

# Bucknall Primary School



## School Prospectus

Lincolnshire County Council

Main Road  
Bucknall  
Woodhall Spa  
LN10 5DT

Tel: 01526 388233

Fax: 01526 388233

E-mail: [enquiries@bucknall.lincs.sch.uk](mailto:enquiries@bucknall.lincs.sch.uk)

Website: [www.bucknallprimary.org.uk](http://www.bucknallprimary.org.uk)

Executive Headteacher: Mr Garth Hicks

Chair of the Governing Body: Mrs Heather Vestbirk

*'Exciting Minds, Learning, Achieving'*

# **WELCOME TO Bucknall Primary School**

To all prospective Parents/Carers,

We are delighted to present our School Prospectus.

Choosing a school for your child's education is an important step.

We hope you will find this prospectus helpful when making this decision.

We are committed to providing a high quality education for every child.

We hope children who join us will quickly feel at home and enjoy learning at our school.

## Contents

<b>DETAIL</b>	<b>SECTION AND PAGE NUMBER</b>
<b>Our School</b>	<b>Section 1: Page 4</b>
<b>School details</b>	<b>Section 2: Page 5</b>
<b>Mission statement, aims and values</b>	<b>Section 3: Page 6</b>
<b>Pupil progress and performance</b>	<b>Section 4: Page 6</b>
<b>Aspects of the school curriculum</b>	<b>Section 5: Page 7</b>
<b>Positive behaviour – rewards and sanctions</b>	<b>Section 6: Page 10</b>
<b>Lunches and healthy eating</b>	<b>Section 7: Page 10</b>
<b>School Uniform</b>	<b>Section 8: Page 12</b>
<b>Absence from School</b>	<b>Section 9: Page 12</b>
<b>Illness and injury in School</b>	<b>Section 10: Page 13</b>
<b>Staffing</b>	<b>Section 11: Page 14</b>
<b>The Governing Body</b>	<b>Section 12: Page 14</b>
<b>Parents/Carers and Friends Association (PFA)</b>	<b>Section 13: Page 15</b>
<b>Standard number and admissions</b>	<b>Section 14: Page 15</b>
<b>Complaints procedure</b>	<b>Section 15: Page 15</b>
<b>Term dates</b>	<b>Section 16: Page 16</b>
<b>Acronyms</b>	<b>Page 17</b>

## SECTION 2:

# Background of our school

Our school is a small rural primary school catering for girls and boys aged four to eleven. There are around 40 pupils on role. The school mainly serves the villages of Bucknall, Horsington and Stixwold. Children from Minting, Edlington, Bardney, Woodhall Spa and Horncastle also attend as well as children who have family based at RAF Coningsby. We operate as two classes, one of which provides for Reception and Key Stage 1 pupils and the other for Key Stage 2 pupils.

The main part of the school was built in 1854, long before education was made compulsory. Since then the school has been extended to cater for an increased number of pupils, as well as keeping pace with changes in buildings, equipment and curriculum.

Bucknall village is situated four miles from Horncastle and Woodhall Spa, in the heart of the Lincolnshire countryside, with a strong farming background.

Bucknall School has a large playing field, where many activities can take place. It also has a fantastic outdoor learning and play area for Foundation Stage and Key Stage 1 children.

Children can also enjoy the school's woods and wildlife area with garden. Recently a local chainsaw artist turned some of our logs into characters you might know.

The village hall is often used by the school for all sorts of activities and events.

We also hold a weekly achievement assembly on a Friday afternoon, celebrating children's successes both inside and outside school.

We would encourage you to contact school to make an appointment to look around, to enable you to see for yourself what a fantastic school Bucknall is.

Garth Hicks  
Executive Headteacher

## **SECTION 2: School details**

Bucknall Primary School is a mixed aged primary school admitting children aged four to eleven. Children starting school for the first time are admitted at the beginning of the school year (September) following their fourth birthday.

### **School Times**

Breakfast club from 8.00am

Start: 8.45am

Break: 10.15am

Lunch: 12.00-1.00pm

Home time: 3.00pm

After school clubs: 3.00pm-5.00pm – Monday to Thursday

For up-to-date information on staff, governors and term dates, please visit our website.

### **SECTION 3: Mission Statement together with the aims and values of the school**

#### Our Mission Statement

As a caring Primary School we are committed to the values that develop a distinctive ethos underpinning the way in which we carry out our work and the way in which our children learn. We believe that we can inspire all members of our school community to achieve their full potential.

#### This includes:

- To enable each child to develop their enquiring mind with the ability to question and discuss, so that they become independent, life-long learners.
- To develop positive values and principles.
- To help all members of our school community in achieving their potential
- To provide an environment which is dedicated to promoting high standards of achievement for all and a love of learning which will be life-long and achieved.

#### Our Values are:

- Friendship
- Trust
- Compassion
- Forgiveness
- Honesty
- Respect
- Fairness

### **SECTION 4: Pupil Progress and Performance**

All children are encouraged to achieve to the best of their ability. The progress of children is monitored regularly and learning is adjusted to meet individual needs. Children are informally assessed each term to see how much progress they have made and identify what they need to learn next. Meetings with Parents/Carers are arranged at three points in the year to discuss the progress made and how we can work together to move learning forward.

Pupils in Foundation Stage have their progress recorded throughout the year on the e-profile. Year 1 pupils undertake the National Phonics Check during Term 6. Formal testing is done through the Qualifications and Curriculum Authority's Standard Assessment Tests (SATs) in Year 2 and Year 6. We choose to use optional SATs tests in Years 3, 4 and 5.

## **Transfer to Secondary School**

Most of our children transfer to Horncastle Banovallum School or Barnes Wallis Academy in Tattershall. A small number transfer to Branston Community Academy. Pupils also have the opportunity to take the eleven plus test for admission to the Horncastle Queen Elizabeth Grammar School. Many children from this area may be able to apply for free transport to these schools. Parents/Carers may of course choose another secondary school in which case further advice regarding transport will be provided by Lincolnshire County Council at the time of transfer.

## **SECTION 5: Aspects of the School Curriculum**

We aim to provide a broad and balanced curriculum which incorporates the Early Learning Goals for the Foundation Stage and all the subject areas in the National Curriculum for Key Stages 1 and 2. Through the learning we provide pupils will develop the essential concepts, knowledge and skills which are required for further learning to take place. There is a continuous appraisal of the curriculum carried out by all staff, ensuring continuity through the school and revisions to include current educational guidance and legislation.

### **Early Years Education**

Reception children starting school at the beginning of September are working towards the final stages of the foundation stage curriculum which they start during their Playgroup/Nursery education period. Most children are expected to achieve the early learning goals by the end of the foundation stage, which is the end of their reception year.

The curriculum for the foundation stage underpins all future learning by fostering, promoting and developing children's:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

### **Core Subjects:**

The following four subjects are referred to as the 'Core Subjects' and therefore have a greater proportion of the timetabled teaching time. All classrooms have Interactive Whiteboards which are used to stimulate and support learning across the whole of the curriculum as appropriate.

## **English**

This subject includes speaking, listening, reading and writing. Our lessons are based on the National Curriculum. Pupils have many opportunities to develop their communication skills not only in English lessons with paired, small group and class work but also in other subjects and during occasions such as shared assemblies.

Early reading is taught using a phonics approach with 'shared' and 'guided reading' times which enable children to make further progress. We use reading schemes to help the children develop their confidence in reading and this is further supported by the use of our well stocked library.

Writing is taught through 'shared writing' which incorporates a range of approaches and covers a variety of genres. The formal rules of grammar are taught and frequently revisited and developed.

## **Mathematics**

Mathematics lessons are drawn from the National Curriculum. At Key Stage 1 this is based very much on practical activities that develop a good grasp of the basic concepts for mathematical understanding. At Key Stage 2 pupils develop a range of mathematical strategies and recording techniques. Each year the children will cover the seven strands of Mathematics. We use a mastery approach to teaching Maths across school.

## **Science**

Lessons in this subject are based on the National Curriculum. Practical activities are planned to teach both the skills and methods of scientific investigation together with the knowledge that forms the foundation of the subject.

## **Computing**

This subject encompasses the use of computers, iPads and a range of other technologies. Pupils have opportunities to develop their skills in using the resources we have available. They will develop their understanding and use of the Internet, word processing, databases, simulations and control software. Children are able to apply their skills with technology to undertake research, produce photographic work and undertake video editing.

## **Foundation Subjects:**

The following subjects are referred to as the Foundation Subjects and occupy a smaller proportion to the time table. Not all subjects will necessarily be taught throughout the year. Some aspects may be incorporated into other subjects or as part of topic work.

## **RE**

The school follows the Lincolnshire Agreed Syllabus throughout the school.

## **Art & Design**

We deliver Art and Design through providing lessons that arise from the links we make in planning a cross curricular learning approach. We ensure that pupils have the experiences as detailed in the National Curriculum guidance.

## **Design & Technology**

We deliver the D & T curriculum through the cross curricular framework we have devised. This enables pupils to experience a range of opportunities some of which are enhanced by working alongside members of our school community.

## **History and Geography**

These subjects are taught through the study of themes such as 'World War II' or 'Festivals' which cover the key skills required in each area. Lessons are planned as part of our topic work.

## **Modern Foreign Languages**

Children in KS2 receive a rotation of Spanish, German and French lessons.

## **Music**

At our school we buy into the Lincolnshire music service for delivery of music teaching. In addition to this pupils are given opportunities to develop their musical ability as part of their cross curricular lessons in other subjects. We also hold concerts twice a year at the village hall.

## **PE**

All our children participate in the recommended two hours of PE a week. The PE subject leader ensures coverage of all aspects of the PE curriculum. We encourage and promote sportsmanship and elements of PSHE. The school offers a variety of after-school clubs for all ages and we take part in inter-school challenges as often as we can. All children will have the opportunity to go swimming.

**School Activities:** The School will inform Parents/Carers by letter or text if there is to be any change in school activities or routine. Parents/Carers may be asked to sign a consent form to give their permission for a pupil to attend an after school club or special event outside of school. We issue a consent form when children join the school, asking for permission to take pupils on routine visits, such as swimming or on local walks.

**Educational Visits:** All classes have opportunities to visit local places of interest as part of their learning. Sometimes these visits include journeys further away. These are usually full-day educational visits. Visits are part of the School curriculum, and are offered to all children. Parents/Carers are asked to give a voluntary contribution to cover the cost of the visit. The Friends of Bucknall School (FOBS) fund raise throughout the year to contribute towards costs and so reduce the cost of the visit for Parents/Carers wherever possible.

**Special Educational Needs Provision:** We welcome all pupils to our school. Children who have difficulty in a particular aspect of the curriculum or who may have an ongoing or temporary need will have the nature of the area identified and assessed. Appropriate use of the various support agencies will be sought so that relevant strategies are employed for each individual child. Parents/Carers are fully involved in this process. Please do not hesitate to raise any concerns that you may have with your child's teacher.

## **Homework**

Learning at home is an essential part of good education. Regular homework is important, as it gives pupils the opportunity to practice at home the tasks done in class, and helps the pupils work towards improving important skills. It also helps children to become confident and independent in their learning, which will help throughout their time at school, and in adult life.

We base our homework provision on the Government's recommended time allocation;

Foundation Stage, Years 1 and 2	1 hour per week	Reading, spelling, other literacy work and number work
------------------------------------	--------------------	--

Years 3, 4, 5 and 6	1.5 hours per week	Literacy and Numeracy (including spellings and times tables) as for years 1 and 2, with occasional work in other subjects
---------------------	-----------------------	---

Topic homework is also set for each year group every term. This gives the children opportunity to work over a longer period (3 – 4 weeks) to plan and produce a piece of homework, either on their own, or through working with a Parent/Carer at home.

## **SECTION 6: Positive Behaviour – rewards and sanctions**

Our Positive Behaviour Management Policy helps create an environment where the children get the most from their time at our school. The children are encouraged to be polite and courteous, showing respect for everyone they meet and for the buildings together with the wider school environment. We have a set of class rules in each class which are devised by the children. Class teachers will normally deal with any problems, but will involve the Senior Teacher or the Executive Head Teacher if it is deemed necessary.

## **SECTION 7: Lunches and Healthy Eating**

The school provides hot school meals which can be arranged through the school Administrator. From September 2014 Pupils in Years Reception, 1 and 2 are entitled to Free School Meals under the Government's Universal Infant Free School Meals scheme. The meals are externally sourced. Alternatively children may bring their own food in clearly marked lunchboxes. All lunchboxes are stored in school at the start of the day and

collected by the children at lunchtime. The school encourages a healthy lifestyle and request that parents/carer's assist in this by providing a balanced meal for their children.

The Local Authority provides a facility for free school meals for pupils in Key Stage 2. Details are available at school if you feel that you may be eligible.

We see lunchtime as being a very important part of the school day. We have high expectations of our children and want them to enjoy their meal time through chatting sensibly and developing good table manners. Midday Supervisors encourage children to try all of the foods offered on the hot meal menu and eat all that they bring from home if they have packed lunches. Partly eaten food in lunchboxes is returned home so that Parents/Carers can monitor changing tastes!

### **Snacks at Playtime**

Children in Reception and Key Stage 1 receive a free piece of fruit each day. Key Stage 2 children are strongly encouraged to bring a piece of fruit or a healthy snack (no sweets). Children under 5 qualify for free milk but other children may subscribe to the scheme and fresh milk is delivered for them. Drinking Water is available in all classrooms throughout the day and pupils are encouraged to have their own water bottles.

## **SECTION 8: School Uniform**

We have a School uniform, which we feel gives the children a sense of belonging and helps them to focus on the purpose of learning. All logoed uniform is purchased via [www.nationwideuniform.co.uk](http://www.nationwideuniform.co.uk)

### **The requirements are:**

Claret school sweatshirt/cardigan with the school logo  
Pale blue shirt/blouse/polo shirt - these do not need to have a school logo on  
Grey skirt/dress/trousers/shorts  
Black flat, sensible shoes  
Pale blue/white gingham dress

#### *For PE:*

Sweatshirt  
Jogging bottoms  
Pale blue tee-shirt/polo shirt – logoed  
Plimsolls  
Navy blue plain shorts  
Trainers for outdoor P.E.

All uniform must be clearly named.

### **NB: All children must change for P.E. and Games**

PE and book bags are available from our uniform supplier, however all pupils are given one free of charge on entry to the school.

## **Art, Design and Technology**

The children will be involved in Art/Craft, Design or Technology lessons where some form of protection is needed. Aprons are provided to protect against accidental spillages of paint or glue, but occasionally children do get messy!

## **Hair**

Children's hair should be neat and tidy for school with plain hair bands and scrunchies and only the minimal gel required to maintain the style.

## **Jewellery**

We prefer children not to wear jewellery whilst at school. If your child has pierced ears, please ensure they only have studs in at school. These need to be removed or taped over during PE lessons. Other jewellery could present a hazard during PE/Games or playground activities and should not be worn. If items of jewellery are worn that could present a hazard to the wearer or others, the child will be asked to remove the item and it will be kept safe until the end of the day.

## **SECTION 9: Absence from School**

Should your child/children be unable to attend school, it is very important that we are quickly informed of the reason for absence. Parents/Carers are asked that they inform school of the reason for absence before 9 a.m. on the first day a child is not at school.

A message by telephone or by letter is preferred, although brothers or sisters can initially pass the message to the school administrator. The school must have details of any infectious or prolonged illnesses. The school will consider requests to authorise absences.

Government legislation means that schools are now unable to authorise absence during term time unless under exceptional circumstances.

### **SECTION 10: Illness / Injury in School**

If a child becomes ill at School we will contact the Parents/Carers. The child will only be allowed to go home with a known adult and will not leave School on his or her own. If a child is injured during School-time, basic first aid will be given. If a head injury occurs, parents will be notified by text if this is deemed necessary. If more specialised help is needed Parents/Carers will be contacted immediately and the emergency services if deemed necessary. In the event of a Parent/Carer not being available the Executive Headteacher or Senior Teacher will take appropriate action. It should be noted however that no medication will be given at any time without Parents/Carers written consent. Consent forms are available from the School Office.

Children suffering from infections requiring treatment by antibiotics should not normally be in school until the course of treatment has been completed. The school will however try to make arrangements with Parents/Carers if medication is required longer term. All arrangements will however be at the discretion of the Executive Headteacher.

The Executive Headteacher will seek advice from the School Health Service regarding the care in management of pupils who have returned to school following a long term illness or injury.

### **Long Term Condition/Illness**

Parents/Carers of children with long term conditions or a chronic disease must discuss and agree the child's individual needs with the Executive Headteacher so that we can ensure the continuing education of your child.

The School encourages all Parents/Carers to discuss any health concerns they may have, particularly where there is concern that this may affect the child's learning.

## **SECTION 11: Staffing**

<b>Executive Headteacher</b>	Mr G Hicks	
<b>Senior Teacher</b>	Mrs E Chappell	Years Reception, 1 & 2
<b>Class Teacher</b>	Mr G Cassey	Years 3, 4, 5 and 6
<b>Teaching Assistants</b>	Mrs L Johnson Miss D Parsons Mrs L Kidger Miss V Moore Mrs C Price	
<b>School Administrator</b>	Mrs B Stubbs	
<b>Clerk to Governors</b>	Mrs J Trotter	
<b>Caretaker</b>	Mrs B Stubbs	
<b>Midday Supervisors</b>	Mrs V Oliver Mrs L Kidger	

## **SECTION 12: The Governing Body**

The Governing Body has responsibility to determine the aims and overall conduct of the school with a view to promoting high standards of educational achievement. It has specific responsibility for ensuring the delivery of a broad and balanced curriculum, setting the school budget, establishing staffing levels and monitoring health and safety and the management of premises.

The Governing Body has the current constitution:

<b>Category of Governor</b>	<b>Number</b>
Co-opted	5
Local Authority	1
Parents/Carers	2
School Staff	1
Executive Headteacher	1
Clerk to the Governors	1

Whilst the Governing Body maintains the strategic responsibility for planning within the school, implementation and day to day management of the school is the responsibility of the Executive Headteacher working with the staff of the school.

The Governing Body and the Executive Headteacher work together to deliver the best possible outcomes for the school.

The Governing Body meets every term (6 times a year), with an alternating focus on Standards and Curriculum and Finance and Resources.

All Governing Body meetings are minuted by the Clerk to the Governing Body. Parents/Carers may request copies of the Minutes from the Clerk and these will be made available once they are agreed and signed as a true record.

### **SECTION 13: FOBS (Friends of Bucknall School)**

FOBS are active throughout the school, organising fundraising events and social occasions to provide extra funding for equipment that may not otherwise be purchased from school funds. The committee is voluntary and made up from Parents/Carers of children in the school along with school staff.

### **SECTION 14: Published Admission Number and Admissions Policy**

The Published Admission Number is 8.

### **Lincolnshire County Council's Policy for Admission to Primary Schools**

To access this document, along with Performance data, please visit our website:

[www.bucknall.lincs.sch.uk](http://www.bucknall.lincs.sch.uk)

### **SECTION 15: Complaints Procedure**

The school strives to deliver the best possible education, care and welfare for pupils at all times. The Staff and Governors are dedicated to achieving this aim.

There may be times when a problem arises and Parents/Carers are encouraged to approach the school with their concerns. In most circumstances any problems can be quickly rectified; however should the situation not be resolved the school has developed a detailed complaints procedure, which is available on request from the school administrator and on our website:

[www.bucknall.lincs.sch.uk](http://www.bucknall.lincs.sch.uk)

**BUCKNALL PRIMARY SCHOOL**

**SCHOOL TERMS & HOLIDAYS 2018/2019**

<b>Term 1</b>	<b>Tuesday</b>	<b>4th September 2018</b>
	<b>To</b>	
	<b>Friday</b>	<b>19th October 2018</b>
<b>Term 2</b>	<b>Monday</b>	<b>29th October 2018</b>
	<b>To</b>	
	<b>Wednesday</b>	<b>19th December 2018</b>
Bank Holidays:- Tuesday 25 <sup>th</sup> & Wednesday 26 <sup>th</sup> December 2018 Tuesday 1 <sup>st</sup> January 2019		
<b>Term 3</b>	<b>Monday</b>	<b>7<sup>th</sup> January 2019</b>
	<b>To</b>	
	<b>Friday</b>	<b>15<sup>th</sup> February 2019</b>
<b>Term 4</b>	<b>Monday</b>	<b>25th February 2019</b>
	<b>To</b>	
	<b>Friday</b>	<b>5<sup>th</sup> April 2019</b>
Bank Holidays:- Friday 19 <sup>th</sup> April & Monday 22 <sup>nd</sup> April 2019		
<b>Term 5</b>	<b>Tuesday</b>	<b>23<sup>rd</sup> April 2019</b>
	<b>To</b>	
	<b>Friday</b>	<b>24<sup>th</sup> May 2019</b>
Bank Holidays:- Monday 6 <sup>th</sup> & Monday 27 <sup>th</sup> May 2019		
<b>Term 6</b>	<b>Monday</b>	<b>3<sup>rd</sup> June 2019</b>
	<b>To</b>	
	<b>Friday</b>	<b>19<sup>th</sup> July 2019</b>

**Inset Dates:**

**Monday 3<sup>rd</sup> September 2018**

**Thursday 20<sup>th</sup> December 2018**

**Plus 6 Twilight sessions**

## Acronyms

AfL	Assessment for Learning
ALS	Additional Learning Support
APS	Average Point Score
AQA	Assessment and Qualifications Alliance
AST	Advanced Skills Teacher
CAF	Common Assessment Framework
CDT	Craft, Design and Technology
CfBT	Centre for British Teachers
CPD	Continuing Professional Development
CVA	Contextual Value Added
D&T	Design and Technology
DCSF	Department for Children, Schools and Families
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EBSS	Emotional and Behaviour Support Service
EY	Early Years
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
EWO	Educational Welfare Officer
F&R	Finance and Resources Committee
FE	Further Education
FGB	Full Governing Body
FLS	Further Literacy Support
FMSIS	Financial Management Standards in Schools
FSM	Free School Meals
G & T	Gifted and Talented
HMI	Her Majesty's Inspector
ICT	Information Communications Technology
IEP	Individual Education Plan
INSET	In-Service Education and Training
KS1	Key Stage 1 (infants)
KS2	Key Stage 2 (juniors)
LA	Local Authority
LSS	Learning Support Service
NAA	National Assessment Authority
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education
POAP	Post Ofsted Action Plan
PPA	Planning, Preparation and Assessment
PSHE	Personal Social Health Education
QCA	Qualification and Curriculum Authority
S&C	Standards and Curriculum Committee
SALT	Speech and Language Therapy
SAP	System Applications Product (Financial Systems and Data Processing)
SATs	Standardised Assessment Tests
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SEF	Self Evaluation Form
SENCO	Special Educational Needs Co-ordinator
SIC	School Improvement Consultant
SIP	School Improvement Partner
SL	Subject Leader
SSIP	Senior School Improvement Partner
TA	Teaching Assistant
VA	Value Added