc, French,  
homework (Y6 only),  
IPOSS (Church, in place of Sunday School)  
garden gnomes, cookery,  
art and craft,  
computer and road safety (every 2 years.)



A range of inter-school sporting and music events are arranged annually, involving all schools local to the Corbet School, Baschurch. The school also enters country wide sporting events, including tag rugby, high five and arts based activities.

Y5 and Y6 pupils have the opportunity of participating in a week-end residential visit to the Shropshire Outdoor Education Centre at Arthog (every other year).

All events are supervised by the teaching staff and we welcome the involvement of parents. Transport is usually by hired coach, but parents' cars are used when small numbers of pupils are participating. When the latter arises, parents are informed and the school ensures that parents who have offered help, have appropriate insurance cover and their cars are licensed and MOT'd.

Risk Assessments are carried out prior to any visit.

### Jumping Jaxx

A number of pupils are trained to support other pupils during playtimes. They run structured games sessions and Lunchtime Supervisors support them.

Parents wanting more detailed information about these activities should contact the Headteacher.

## **School Blog**

If you would like to look at various activities and materials produced by our children, please visit:

[myddle.ethink.org.uk](http://myddle.ethink.org.uk)

## **School Website**

For all our policies, documents and information about our school please visit:

[www.myddle.net](http://www.myddle.net)

## **FRIENDS OF THE SCHOOL**

We always appreciate comments from parents and friends of our school about the good things we are doing. As a school we are always endeavouring to improve and to do our very best.

At parents' meetings you are asked to complete a form about how you feel your child has progressed. We also send questionnaires to parents seeking your views about different aspects of the school. So please do tell us when you think we are doing something good, either by putting it in writing or telling a member of staff or governor.

### **Parent Teacher Association (PTA)**

Our PTA is an active organisation which shows a keen interest in all aspects of the life of the school. They meet on an informal basis and essentially aim to support the school, staff and pupils in whatever ways asked of them.

They raise money by holding social events and fundraisers - appealing to a wide range of people, not just those connected with the school - either with a specific aim, or to help generally with the school expenditure. They organise social activities for the pupils throughout the year and members act as a 'back-up' team for such things as the school play, and any events the children organise.



The support and enthusiasm of a good PTA goes a long way towards achieving this and towards giving the school confidence in what it aims to do and to establish and maintain for itself the kind of high reputation that Myddle Primary School now has.

### **Parental Help**

We are always grateful to parents for their support with reading, school outings, gardening and help in school. If you are interested please contact your child's class teacher or Headteacher.

All parents are asked to complete a full CRB (Criminal Records Bureau) form if they wish to help in school

### **Charging/Letting Policy**

We have a letting policy for using our school during out of school hours which is on display in our visitors' entrance.

In school time we make outside visits linked to our curriculum. This is a vital part of children's learning, having first hand experience. We do rely on parents' voluntary contributions. The Governors follow the Local Authorities recommended charging policy. Again, this is available in school.



## SCHOOL PERFORMANCE

Our last Ofsted inspection was in November 2008. A summary of the report is available from school. Ofsted reported that *"pupils benefit from a rich curriculum and a strong emphasis on personal, social and moral development that enables them to develop good personal qualities. Myddle Primary is an inclusive school..."*

Most years we have small cohorts which mean that our SAT results vary considerably, with one child often representing more than 10%. Therefore, one child with Special Needs or one child off sick will have a serious effect on our percentage SAT scores.

By Year 6 we do well, with the majority of children meeting the right targets we set them. Ofsted reported that *"standards at the end of Key Stage 2 in English, Maths and Science have remained in line or above with national averages for the past five years."*



## COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 9

Figures may not total 100 per cent because of rounding.

| RESULTS OF TEACHER ASSESSMENT |              |   |    |     |    |    |    |            |                             |                    |
|-------------------------------|--------------|---|----|-----|----|----|----|------------|-----------------------------|--------------------|
| Percentage at each level      |              |   |    |     |    |    |    |            |                             |                    |
|                               |              | W | 1  | 2   | 2C | 2B | 2A | 3 or above | Disap-<br>plied<br>Children | Absent<br>Children |
| Speaking and lis-<br>tening   | Boys         | 0 | 0  | 100 |    |    |    | 0          | 0                           | 0                  |
|                               | Girls        | 0 | 0  | 100 |    |    |    | 0          | 0                           | 0                  |
|                               | Whole School | 0 | 0  | 100 |    |    |    | 0          | 0                           | 0                  |
|                               | National     | 2 | 11 | 65  |    |    |    | 22         | 0                           | 0                  |
| Reading                       | Boys         | 0 | 33 |     | 17 | 33 | 0  | 17         | 0                           | 0                  |
|                               | Girls        | 0 | 0  |     | 0  | 67 | 33 | 0          | 0                           | 0                  |
|                               | Whole School | 0 | 22 |     | 11 | 44 | 11 | 11         | 0                           | 0                  |
|                               | National     | 3 | 13 |     | 13 | 22 | 24 | 26         | 0                           | 0                  |
| Writing                       | Boys         | 0 | 33 |     | 17 | 33 | 17 | 0          | 0                           | 0                  |
|                               | Girls        | 0 | 0  |     | 33 | 67 | 0  | 0          | 0                           | 0                  |
|                               | Whole School | 0 | 22 |     | 22 | 44 | 11 | 0          | 0                           | 0                  |
|                               | National     | 5 | 15 |     | 22 | 27 | 20 | 13         | 0                           | 0                  |
| Mathematics                   | Boys         | 0 | 0  |     | 17 | 17 | 50 | 17         | 0                           | 0                  |
|                               | Girls        | 0 | 0  |     | 0  | 67 | 33 | 0          | 0                           | 0                  |
|                               | Whole School | 0 | 0  |     | 11 | 33 | 44 | 11         | 0                           | 0                  |
|                               | National     | 2 | 8  |     | 16 | 24 | 27 | 22         | 0                           | 0                  |
| Science                       | Boys         | 0 | 0  | 100 |    |    |    | 0          | 0                           |                    |
|                               | Girls        | 0 | 0  | 100 |    |    |    | 0          | 0                           |                    |
|                               | Whole School | 0 | 0  | 100 |    |    |    | 0          | 0                           |                    |
|                               | National     | 2 | 9  | 66  |    |    |    | 23         | 0                           |                    |

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

## COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 8

Figures may not total 100 per cent because of rounding.

| RESULTS OF TEACHER ASSESSMENT 2008 and NATIONAL 2007 |          |                          |   |   |    |    |    |   |                   |               |
|------------------------------------------------------|----------|--------------------------|---|---|----|----|----|---|-------------------|---------------|
|                                                      |          | Percentage at each level |   |   |    |    |    |   |                   |               |
|                                                      |          | W                        | 1 | 2 | 3  | 4  | 5  | 6 | Pupils disapplied | Pupils absent |
| English                                              | School   | 0                        | 0 | 0 | 0  | 38 | 63 | 0 | 0                 | 0             |
|                                                      | National | 0                        | 1 | 4 | 17 | 48 | 29 | 0 | 0                 | 0             |
| Mathematics                                          | School   | 0                        | 0 | 0 | 0  | 75 | 25 | 0 | 0                 | 0             |
|                                                      | National | 0                        | 1 | 4 | 17 | 45 | 33 | 0 | 0                 | 0             |
| Science                                              | School   | 0                        | 0 | 0 | 0  | 63 | 38 | 0 | 0                 | 0             |
|                                                      | National | 0                        | 0 | 2 | 12 | 47 | 38 | 0 | 0                 | 0             |

| TEST RESULTS 2008 and NATIONAL 2007 |          |                          |    |    |    |                     |               |
|-------------------------------------|----------|--------------------------|----|----|----|---------------------|---------------|
|                                     |          | Percentage at each level |    |    |    |                     |               |
|                                     |          | Below level 3*           | 3  | 4  | 5  | Pupils not entered# | Pupils absent |
| English                             | School   | 0                        | 0  | 75 | 25 | 0                   | 0             |
|                                     | National | 6                        | 13 | 47 | 33 | 0                   | 1             |
| Reading                             | School   | 0                        | 0  | 38 | 63 | 0                   | 0             |
|                                     | National | 7                        | 9  | 36 | 48 | 0                   | 1             |
| Writing                             | School   | 0                        | 38 | 63 | 0  | 0                   | 0             |
|                                     | National | 5                        | 27 | 48 | 19 | 0                   | 1             |
| Mathematics                         | School   | 0                        | 13 | 75 | 13 | 0                   | 0             |
|                                     | National | 6                        | 16 | 45 | 33 | 0                   | 1             |
| Science                             | School   | 0                        | 0  | 38 | 63 | 0                   | 0             |
|                                     | National | 3                        | 9  | 41 | 46 | 0                   | 1             |

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.