



# ***Busill Jones Primary School***

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Head Teacher: Mrs A Black

## **Busill Jones Primary School**

### **Prospectus**



**Mrs Amanda Black**

**Head Teacher**

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# Busill Jones Primary School

## Aims

'... reaching for the stars'



In making a difference, Busill Jones School aims to:-

- extend children's knowledge, experience and skills so that they become valuable members of society.
- provide a purposeful, pleasant, supportive atmosphere in which to learn.
- provide worthwhile and interesting school work that helps to foster a sense of achievement for each child.
- develop children's self-discipline so that they behave with care, courtesy, good manners and have respect for people and property.
- develop children who are enthusiastic, co-operative, with a positive self-image and enjoy coming to school.

# Introduction to Busill Jones School

Busill Jones Primary School comprises separate Infant and Junior buildings set in extensive grounds bordered by the Wyrley and Essington canal. The buildings date from 1954 and were named after a Mayor of Walsall. The school is located in the West of Bloxwich and predominantly serves the 'Dudley Fields' and 'Chepstow' housing estates. However a fair proportion of our pupils travel some distance to attend. We currently have about 330 pupils on roll.

We have a 52 place, part time nursery. In addition we have two foundation stage classes, 3 Key Stage 1 classes and 6 Key Stage 2 classes. Specialist accommodation comprises of an ICT suite, 2 halls, a separate dining room, 2 green rooms to support inclusion, as well as various other small areas for group work. We have a 15 place Additionally Resourced Provision within school for pupils with communication needs (for children with a diagnosis of specific language impairment or Autism). Children are placed with us by the Local Authority through application to a multi-agency panel.

We consider ourselves very fortunate in being generously resourced as far as accommodation and school grounds are concerned.

Parents are partners with the school and help play a role in ensuring that the individual needs of the pupils are met. The school aims to encourage high standards of achievement and behaviour within a supportive learning environment. The support of parents is crucial to the achievement of this aim. Two Parents Evenings are arranged throughout the year at which parents can discuss the progress of their children with class teachers, the Deputy Head Teacher/SENCO and the Head Teacher. More informal consultations take place throughout the year as and when appropriate. We try to foster an 'open door' approach and welcome regular communication with parents.

We aim to support parents in helping their children at school so we run inspire sessions.

We have an active Parents Association which organises fund raising events for the school as well as providing enjoyable activities for the children.

Particular strengths of the school would include:-

- Provision of extracurricular activities.
- Provision for pupils with SEN.
- Our ICT provision and expertise.
- Our commitment to Inclusion

At present Busill Jones School has a teaching establishment of 15 teachers (including the Head Teacher), 1 Nursery Nurse, 6 Higher Level Teaching Assistants, 22 Teaching Assistants, a Finance Officer, a School Secretary, an administrator, a Speech & Language therapist and a caretaker.

Upon leaving Busill Jones our pupils transfer to the Bloxwich Academy, Great Wyrley High, Willenhall E-ACT Academy, Shelfield Community School, Pool Hayes Community School, Cheslyn Hay Sports College, Shire Oak Academy, Brownhills Secondary School, Wednesfield High School and the Walsall Academy.

A significant number of adults working in the school live within the community and send their children here. There is a strong sense of 'family' at Busill Jones.

The Governors, as managers of the school have the responsibility to secure a high quality of provision for all the pupils. The Governors monitor the work of the school. They do this by receiving regular reports based on the objective findings of Authority inspectors and other individuals or bodies. They hold full meetings at least once every term as well as using a committee structure for more detailed work.

## The Governing Body

The Governing Body of Busill Jones School currently consists of 11 persons:-

Representatives of the parents elected by ballot.

Mrs G Jones (Chair)

Cllr. B Allen (Vice Chair)

Representatives of the Parents

Miss R Horton

Vacancy

Miss K Gunter

Representatives of the Education Authority.

Cllr. B Allen

Representatives of the staff and teachers.

Mrs M Baggott

Mrs D Pincher

Mrs A Black, the Head Teacher, is also a governor.

Co-opted Governors

Vacancy

Mrs A Collett

Vacancy

## Staff List

### Senior Leadership Team

Mrs A Black	Head Teacher
Mrs M Baggott	Deputy Head Teacher/SENCO

### Office Staff

Mrs S Oakley	Administrator
Miss G Sanders	Reception/Admin
Mrs A Bullock	School Finance Officer

### Foundation Stage

Mrs D Peake	Nursery Teacher
Mrs J Hayes	Early Years Nursery Nurse
Mrs J Roycroft	Reception Teacher & Phase Leader
Miss J Beddow	Reception Teacher
Miss N Wootton	Reception Teaching Assistant
Miss D Rolleston	HLTA & Reception Assistant

### Key Stage 1

Mrs R Lue-Que	Y1/2 Teacher & Phase Leader
Miss M Tolley	Y1/2 Teacher
Miss L Watson	Y1/2 Teacher
Mrs L Danks	Y1/2 Teaching Assistant
Miss S Jenkins-Caley	Y1/2 Teaching Assistant
Mrs J Orme	Y1/2 Teaching Assistant
Miss C Pope	HLTA

**Key Stage 2**

Mrs D Pincher	Y5/6 Teacher
Mrs J Ashman	Y5/6 Teacher & 5/6 Team Leader
Mrs J Mavi	Y5/6 Teacher
Miss E Woodward	Y3/4 Teacher & Phase Leader
Miss E Chesterton	Y3/4 Teacher
Mrs D Whitehouse	Y3/4 Teacher
Miss R Wilson	Y3/4 HLTA
Mrs T Bowdler	Y5/6 HLTA
Mrs J Martin	Y5/6 Teaching Assistant
Mrs J Gould	Y3/4 Teaching Assistant
Miss C Terry	Y3/4 Teaching Assistant
Mrs J Pincher	Learning Support Assistant
Mrs S Bullock	Learning Support Assistant
Mrs L McLeod	Integration Assistant
Mrs J Croft	Y5/6 Teaching Assistant

**Additionally Resourced Provision**

Miss N Madden	Speech & Language Therapist
Mrs N Rushton	HLTA
Mrs H Fowler	HLTA
Miss Z Cooper	Learning Support Assistant
Mrs L Janes	Learning Support Assistant
Mrs E Dyson	Learning Support Assistant
Mrs T Dunn	Learning Support Assistant
Mrs S Hodson	Learning Support Assistant
Mrs J Davies	Learning Support Assistant
Mr D Taylor	Learning Support Assistant
Mrs M Bull	Learning Support Assistant
Mrs F Brant	Learning Support Assistant
Mrs E Jones	Learning Support Assistant
Miss K Cooper	Learning Support Assistant



**Dinner Supervisors**

**EYFS**

Mrs D Garratt      Miss A Bullen

**Key Stage 1**

Mrs L Danks  
Mrs V Tranter

Mrs K Banks

**Key Stage 2**

Mrs T Bowdler  
Mrs M Bees  
Mrs E Jackson  
Mrs C Timmins

Mrs T Brown  
Mrs A Charteris  
Mrs Y King

**School Caretaker**

Mr N Britton

## The Primary Curriculum

Busill Jones Primary School offers pupils the full range of National Curriculum subjects and this presents the pupils with the broad and balanced curriculum to which they are entitled.

The subjects in the National Curriculum are as follows:-

### **The Core Subjects:**

English, Mathematics, Science,

### **The Foundation Subjects:**

Art, Geography, History, Music, Physical Education,  
Design & Technology.

In addition, pupils follow programmes in Religious Education, Personal, Social and Moral Education and Citizenship. We also teach a Modern Foreign Language (French) to all of our Key stage 2 classes.

There is an emphasis in the school on the development of English and Maths and Music. Governors also place a high priority on the teaching of swimming due to the school's close proximity to the canal and open water.

We value a broad curriculum and offer many educational visits as well as taking advantage of providing a large variety of extracurricular and 'out of school' activities.

The school is committed to encourage pupils to achieve their best. To this end we set annual pupil targets monitored through pupil progress meetings. We also provide excellent support for any pupils on the Special Educational Needs profile. We pride ourselves on being an inclusive school.

## Foundation Stage

The Foundation Stage begins at the age of three when children enter Nursery, and continue into our Reception Class, until they enter Key Stage 1 at the age of five.

The attitudes, skills, and knowledge that children develop in these Early Years will form the base or 'foundation' of their future education. Here at Busill Jones, we provide high quality education, following the Early Years Foundation Stage curriculum that focuses on developing the emotional, social and physical well being of the child, as well as developing intellectual and academic abilities.

We encourage children to deepen their understanding through: playing, talking, observing, planning and questioning with adults and each other.

In the early years we seek to develop a close relationship with parents, visiting pre-school children in their homes and welcoming parents into school to support children's learning and to share in their success.



Learning for young children is both a rewarding and enjoyable experience. We have high expectations, delivering a curriculum through which children make good progress towards and, where appropriate, beyond the early learning goals.

There are seven areas of learning that shape the educational activities included in the early years foundation stage. All areas of learning are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, these three prime areas are; communication and language, physical development and personal, social and emotional development.

There are a further four areas through which the three prime areas are strengthened these areas are; literacy, mathematics, understanding of the world and expressive arts and design.

### **Physical Development**

Physical development involves giving children opportunities to be active and interactive; and to develop their co-ordination, control and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **Expressive Arts and Design**

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

### **Communication and Language**

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### **Literacy**

Literacy development involves encouraging children to link sounds and letters and begin to read and write. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interests.

### **Mathematics**

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

### **Understanding of the World**

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



## **Personal, Social, and Emotional Development**

To develop a strong self image and self esteem, through opportunities that allow them to be valued members of the group.

We aim to help all children achieve in all seven area of learning by engaging them in the following activities:

- Circle time activities to develop Speaking and Listening skills
- Creative activities
- Focused small group activities: early Literacy/Numeracy skills/Knowledge and Understanding/Physical development
- Snack time
- Outdoor activities
- Activities that develop skills through planned and spontaneous play.

## **Reception**

During the morning session, the children work in small groups, supported by an adult or independently, to complete maths activities. Literacy is supported through Letters and Sounds, children learn to read, write and spell using letter sounds.

Other activities include P.E., outdoor play activities, time exploring various modes of technology, snack time, and assemblies.

Parents are invited to share in class and congratulation assemblies throughout the year.

During the afternoon session, the children are involved in activities that provide opportunities for learning in various areas within the classroom and outdoors; the activities include Creative Development, Knowledge and Understanding of the World, and Physical Development. The children also have computer and Internet access and lessons often make use of an Interactive Whiteboard. The session is concluded with speaking and listening activities such as circle time, stories, songs and rhymes.



# Key Stage 1

## English

English is central to the curriculum. We recognise this by giving a substantial amount of time to teaching the essential skills involved in reading, writing, speaking and listening. We use Letters and Sounds, which is a reading and writing programme based on phonics. The programme also includes the use of partner work to encourage speaking and listening skills. The children have a daily phonic lesson, grouped according to their reading level. The children work in pairs so that they answer every question, practise every activity with their partner and take turns talking to each other which enhances their speaking and listening skills. There is an exciting variety of books within the programme both in fiction and non-fiction. The pupils also receive a daily English lesson. The children are focussed on vocabulary, punctuation, sentence openers and connectives through fast, fun oral activities throughout the week and dedicated writing lessons.

We have a separate Key Stage 1 library offering a large selection of books for the children to choose from on a weekly basis. Children are given many opportunities to read and share a variety of texts, in connection with other subjects, for comprehension and for simple enjoyment.

In the Foundation Stage, letter formation is taught using the Letters and Sounds Phonics scheme, and as the children progress through Key Stage 1, this leads itself naturally to a fully-joined style. By the end of Year 2 children are encouraged to use joined handwriting ready for Key Stage 2. ORT reading scheme is used.



## Mathematics

All pupils follow the National Curriculum. This is supported by a variety of published materials. The teaching is planned and designed to enable our pupils to cope effectively with tasks and problems at their own level. We attach great importance to the development of mental methods, and practical mathematics, as an aid to understanding. From the time children enter our school, we aim to give them enjoyable mathematical experiences. Through enquiry and discovery, we develop

children's understanding of mathematics and their awareness of its uses outside the classroom.

## **Other Curriculum Areas**

Other subject areas such as History, Geography, Art and D.T. are taught through our Irresistible Curriculum. Science is taught as a discrete subject. Children's natural curiosity is encouraged by providing 'hands on' experiences which form the basis for scientific investigations. Skills in observing, predicting, measuring, communicating, obtaining and analysing evidence are developed from reception onwards.

Each Foundation and Key Stage 1 class has access to wireless lap top computers which are used by individuals or groups of children to develop their I.C.T. skills. The computers are also used as a resource to support learning in other areas of the curriculum. Both the Foundation Stage and Key Stage 1 have time tabled access to the I.C.T. suite in the Key Stage 2 building. A range of software is used to provide progression and challenge at the appropriate level.

Some children require more support with their learning. We make an early start here at Busill Jones in considering and providing the additional provision that may be needed to support a child's progress.





## Key Stage 2

### English

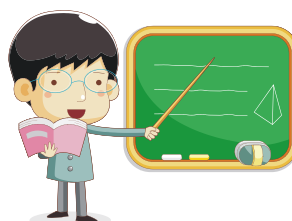
Our aim is to enable our pupils to read and write with confidence and to develop a love of literacy. A daily english lesson is delivered following the National Curriculum. The children are focussed on vocabulary, punctuation, sentence openers and connectives through fast, fun oral activities throughout the week and dedicated writing lessons. The children are made aware of their progress in writing and taught how to improve their skills in writing.

Our pupils are encouraged to read a wide range of texts and in Key stage 2 they have access to a separate Key stage 2 Library. Parents are encouraged to share these reading books at home with their children.

One of the ways that we extend speaking and listening is through drama. Parents are invited to Inspire Days and Christmas productions and the pupils enjoy putting on a performance for them. The children also look forward to performances in school by theatre companies and occasional visits to the theatre.

Pupils' achievements are recognised by the presentation of a wide range of certificates. We value their written work and it is attractively displayed in classrooms and corridors.

We aim to enable each child to achieve success and to leave Busill Jones well-equipped to access learning in the secondary school.





## **Mathematics**

Mathematical skills are a part of everyday life. They are needed to calculate and solve problems in the home, at work, in shops and in leisure pursuits. Our aim is to equip pupils with the necessary basic knowledge, abilities and confidence which they will need for the future.

At Busill Jones, children are encouraged to enjoy maths. As a core subject, it is a main feature of each day's activities from Nursery to Year 6. Teachers aim to deliver the elements of the National Curriculum in a wide range of styles.

We aim to encourage the pupils' abilities to handle maths problems mentally as well as using both formal and informal written methods. We recognise the importance of quality teaching and learning in The Foundation Stage where early skills, including number recognition, counting and shape work, are of the essence.

Throughout their primary school years, the pupils gain knowledge and skills in handling numbers, solving problems, working with shapes and handling and interpreting data - often using I.C.T. to help them to do so. We aim to give children the ability to think for themselves and work through problems in a logical fashion.

## **I.C.T/Computing**

Since Information Communication Technology has become a major part of everyday life pupils are given the opportunity to develop their knowledge of applications of I.C.T. and the opportunities it provides. From Nursery upwards, pupils at Busill Jones School have regular access to a variety of up-to-date technology and software. We are very well resourced. This can include Internet, use of digital cameras, interactive whiteboards, Ipads, floor turtle and scanners. Many of these tools are utilised for both teaching and learning across the curriculum on a frequent basis in the classroom and in the I.C.T. suite. There is also a successful homework club run after school.

In primary schools, I.C.T. mainly refers to the use of computers, but also includes calculators, tape recorders and electronic toys. Pupils are taught to use I.C.T. equipment and software to communicate and handle information, for problem solving, recording, monitoring and control.

Technology moves at such a fast pace! At Busill Jones we do our utmost to keep up with the latest developments in software and equipment in order that we can give every possible learning opportunity to our pupils. By the time children reach the end of Key Stage 2 they have had a wide range of experiences in I.C.T. and are well-prepared to move on to Secondary School. We aspire to teach the skills of I.C.T. with

the aim of empowering the pupils to use these skills as an aid to learning.



## D.T.

An interesting and enjoyable, yet challenging subject, D.T. (Design and Technology) encourages pupils to stretch their imaginations and test their ideas. The subject plays a unique role in emphasising the importance of practical capability and provides opportunities for children to develop their powers to make decisions and create new solutions. Tasks are set which promote the use of learned skills and creative ideas in order to reach an end product or solution. The children are encouraged to evaluate their work and each other's - in a constructive way of course!!!

## Science

Science is taught in a variety of ways in order to develop the young enquiring mind. Meeting the widely differing needs of all our pupils is a central task for teachers at Busill Jones, therefore the teaching of Science is topic based and in line with nationally recommended documents through the Irresistible Curriculum.

The Children experience and develop scientific enquiry through planning, obtaining and presenting evidence, considering evidence and evaluating. As they progress through the school they study various topics such as life processes and living things, materials and properties and physical processes. We make extensive use of ICT in teaching science. We also assess pupil's prior knowledge and then use formative and summative assessments to measure their progress.

We have a high regard for Health & Safety and recognise hazards in all aspects of the science curriculum. We assess the risks and take action to reduce them.

Above all, effective learning occurs when the children enjoy their Science lessons!



## **MFL**

From Year 3 our children receive a weekly lesson of French. The overall focus for MFL is fun, involvement and enjoyment. The main emphasis initially is on the use of oracy, but as the children progress, reading and writing is introduced. The language is taught through interactive software, songs, games, finger rhymes and story books, often involving toys, flashcards and other visual aids. Each session introduces a new focus as well as revising and practising previously taught structures and songs. Attention is given to providing varied activities. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative. A great emphasis is placed on providing maximum encouragement and participation, so that the children feel motivated.

## **RE**

Pupils are given access to Religious Education in a variety of ways to give a broad and wide-ranging experience. Although the syllabus is mainly Christian, the pupils are introduced to many other religious experiences to help enable them to cope with the multicultural aspects of their world, since only through experience and understanding can they be in a position to appreciate fully the views of others. Many teaching styles are employed and aspects of Religious Education are explored in plays, drama, english, dance, art and other subjects.

Parents have the right to withdraw pupils from RE lessons and collective acts of worship however the Governors require a letter from parents.

## **Art**

Pupils are given the experience of a wide range of tools and techniques, in both two and three dimensions. They are encouraged to build on their own skills, experiment with different media and to observe through all of their senses. Throughout their time at the school, they keep a sketchbook of their experiments as a record of their experiences.

## **Geography & History**

The teaching and learning of Geography and History at Busill Jones Primary School is

based upon National Curriculum requirements delivered through the Irresistible curriculum. Our Geography and History teaching and learning is concerned with the past and places, people and themes, such as transport and buildings. It is also concerned with equipping pupils with the necessary skills to investigate their own locality in terms of places and people. Pupils also learn about the wider world and are able to contrast different places with their own. They are also made aware of physical and human geographical features when developing an awareness of a place. We encourage children to approach Geography with a sense of investigation and enjoyment.



## **Irresistible Curriculum**

Our creative curriculum is called the Irresistible Curriculum. The school is divided into teams EYFS, Key stage 1, Lower Key stage 2 and Upper key stage 2. Each team has a different theme to follow each term. Through these themes the children are inspired and taught the skills and knowledge of subjects in a cross curricular way.

## **Physical Education**

Children are always on the go. They certainly are at Busill Jones. We have lots of space and we use it! We have PE lessons, a swimming programme, many and varied clubs for all ages. All of these help contribute to the health and happiness of our pupils. 2 coaches from Sports Plus provide professional training for pupils every lunch time.

Children swim on a regular basis during their time at Busill Jones.

## **Music**

Busill Jones Primary School has a variety of percussion instruments available for classroom use, and also schemes of work through which the required curriculum is delivered to both Key Stages. There is a strong tradition of singing, including both songs and hymns. We employ a specialised music teacher to work on a weekly basis with pupils from Year 2 to Year 5 to teach 'Rock It'. This is a programme teaching keyboard, tin pan and other percussion instruments enabling our children to perform together for different audiences. We have achieved distinctions at level 1, 2 and 3 from the London College of Music Examinations of which we are extremely proud.

## **Personal, Social & Moral Education & Citizenship**

All pupils follow a structured programme of Personal, Social & Moral Education which covers classroom manners, getting on with/helping others, learning rules, social skills, self advocacy, dealing with bullying, health/sex education and so on.

## **British Values**

At Busill Jones Primary School we uphold and teach pupils the fundamental British Values of democracy, the rule of the law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

These values are taught explicitly through PSHE and RE. We also teach British Values through planning and delivering a broad and balanced curriculum.

## **Collective Act of Worship**

The Collective Act of Worship at Busill Jones School aims to provide the opportunity for pupils to consider spiritual and moral issues and to explore their own beliefs. Pupils are encouraged to develop a community spirit and positive attitude.

Collective Worship, subject to the parental right of withdrawal, is intended to be appropriate for and to include all pupils attending the school. Legislation requires that Collective Worship 'is to be wholly or mainly of a broadly Christian character'. This is worship which reflects the broad traditions of Christian belief and the majority of acts of Collective Worship at this school are broadly Christian in outlook. It is also open to the school to have acts of worship which are in line with the traditions of other religions. It is considered that all pupils, whether or not they come from Christian families, should be able to join in the act of Collective Worship. Parents are informed, however that they have the right to withdraw their child from Collective Worship.

Experience suggests, however, that to avoid misunderstandings parents should consult with the Head Teacher before withdrawal.

## **Equal Opportunities**

Busill Jones School aims to promote an understanding of the principles of equal opportunities and racial equality through the implementation of a curriculum which acknowledges and welcomes cultural diversity and individual differences. Through curricula and community activities pupils have the opportunity to share ideas, interests and opinions, learn tolerance and fairness towards others, and develop an understanding of the similarities and differences among people. All members of the school community are valued equally.

## **Sex and Relationships Education**

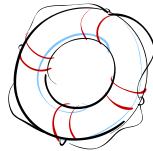
Busill Jones School believes the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. Sex education will form part of the personal, social and moral education.

## **Pastoral Care**

Each pupil is taught in class groups under the pastoral care of a class teacher. The school views the quality of relationships formed between pupils and class teachers as of primary importance.

## **Safeguarding**

The children are taught all aspects of keeping safe through assemblies which cover aspects as Road Safety, Stranger Danger, Water Safety, Bullying and E-Safety. The children are encouraged to share any concerns they may have however small with the adults in school.



## **Additionally Resourced Provision**

We aim to provide an inclusive and supportive environment where children's communication skills are developed to their full potential whilst continuing to access the national curriculum.

### **"Set up"**

Children are supported within a mainstream classroom as well as having frequent opportunities to work within small groups and receive one to one specialist support for their individual targets in the KS1/KS2 resource classroom.

As part of the whole school inclusive environment a multi-modal approach is used to develop communication skills. Throughout the school all staff and children use signs/symbols/photographs/visual timelines to support communication, learning and behaviour.

## **"The Team"**

We work collaboratively with parents to develop all aspects of communication, social and life skills.

- Mrs A Black - Head Teacher
- Mrs M Baggott - Deputy Head (with responsibility for special needs and inclusion)
- Miss N Madden - Specialist Speech and Language Therapist
- Mrs N Rushton - Higher Level Teaching Assistant
- Mrs H Fowler - Higher Level Teaching Assistant
- 11 Teaching Assistants
- Mainstream Classroom Teachers
- Educational Psychologist

We provide resourced places for children:

- with a diagnosis of Autism Spectrum Disorder and a Statement of Special Educational Needs, where communication has been identified as the primary area of need
- with a Statement of Special Educational Needs/School Action Plus where specific speech and language difficulties have been identified as the primary area of need

Admission to the resource is independent to standard school admission and is decided by a panel of professionals led by Educational Walsall.

## **Charging & Remissions Policy**

Governors of the school accept that it is sometimes difficult for parents to contribute towards educational visits and theatre groups in school. They have adopted a policy that the school will contribute towards all such events in an attempt to lower the costs. Also no child will ever be discriminated against on the grounds that their parents are unable to pay. However, the school does reserve the right to cancel trips and events if they do not prove to be financially viable.

## **Learning at Home**

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers to support children's learning. For example, a parent who spends time reading a story to their child before

bedtime is helping with homework.

Homework is a very important part of a child's education and can add much to their development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'.

We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school.

Indeed, homework is seen as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

## **Extra Curricular**

We pride ourselves on being able to offer a range of extra-curricular activities with which to enhance our curriculum.

We have visits from travelling theatre companies as well as taking our pupils to theatres in Wolverhampton, Lichfield and Birmingham. We have also visited Symphony Hall.

We currently offer lunchtime and after school clubs for Homework, Reading, Forest Schools, Football Coaching, Rounders and Computer.

Our Year 6 pupils are given an opportunity to take part in Outdoor and Adventurous activities which include sailing, mountain bike riding and climbing.





# General Information 1

## General School Regulations

Parents are asked to note the following school regulations.

If pupils require medication during the school day then parents need to complete a medication consent form available from the school office. The medication should be delivered to the school office and should be clearly labelled. It will be administered from the school office **not** by the class teacher. It is preferable for pupils to take medicines at home and they should only be sent to school when absolutely necessary.

At Busill Jones School the school day starts at 8.45 a.m. in key stage 2 and 8.50 a.m. in key stage 1. Pupils should not arrive earlier than 8.30 a.m. Parents should note that the playground will be unsupervised until 8.30 a.m.

The school is obliged to keep a record of all absences and it is essential that parents notify school of the reasons for non-attendance.

Pupils are not to bring radios, mobile phones, personal stereos or valuables, including jewellery, to school.

## Hair

To avoid the spread of head lice we insist long hair should be tied back. Hair in general should be kept in a presentable style with no extremes of colour, fashion or hair style.



## Jewellery

The children are able to wear one pair of plain stud earrings and a watch. All earrings and watches must be removed for P.E. and swimming lessons. Once removed they are the responsibility of the children.

## General Information 2

### School Uniform

The school uniform is as follows:

A navy blue sweatshirt or cardigan preferably embroidered with the school badge.

A pale blue or white polo shirt preferably embroidered with the school badge or white/pale blue shirt.

A white tee shirt preferably printed with the school badge (for PE).

Dark grey or black trousers/skirt. In summer children may also wear blue 'gingham' dresses.

Children should wear black shoes or all black trainers (No coloured stripes).

**School uniform is available from Clive Marks Schoolwear Ltd  
19 Park Place Shopping Centre, Park Street, Walsall and  
Crested School Wear No. 7 Victorian Arcade, Walsall.**

Please check with the shops for current prices.

### Lunchtimes

Highly nutritious meals are available to all children. Busill Jones School operates a cafeteria type system where children can choose from a selection of meals. The dinner staff will however guide the children's choice to ensure a balanced diet is provided. Dinner money is collected at the beginning of every week.

Pupils may also bring packed lunches to eat in the dining room.

Applications for free meals, for those who qualify, have to be processed through the Civic Centre in Walsall.

## **School Tuck**

All pupils are encouraged to drink lots of water during the school day.

Infant pupils can also purchase healthy snacks from their classroom first thing in the morning before lessons begin.

Nursery and reception pupils are provided with a drink of water and a snack.

All infant and nursery pupils are also provided with fruit on a daily basis.

## **Breakfast Club**

Breakfast club is open from 8 o'clock and available to all pupils at Busill Jones. The service is free but we ask for a small donation towards games or other activities.

Children are given porridge, cereals, fruit or yogurt and a drink. At 8.45am they are escorted to their classes. Places are booked through school reception.

## General Information 3

### Support Services

Busill Jones School is able to call on the services of many professional agencies e.g. Educational Psychology, Occupational Therapy, Speech Therapy, Learning Support Service, Hearing and Visual Impaired Service and the Child Psychology Service.

Pupil welfare and attendance matters are dealt with by the Education Welfare Officer attached to the school.

### Discipline

A code of conduct, based upon the simple expectations of common sense, consideration for others and respect for self and property at all times, is designed for the protection of pupils and all who work in the school.

The school works hard to provide for the equal opportunity of all pupils and the creation of a safe and secure environment for each pupil. Parents should contact the school without delay if they are at all concerned for their child.

The school operates an anti-bullying policy and regards bullying by words or actions as a most serious offence. Any instances of bullying will be dealt with appropriately and the full range of sanctions will be used if necessary.

### Our Rules

Children learn best in an environment where they feel safe and secure. If a boundary or consequence is not applied fairly and consistently, it may cease to have any impact. Rules are on display in the classroom and around the school. Catching a child 'being good' is valuable in reinforcing the differences between positive and negative behaviours.



## **Our Good to be Green system**

Every day the children begin with a 'Good to be green frog' card. When good/appropriate behaviour is observed immediate praise is given. If a child disrupts the class a reminder of the rule is given. If the child disrupts the class again the child is given a warning card and the child will be asked to put the warning card over the 'Good to be green frog' card. The Behaviour Ladder is followed by all staff and displayed in all classrooms. If a child receives a red card the class teacher will speak to the parent at hometime. At the end of the day all warning cards are removed to ensure a fresh start the next morning.

## **Golden Time**

In class this can mean 5/10 minutes time to choose a favourite activity e.g, use a lap top computer, construction activity, read, draw or play a board game. This is a reward given to all pupils who display appropriate behaviour over the week. The compliance of parents both in the spirit and the practical application of a code of conduct is crucial. Incentives and rewards for good behaviour in addition to sanctions for unacceptable behaviour are designed to promote self-discipline amongst the students.

## **General Information 4**

### **Admissions**

The school admits pupils according to the recommended Walsall Metropolitan Borough Council Admission Criteria. Age, siblings in school and closest proximity to the school take precedence. Our pan number for each year group is 45. Infant classes should not have more than 30 children to a class.

### **Parents and Partnership**

Busill Jones School views partnership with Parents over the education of their children as vitally important. Parents are welcome in school and invited to attend regular social events such as class showcase days, nursery open stay & play days. Parents' Consultation Evenings are twice a year where teaching staff are able to provide information on all aspects of pupils' progress. We often use 'home school diaries' where it is felt that a more regular dialogue would be beneficial.

### **Child Protection**

The school maintains a high level of pastoral care of all pupils. Part of this responsibility involves remaining vigilant for any signs of physical, sexual or emotional abuse as well as obvious signs of neglect. Whilst the school maintains its own policy and procedures for supporting and protecting pupils in need this complements the Area Child Protection Code which is available for inspection by Parents/Guardians. Parents/Carers are reminded that in situations causing concern the school has a duty to act in the pupil's best interest and this may on occasion require referral of our concerns to other agencies (for example Social Services).

### **Public access to documents and information**

The following information is available to Parents for inspection at reasonable times:

The Policy Documents approved by the Governing Body for the School.

Statutory Instruments or Department for Education Circulars.

The programmes of study as laid down in the National Curriculum and any other syllabuses, including the agreed syllabus for Religious Education.

The arrangements made by Walsall Local Education Authority for the consideration of complaints.

## Timing of the School Day

### Nursery

Morning nursery opens at 8.40 a.m. and closes at 11.40 a.m.

Afternoon nursery opens at 12.10 p.m. and closes at 3.10 p.m.

### Key Stage 1 and Reception

The morning session opens at 8.50 a.m. and closes at 12.00noon

The afternoon session opens at 12.45 p.m. and closes at 2.55 p.m.

### Key Stage 2

The morning session opens at 8.45 a.m. and closes at 12.00/12.15 p.m.

The afternoon session opens at 12.45/1.00 p.m. and closes at 3.00 p.m.

### Breakfast Club

This runs from 8. 00 a.m. to 8.45 a.m. in Little Treasure's room.

### Nursery Wrap Around

Little Treasures Nurseries Ltd provide this provision. Please ask for additional information.

## Complaints Procedure

We deal with all complaints in accordance with procedures set out by the LEA. If the school cannot resolve any complaint itself, those concerned can ask the LEA to intervene.

All parents have the right, as a last resort, to appeal to the Secretary of State for Education, if they still feel that their complaint has not been properly addressed.

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the head teacher. The head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Should a parent have a complaint about the head teacher, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined over the page.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

The Governing Body must consider all written complaints within three weeks of



receipt. The governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA.