

THE ROBERT DRAKE PRIMARY SCHOOL (FOUNDATION)
Church Road, Thundersley, Benfleet,
Essex. SS7 3HT

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admin@robertdrake.essex.sch.uk (e-mail)

Dear Parents/Carers,

The following pages are an introduction to the school and we hope they will provide answers to many questions that parents ask. It is our belief that the successful education of children can only be achieved in the context of good relationships between home and school and to this end we make our school as welcoming to parents as possible.

We hope that all parents will feel able to come and discuss any aspect of their children's work and well-being as often as necessary.

Yours sincerely

Christine Redpath
Headteacher

SCHOOL GOVERNORS

NAME	CATEGORY
Mrs. P. Challis (Chair)	L.E.A. Governor
Rev. G. Bates	L.E.A. Governor
Mr. M. Vaughan	Partnership Governor
Mr. C. Slack (Vice Chair /Responsible Officer)	Partnership Governor
Mr M. Christmas	Parent Governor
Mr. S. Ashley	Parent Governor
Mrs. J. Bush	Parent Governor
Mrs. L. Pereira	Parent Governor
Miss. C. Redpath (Headteacher)	Staff Governor
Mrs. P. Coe	Staff Governor
Mrs A. Maudlin	Community Governor
Mrs. S. Pipe	Community Governor
Mr. J. Hibbitt	Associate Governor
Mrs. E. Foster	Associate Governor
Mrs. S. Snow	Clerk to Governing Body

STAFF

Miss. Christine Redpath	Headteacher
Mrs. Penny Coe	Deputy Headteacher
Miss. Penny Fowler	Teacher-Key Stage 1 Leader
Mrs. Gail Ball	Teacher-Key Stage 2 Leader
Mrs. Janet Beaumont	Teacher
Mrs. Tanya Vickery	Teacher
Miss. Vicki Johns	Teacher
Miss Gillian Willcox	Teacher
Mrs. Elisabeth Carter	Teacher
Mrs. Caroline England	Teacher
Mrs. Christine Gunnell	Teacher
Mrs. Donna Herbert	Teacher (Part time)
Miss Helen Jones	Teacher
Mrs Linda Rawling	Teacher
Mrs. Hilary Pell	Music Specialist
Mrs. Sharon Snow	Finance Officer
Mrs. Janet Young	Reception / Administration
Mrs. Janice Jackson	Administration / Welfare
Mrs. Lesley Fowler	Teaching Assistant
Mrs. Dorothy Ford	Teaching Assistant
Mrs. Debbie Searles	Teaching Assistant
Mrs. Marisa Slack	Teaching Assistant
Mrs. Elaine Foster	Teaching Assistant
Mrs. Shirley Senior	Teaching Assistant
Mrs. Caroline Howard	Teaching Assistant
Mrs. Lorraine Palmer	Teaching Assistant
Mrs. Helen Cross	Teaching Assistant
Mrs. Angela Metcalfe	Special Needs Assistant
Mrs. Jane Marris	Special Needs Assistant
Mrs. Sue Beck	Special Needs Assistant
Mr. David Clark	Site Manager
Mrs. Margaret Oliver	Cleaner
Mr. Michael Moss	Cleaner
Mr. David Grimble	Site Assistant
Mrs. Janice Carr	Midday Supervisor
Mrs. Sally Vaughan	Midday Assistant
Mrs. Peggy Cooper	Midday Assistant
Mrs. Angela Blackholly	Midday Assistant
Mrs. Susan Kellett	Midday Assistant
Mrs. Janet Hammond	Midday Assistant
Mrs. Garri Walker	Midday Assistant
Mrs. Anne Edwards	Midday Assistant
Mrs. Karen Dunmow	Midday Assistant
Mrs Jacqueline Smith	Midday Assistant

MISSION STATEMENT

To provide a stimulating environment which enables all children to enjoy learning and to reach their individual potential.

Our General Aims in relation to learning are:

to provide a broad, balanced, relevant, stimulating and differentiated curriculum accessible to all students;

to support each pupil in reaching his/her individual potential;

to enable all children to make progress by the use of sensitive and flexibly structured activities;

to encourage a high level of concentration through the provision of purposeful activities in an atmosphere of quiet and calm;

to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility;

to encourage mutual respect and trust between adults and children;

to create a welcoming atmosphere;

to encourage parents to take an active part in their child's education both at home and school;

to increase an awareness of, and sensitivity towards others;

to liaise effectively with pre-school groups and secondary schools, paying particular attention to continuity of the curriculum and progress of each pupil.

September 2007

STARTING SCHOOL

At Robert Drake we fully understand that starting school is a very important event in the life of a child and their family. Therefore, in the term prior to starting school, children and parents are invited to a pre-entry session. Activities are arranged to give a “flavour” of life in school. For example, P.E., computer work, literacy and numeracy. This visit also provides an opportunity for the children to meet each other and their teacher and teaching assistant.

We share with parents the desire to do what is best for their child and believe that the early years of schooling in particular, must be a partnership. To help gather as much information as possible about the children, we ask parents and children together to complete a booklet called ‘Journeying Together’.

Uniform (Reception children only)

Girls: Grey skirt/pinafore dress, white polo shirt and maroon sweatshirt.

Boys: Grey trousers, white polo shirt and maroon sweatshirt.

(A full list of the uniform requirements can be found on the next page).

FACILITIES

The school is a single storey building containing spacious classrooms, a large hall equipped for physical activities and additional working areas. A Reception Unit has been established in a double demountable with its own outdoor activity area, to enable the school to offer quality provision for 4 year olds.

The school is sited on approximately two acres of land surrounded by trees, which give a pleasant rural feel to the school. The field and two hard playground areas have a football pitch, a netball pitch, athletics track, high jump pit and long jump pit. There is also an adventure gym trail.

The school is well equipped with all those items which are now an essential part of primary education, including televisions, DVD, and video recorders, audio-visual equipment, interactive whiteboards and multi-media computers in all classes and a dedicated computer suite. The children benefit from using an overhead projector, drama lighting, portable staging, and a range of musical instruments. A good range of equipment for practical mathematics and science activities is available for each class.

Each class has its own stock of books and these, together with the school library, offer a wide range of fiction and non-fiction books.

School Uniform

Winter

GIRLS

White polo shirt (Reception classes only)
White/blue shirt with collar Years 1-6 (not polo shirt)
Grey skirt or pinafore dress
Grey tailored trousers (**not ski pants, jeans or leggings**)
Maroon Robert Drake sweatshirt (Reception classes only)
Maroon cardigan/jumper Years 1-6 (**not sweatshirt**)
School tie (not needed in Reception)
White ankle or knee length socks or black, white or grey tights
(no trainer socks)
Flat black shoes, **no trainers or knee length boots please**
Boots worn in extreme weather conditions should be changed
on entering school

Pupils wearing heels exceeding 3cms may, for safety reasons be asked to change into their plimsolls during school hours.

BOYS

White polo shirt (Reception classes only)
White/blue shirt with collar Years 1-6 (not polo shirt)
Grey tailored trousers
Maroon Robert Drake sweatshirt (Reception classes only)
Maroon pullover Years 1-6 (not sweatshirt)
School tie (not needed in Reception)
Socks (dark and plain)
Black shoes - **no trainers please**

(Ties are to be worn to and from school Years 1-6)

Summer

GIRLS

Optional Summer uniform blue and white striped/checked
dress
White ankle or knee length socks
Flat black shoes or sandals

BOYS

White polo shirt (Reception classes only)
White/blue short sleeved shirt with collar Years 1-6 (not polo
shirt)
Grey tailored trousers or tailored shorts
School tie (not needed in Reception)
Socks
Black shoes or sandals

N.B. To avoid the national problem of head lice, we have been instructed by the Area Health Authority to ensure that all long hair is tied back whilst the children are at school. The Governors have agreed that this will come into force immediately.

Indoor games, dance and gymnastics

A plain white T-shirt
Black shorts
Black plimsolls

(On occasions, children will work barefooted unless they have a foot infection)

Outdoor games and athletics

A plain white T-shirt
Black shorts
Black plimsolls

Swimming Boys and Girls:

Swimming costume/trunks
Towel
Swimming hat (can be purchased from reception)

Jewellery

Ear studs
Watches (Juniors only)

(We are not responsible for loss of watches at anytime).

ADMISSION POLICY 2008/09

The Planned Admission Number for The Robert Drake Primary School is 45. Children who become 5 years old between 1st September 2008 and 31st August 2009 will be admitted full time in September 2008. There is only one intake per year.

Over Subscription

There is no guarantee of a place for children living in the priority admissions area.

In the event of over-subscription, the following criteria will be applied to determine priority:

1. Looked after children.
2. Children with a sibling attending the school.
3. Other children living in the priority admissions area.
4. Proximity of the child's home to the school, as measured by the shortest distance in a straight line, with those living nearest being accorded higher priority.

Exceptional medical circumstances (supported by medical evidence) may override the above.

Siblings

Siblings are defined as children with a brother or sister (or step brother/sister) in the same family unit at the same address at the time the application is submitted, with a reasonable expectation that the sibling will still be attending the school at the time of admission.

Transfers

Transfer applications for pupils seeking to join the school outside the normal year of entry or mid-year will be responded to within three weeks of receipt. Transfers into school will take place on a termly basis or, in exceptional circumstances, at the commencement of the next half term.

Waiting Lists

Unsuccessful applicants will be placed on a waiting list. The criteria for the waiting list will be in accordance with the admissions criteria.

Appeals Against Admission Decisions

Parents will have the right to appeal against admission decisions to an Independent Appeal Panel, as specified in the Code of Practice, which will meet on a specified date.

Admission Arrangements

The Governing Body will apply the admission arrangements in accordance with the co-ordinated scheme for Essex.

February 2007

GENERAL INFORMATION

The number to admit in any one year is 45. The number on roll during the reporting period 2006/7 was 322. In 2006/07 the percentage of days missed through authorised absence is 5.0%. The percentage of days missed through unauthorised absence is 0.3%.

Arrangements for the consideration of complaints about the school curriculum and related matters, together with all other official documents, are available in the school office. Statutory circulars, OFSTED reports and copies of all policies are available on request from the office. Selections are displayed in reception.

ORGANISATION

Children are grouped in classes by date of birth. Wherever possible we organise the classes into single age groups. When mixed age classes occur selection of pupils ensures that pupils are generally grouped by ability.

The class teacher will use tests, records and personal contact to assess the needs of groups and individuals within the class and thus provide the work to match each child's ability. Teachers are well supported by a Special Needs Co-ordinator, three full time teaching assistants and nine part-time teaching assistants.

Parents will be consulted if a child is experiencing difficulty with his/her learning. Every effort will be made to promote their self-confidence. For example, success in sports, music, craft and drama can help to develop a belief in their ability to learn.

THE SCHOOL DAY

Infants

Morning Session 8.50am – 12.30pm *22 hrs & 30 mins per week

Afternoon Session 1.30pm – 3.15pm

Juniors

Morning Session 8.50am – 12.30pm *24 hrs per week

Afternoon Session 1.30pm – 3.15pm

* not including assembly times and playtimes.

HOLIDAY DATES

A list of holiday dates, term time dates, dates for your diary and other relevant dates are circulated at the beginning of each term.

EMOTIONAL HEALTH AND WELL-BEING OF PUPILS

The school places great importance on the security, happiness and well being of the pupils. Class teachers have daily contact with their pupils and are well placed to provide everyday advice, support and care to students and to encourage responsible behaviour. All pupils have access to the headteacher to discuss problems and issues. Close contact between home and school is always encouraged. The school works closely with outside agencies eg. school nurse and counsellors to ensure individual pupils are given appropriate support.

ENTERING AND LEAVING SCHOOL

Younger children who are normally met from school have instructions to return and wait inside the school entrance if the person who collects them is not outside. If at any time there is likely to be a delay in collecting a child, the school should be notified so that arrangements for supervision can be made.

We encourage the pupils to walk to school whenever possible. In order to ensure the children's safety it is necessary for the parking restrictions to be adhered to at all times. Law prohibits parking on the yellow lines outside the school. To further ensure their safety it is most important that vehicles do not use the school entrance as either a drop-off point for children or a turning area. Apart from disabled vehicles there is no access to the car park.

Children aged 10 or over are permitted to ride bicycles to school if they have successfully completed the Essex Cyclist Training Scheme. However, they must wear cycle helmets and dismount and walk with their bikes within the school grounds.

LOOKING AFTER PUPIL'S DATA

The Robert Drake Primary School processes personal data about its pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils' teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care; and to
- assess how well the school as a whole is doing.

This data includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Children, Schools and Families (DCSF), and to agencies that are prescribed by law, such as the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC), the Department of Health (DH), Primary Care Trusts (PCT). All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

The Fair Processing Notice has been prepared at a time of change with the re-structuring of the Department for Education and Skills and the Department of Trade and Industry into three new Departments: the Department for Children, Schools and Families (DCSF), the Department for Innovation, Universities and Skills (DIUS) and the Department for Business, Enterprise and Regulator Reform (DBERR). It may be that, [during the period covered by this FPN], steps will be taken to enable the DCSF to match individual pupil information with higher and further education attainment data held by the DIUS.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child's behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact the relevant organisation in writing. Details of these organisations can be found in the full version of this notice on the following website: www.essexcc.gov.uk. Click on 'Learning', then 'Schools', then follow the quick link at the side of the page) or, for those pupils/parents where this is not practical, a hard copy can be obtained from the Headteacher

Your attention is drawn to (Layer 2) of this Fair Processing Notice, which gives supplementary information about the processing of pupil data by the organisations mentioned above, and to the Full Notice (Layer 3) which gives

greater details of how the pupil data is processed and the rights of parents and pupils.

You can access these longer versions of the Fair Processing Notice on the Essex County Council Website at www.essexcc.gov.uk. Click on 'Learning', then 'Schools', then follow the quick link at the side of the page.

If are not able to access the internet, you are entitled to ask the school to provide a paper copy of either, or both, longer versions. This summary version is issued on paper in the interests of sparing the school's resources and you are asked to request paper copies only where you cannot access the documents online.

Autumn Term 2007

ILLNESS OR ACCIDENT AT SCHOOL

It is important that the school should know whom to contact in case of illness or accident.

The 'Supporting Pupils with Medical Needs' policy is available from reception on request.

PUPIL ABSENCE

In the event of absence or lateness, parents are asked to contact the school either in person, by phone, e-mail or letter as soon as possible.

The school operates a policy of first day contact, if parents have not previously notified school staff of a pupil's absence.

PUPIL LEAVE OF ABSENCE POLICY

Under the terms of the Education (Pupil Registration) Regulations, 1995 (amended 1997) a child may be granted leave of absence for a period not exceeding 10 days in a school year.

Holidays During Term Time

Applications for leave of absence should be made using the school's application form at least 2 weeks beforehand.

There is a discretionary power for the Governing Body to authorise absence for holiday purposes. The Governing Body requests that parents should not normally take their children on holiday during term time. There is no legal right to do so and by taking a child out of school during term time it could be detrimental to the child's progress.

The Governing Body will judge each case on its individual merits as outlined in guidance from the DfES.

Considerations include:

- 1) Pupil attendance - Pupil attendance should not have been less than 85% during the preceding 12 weeks or if the request is for a second holiday during the academic year and attendance for the year is less than 95%.
- 2) Previous requests for leave of absence for holiday purposes.
- 3) The age of the pupil.
- 4) The time of the year proposed for the trip- whether the absence coincides with an important test.
- 5) The reason why the holiday must be taken during term time.
- 6) The pupil's stage of education and progress.

If there are exceptional circumstances the headteacher will arrange a meeting to discuss the application.

If the school does not agree the absence and the pupil goes on holiday anyway, the absence will be unauthorised. If parents keep a pupil away for longer than was agreed, without acceptable cause, any additional absence will be recorded as unauthorised. Unauthorised absences will appear on the child's end of year report. If the absence is not authorised and the holiday is taken anyway, the case could be referred to the Education Welfare Service who may issue a Penalty Notice for £100 (or £50 if paid within 28 days) to each parent for each child taken out of school.

As the parent has chosen to take the holiday during term time the school will not set work for the child. However, the child should make a diary of their trip, in order to practise their writing skills. They should also read and practise their number bonds/multiplication tables.

Leave for Other Reasons

Any other requests that are granted are concessions by the school. Every request will be considered on its merits and must be for the minimum period possible.

The Governing Body will consider the following applications:

1. Music festivals, examinations or performances.
2. Approved sporting activities.
3. Dance examinations.
4. Participation in activities of an approved educational nature.
5. Religious festivals.
6. Visit to a new school if a pupil is changing school mid-year due to moving house.
7. Family circumstances. Applications will be authorised for the following:
 - close family weddings
 - close family funerals
 - the graduation ceremony of a parent or sibling
 - the severe illness of a close relative.

ADDITIONAL INFORMATION

It is particularly helpful for the school to know when any crisis occurs at home. A phone call or a quick word will ensure that extra care is taken.

SCHOOL DINNERS

Parents or pupils purchase dinner tickets for the week. Tickets are on sale daily. Tickets have the pupil's name put on and are then placed in the pupil's pouch in their classroom. Many parents prefer to purchase tickets for a number of weeks in advance.

If pupils do not have a dinner ticket for that day, they will be required to bring a packed lunch.

Children may bring sandwiches, which must be contained in a sandwich box, clearly named on the outside.

Children are carefully supervised at lunchtime by mid-day assistants plus a senior mid-day supervisor.

SCHOOL CROSSING PATROL

Immediately outside the school we have a crossing patrol, which is 'manned' at the following times: -

From 8.30am to 9.00am and from 3.15pm to 3.30pm

Parents need to supervise their own children when crossing the road when attending before or after school activities. Parents are asked not to send their children to school at times when the crossing is not 'manned'.

HEALTH

Your own doctor, prior to starting school, should give booster injections.

A medical examination will be carried out by the school medical service during the first year in school.

DISCIPLINE

The good discipline in evidence at the school is based upon our commitment to giving time to individuals in order to form strong relationships. We aim to treat all children and their families with as much consideration and respect as we expect in return. If a child persists in anti-social behaviour the parents are contacted and asked to co-operate with the school in its attempt to correct the problem.

The Behaviour Policy is available from the school office.

HOMEWORK

The school asks for parental help with shared reading, spelling, mental arithmetic and the collection of material for projects. The most vital of these is the continuing interest and importance placed on each child's reading progress until they leave the primary school.

VISITS

First hand experience makes learning meaningful. For this reason, we strongly believe in the value of visits to places appropriate to the topic being studied. We also encourage local "experts" to come into the school to share their knowledge and talents, e.g. road safety officers, aeroplane pilot, nurse, theatre groups, poets and wild life specialists etc.

These experiences will be used to promote attitudes of care for our environment and awareness of environmental issues.

The school has no funds available for these purposes and the Education Reform Act prohibits the school from directly levying a charge towards the cost of trips or any activities, which take place in school time. However, the Act does permit the school to solicit voluntary contributions. If there were insufficient response the trip would not take place.

Our policy therefore remains the same. All visits are dependent upon the voluntary contributions of parents, although a child will not be excluded because of their parent's inability to contribute.

SPECIAL EDUCATIONAL NEEDS

The staff and governors are fully committed to the implementation of the school's agreed policy. A copy is available in the school office.

The Robert Drake School's agreed aims in relation to learning "to provide a broad, balanced, relevant, stimulating and differentiated curriculum to which all students enjoy access".

It is the aim of the learning support team to work with staff to ensure that the learning aims are a reality for all students including those with special educational needs. A staged approach to the assessment of special needs is followed in line with national guidelines laid down by the Code of Practice. At each stage of the process parents are informed and involved. Extra assistance may be offered to students with special educational needs, and to their teachers.

Miss Redpath and Mrs Coe are responsible for overseeing this policy and co-ordinating the support and provision. Changes in the last year include:
Individual Education Plan targets are now monitored weekly.
The introduction of the Neale Reading and Comprehension Analysis.

The Robert Drake School's policy for special educational needs is based on a strong commitment to the inclusion and integration of all students with special needs. The success of this policy is, to a great extent, due to the positive partnership that exists between the Robert Drake School staff, its students and their parents.

Disability Discrimination Act (DDA) 1995/Disability Equality Scheme

With reference to the Disability Discrimination Act (DDA) 1995/Disability Equality Scheme:

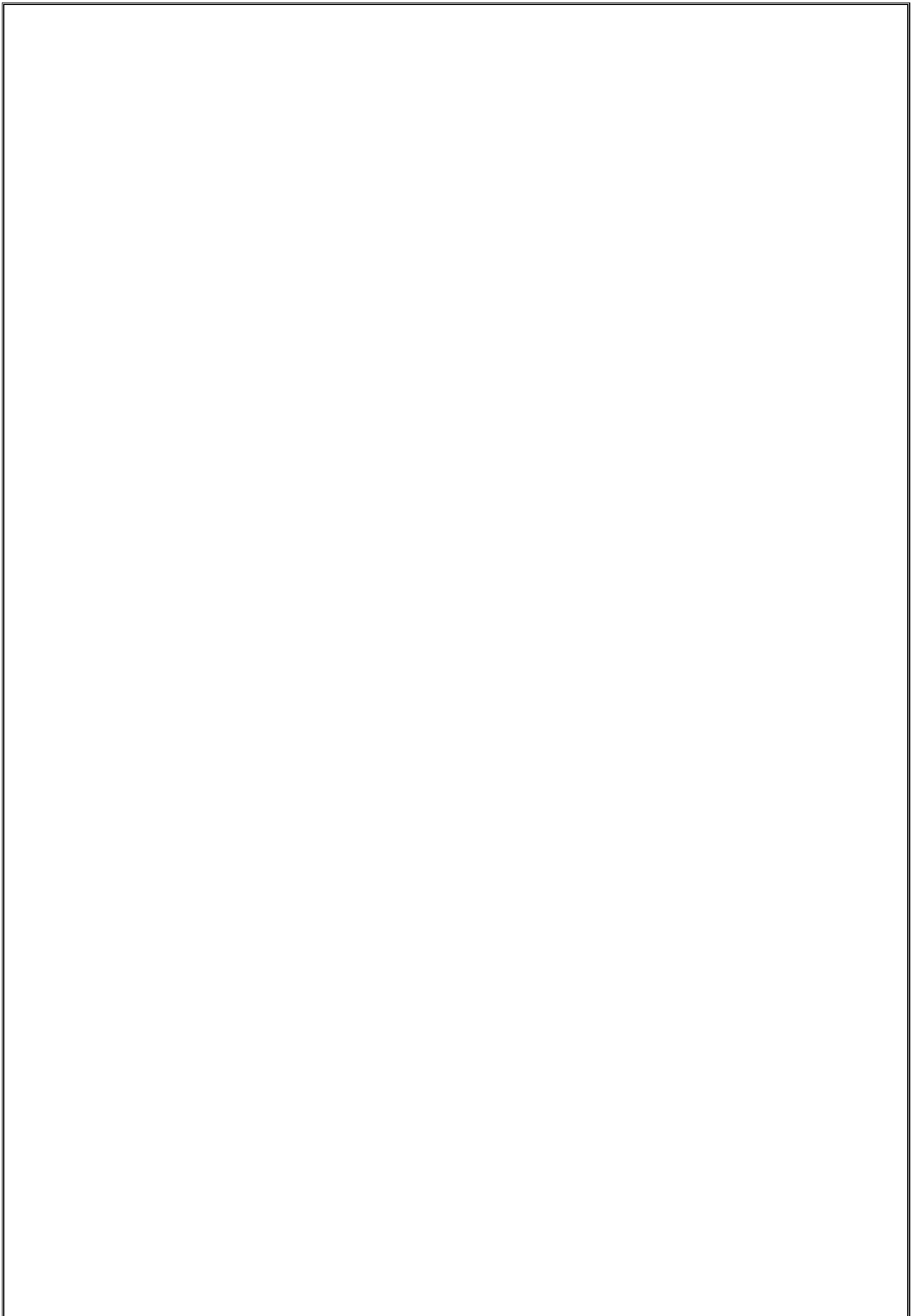
The Robert Drake Primary School is committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. All pupils and staff will have an equal opportunity to meet their aspirations, realise their full potential and improve their life chances. The school embraces a culture of inclusion and diversity, in which people feel free to disclose their disability and to participate fully in school life. All reasonable adjustments will be made to ensure the school is as accessible as possible.

ACCESSIBILITY

The main school building is located on a single level. The relocatable classrooms are entered by a set of wooden steps. Handrails are situated outside the hall and the external classroom doors. Classroom doors are large enough to accommodate wheelchair access. The toilet area situated by the school hall is also suitable for wheelchair access. There is an accessible toilet facility. The Governing Body recognises that modifications to the school building would be required to fully accommodate pupils with specific physical requirements. The school will be responsive to meeting the special needs of individual pupils as they are admitted to the school.

ACCESSIBILITY PLAN 2005/2008

Phase 1 2005/06	Phase 2 2006/07	Phase 3 2007/08
<p>To build a ramp to new class build.</p> <p>To supply a mobile ramp for the front entrance.</p> <p>To widen doorway to new class build.</p> <p>To provide accessible toilet facilities.</p> <p>To widen pathway to front entrance.</p> <p>To supply a dedicated accessibility parking space.</p>	<p>To supply hand rails to all classes.</p> <p>To provide changing facilities in Key Stage 2 area.</p>	<p>To install sound loops.</p> <p>To provide shower facilities.</p> <p>Any future classrooms to be built at ground level.</p>



PARENTS EVENINGS

Autumn and Spring Terms:

Evening appointments are arranged for parents to discuss their child's progress with their teacher.

Summer Term:

Children bring their parents and show them around the school. Detailed reports are written for all children.

N.B. It is of the utmost importance that parents concerned about their child's progress or well-being should contact the school immediately and not wait for one of the meetings.

OUT OF SCHOOL ACTIVITIES

Out of school activities currently include: netball, football, cricket, tennis, athletics, choir, guitar, French language and chess. The children participate in inter-school netball, football, swimming, rugby, chess and athletics competitions.

The choir takes part in a local music festival as well as local charity events.

Parents are invited to attend sports days, musical concerts, plays and the yearly class assembly.

Guitar lessons are available for junior age children from Mr. Les Titford, a visiting guitar teacher.

SEX AND RELATIONSHIPS EDUCATION

The aim of the sex and relationships education programme is to:

- a. answer, at a suitable level, children's questions about physical differences and human reproduction as and when they arise.
- b. introduce the correct vocabulary when learning about human bodies and human reproduction,
- c. communicate the importance of respecting oneself and others regardless of differences in family lifestyles and circumstances,
- d. prepare children for the responsibilities and opportunities of adolescent and adult life.

Delivery will be through the science and PSHE programme.

The children in year 6 will have the opportunity to view the video 'Growing Up'. Question and answer sessions led by teaching and health personnel follow this session.

Parents are given the opportunity to view the video 'Growing Up' prior to the children starting the programme. Parents have the option to withdraw their child from taking part in the programme.

Single gender groups will be used where it is deemed appropriate.
All members of staff assist in delivering the programme described above.

ASSEMBLY AND THE ACT OF COLLECTIVE WORSHIP

The following policy document is based on the requirements of the Education Reform Act 1988 and the DES circular 3189.

Non-denominational assemblies will take place daily on the school premises for all registered pupils. It is recognised that parents have the right to withdraw children. Alternative provision will be made available for pupils who are withdrawn from assembly.

The majority of assemblies in any one term will contain a hymn/song of praise or thanksgiving and a prayer. An essential element of the time for prayer is that the whole school enjoys a few moments of 'peace and quiet'.

Assembly is the time for the headteacher in particular to establish the ethos of the school by making it clear to the children the values and principles for which the school stands. e.g. the importance of respect for others, the importance of honesty and accepting responsibility for their own actions etc. The headteacher would expect and ensure that others taking assembly held the same values.

ORGANISATION

Monday	pm	Whole School Assembly - Headteacher.
Tuesday	am	Whole School Assembly - Rev. G Bates
Wednesday	am	Whole School Assembly – Senior Management Team
Thursday	pm	Infant Birthday Assembly / Music Assembly Junior Music Assembly
Friday	am	Celebration Assembly – Headteacher

Children are taught that assembly means a time for getting together - sharing each others company - and especially a time for the headteacher to show she cares for them and is interested in all that they do.

Children learn that there are different kinds of assemblies as follows:-

1) Class Assembly

Each class presents one assembly a year for parents. These may be based on a theme, festival or their class work.

2) Celebration Assembly

Each class teacher chooses approximately six children to receive an award from the headteacher for special achievements in their work or other activities. This is on a rota basis.

3) Birthday Assembly

These are held once a week for infant children.

4) Rev. G. Bates

Rev. Bates takes an assembly each week based upon Jesus and stories from the Bible. He talks about what it means to be a Christian.

5) Headteacher / Senior Management Assembly

These will include a hymn, a story and a prayer. Assemblies will follow a theme chosen for the half-term or term. Included in these assemblies is recognition of children's achievements e.g. swimming awards, sporting events etc.

6) Visitors

Visitors will occasionally be invited to take an assembly. Although all visitors are encouraged to speak personally about how their beliefs affect their lives, they are also politely requested to refrain from evangelising. Visitors from other faiths are equally welcome.

THE FUNDRAISING GROUP

The parents of children attending the Robert Drake Primary School (Foundation) take pride in their long-standing tradition of organising successful social and fundraising events each year.

Money is raised throughout the year to:

- Provide valuable equipment and resources for the school;
- Contribute to national and local charities.

Social events are also planned throughout the year for adults and children, bringing the whole school community together.

The Summer Fayre and Christmas Activities are our major focus for the year and require many helpers. For these events the year groups combine to work together.

The children attending the school are directly involved in many of the fundraising events such as non-uniform days and sponsored events. They are also invited to contribute ideas on how the funds should best be used for the benefit of the school.

Meetings for the fundraising group are held once a month on a Monday at 2.15pm. Please see the notice board outside school for the date of the next meeting.

Please feel welcome to come and join us.

THE CURRICULUM

The National Curriculum documents, which contain attainment targets and programmes of study for all areas of the curriculum, are available from all members of staff and copies are kept in the school office. The school's schemes of work implementing the National Curriculum are also available from any member of staff.

Standardised assessment of each child's level of attainment is required at 7 years and 11 years. All pupils from Year 2 to Year 6 take the Q.C.A. tests.

Meetings are held so that parents can become familiar with the strategies and resources we use to implement the National Curriculum, thus enabling them to help their children at home. The following brief notes highlight the school's priorities in each area of the curriculum.

ENGLISH

English is taught through speaking and listening, reading and writing, in discrete English lessons and across the entire curriculum, reflecting its central role in learning.

An emphasis is placed on the development of speaking and listening during the Foundation Stage. Talking and playing are the main ways through which young children learn about themselves and the world around them. The children also learn nursery rhymes, songs and counting rhymes with word play in order to build their knowledge of rhyming words and sounds.

Reception children are introduced to a wide variety of literature including traditional stories, picture books and poetry so that they understand that reading is an enjoyable and worthwhile activity. Their reading is developed through the systematic teaching of phonics, supporting a wide range of reading experiences.

Reception children begin writing by looking at individual letters. They look at letter names and letter sounds. They also focus on the correct formation of individual letters. This provides a sound basis upon which to build writing skills in later years.

Parents are invited on a regular basis to share their children's class assembly or concert, to see speaking and listening in action.

Parents are expected to listen to their child read regularly. To monitor this, a reading record card or book is used to record parental observations and comments. These are checked every day. Parents also come into school to assist with reading or literacy lessons on a regular basis, and teachers welcome dialogue with parents as partners in each child's education.

Progression is ensured by rigorous planning following the National Curriculum, but the child's experience of English is also enriched by drama,

paired and group discussion and debate, class and school performances, and the use of film, DVD and interactive resources and ICT.

Enjoyment and sensitivity to the needs of every child are fundamental to our approach to teaching English.

MATHEMATICS

The National Numeracy Strategy covers number, algebra, shape and space and handling data.

The school's over-riding aim is that children should find mathematics enjoyable. The foundations laid in the infant and lower junior years are vital. Concepts are frequently revisited. Practical activities support the teaching of written calculations.

Children are taught to understand a wide range of mathematical concepts. The children should learn that mathematics will frequently help them to solve problems they meet in every day life and enhance their understanding of the world around them.

Mental arithmetic is considered to be vitally important. It is taught throughout the school as part of the daily mathematics session.

SCIENCE

The National Curriculum requires that science is placed alongside English mathematics and I.C.T. as a core subject.

Science helps children to develop an understanding of their physical and social environment. We encourage all our pupils to develop an attitude of wonder and enquiry so that these may become a lasting part of their lives and outlook.

Primary science should be learnt through genuine practical experience. Explorative and investigative science must hold the central position in planning a range of science topics from the natural and man-made world. The learning experiences are to be matched to the individual needs of the child.

RELIGIOUS EDUCATION

Religious Education seeks to open the world of religion to pupils, help them to discover a range of possibilities within that world, and relate this exploration to their own experience. Religious Education seeks to assist pupils in their search for identity, meaning and purpose, and help them mature in respect of their own beliefs, values and attitudes.

The children learn about the beliefs and cultures of others, share in the celebration of festivals and hear stories from a variety of cultural and religious traditions.

Older children study the key beliefs, symbols and teachings of religions and make comparisons between them.

GEOGRAPHY

Geography teaching offers opportunities to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. It can also foster children's sense of wonder at the beauty of the world around them.

Classrooms, school, school grounds and local area are all used to learn about the environment, the people in it and how they live and work, the similarities and differences. They also learn early mapping skills. Older children use this knowledge to lead them into the wider world, it's physical geography, it's resources (renewable and non-renewable), where, why and how people live in certain areas. They are encouraged to look for similarities between peoples and not just the contrast in life-styles.

HISTORY

History provides an understanding of the past and what has made the world the place it is today.

By understanding the past we can analyse the present and make a more informed prediction about the future.

For the older children the attainment targets are refined to lead them to consider such factors as the validity of evidence, its source and the possibility of prejudice.

Children study local history, The Tudors, Ancient Egypt, Romans, Anglo-Saxons and Vikings in Britain, Victorian Britain and Britain Since 1930.

ART

Art is a form of language and an important means of communication. We believe that all children have a creative ability, which should be individually stimulated and nourished.

Children will learn to develop their drawing skills by identifying line, tone, texture and shape. They will develop their observation and recording skills and techniques using a range of resources and materials including pastels, paints, inks, collage and clay. They will show progression by extending their understanding about art and artists while developing their confidence and individual expression.

PHYSICAL EDUCATION

P.E. provides an opportunity to aid the physical development of the child. It will form an important part of the total education of the child and will have an effect on their physical and mental performance together with their social development in all aspects of daily life.

The school has a balanced physical activity programme providing activities, which extend the children physically and encourages skill acquisition. We encourage the children to be confident and experience a variety of events at secondary school level and hopefully continue with sport into adult life.

We are fortunate in having a large field, two playgrounds, a well-equipped hall and extensive sports apparatus. A nearby pool is used for swimming lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

At Robert Drake Primary School we recognise that ICT (Information and Communication Technology) in general is an integral part of everyday life and that we need to ensure that all pupils acquire a knowledge and understanding of the various forms of ICT, combined with the ability to use these skills throughout the curriculum. Pupils need to be able to compile, retrieve, analyse and present information, as well as to model, measure and control external events. The term "Information and Communication Technology" is applied to the various forms of technology and communications apparatus such as computers, scanners, interactive whiteboards, digital cameras, and audio equipment as well as the software required utilising this apparatus.

DESIGN AND TECHNOLOGY

Design and Technology can offer our pupils the opportunity to engage creatively with the made world. In a technological world people need to feel that they can understand and control the quality of products and applications of technology. To facilitate this, our pupils will undertake a range of activities in order to develop their capability in this area.

MUSIC

Music is a powerful form of communication that can change the way pupils feel, think and act. It provides opportunities for personal expression, reflection and emotional development. The teaching of music develops pupils' ability to listen and to appreciate and to make judgements about musical quality. Music encourages active involvement and group work. It enhances self-discipline and creativity, aesthetic sensitivity and fulfilment.

Older children sing songs and play instruments with increasing confidence and skill. They show an awareness of their contribution to a group or class performance. They develop their own musical compositions with the emphasis on independence and creativity. They explore various kinds of music from different times and cultures.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the use of circle time and in creating and enforcing class rules. In relation to this the children are allocated to a team when they join the school, and team points are awarded for good behaviour and being a good citizen within the school. We teach the children about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a diverse multicultural society.

SATs RESULTS 2007

KEY STAGE 1 2007

TASKS AND / OR TEST RESULTS AND TEACHER ASSESSMENT:

Percentage at each level

	W	1	2	2c	2b	2a	3	Dis.	Abs.
Speaking and Listening	0	0	80				20	0	0
Reading	0	3		5	28	40	25	0	0
Writing	0	20		20	25	33	3	0	0
Mathematics	0	0		13	30	28	30	0	0
Science	0	0	75				25	0	0

These tables show the percentages of Year 2 children achieving each level in 2007. Rows might not total 100% because of rounding.
The total number of children taking part in the trials is 40.

KEY STAGE 2 2007

Percentage at level 4+

SUBJECT	LEVEL 4+ 2005	LEVEL 4+ 2006
ENGLISH	90%	89%
MATHEMATICS	100%	98%
SCIENCE	100%	100%

TEST RESULTS: 2007

SUBJECT	Below 3	3	4	5	Not Entered	Absent
ENGLISH	4	7	58	31	0	0
Reading	4	7	22	67	0	0
Writing	0	27	47	27	0	0
MATHEMATICS	0	2	53	44	0	0
SCIENCE	0	0	20	80	0	0

W = Working towards level 1; Dis = Disapplied; Abs. = Absent;
U = Unable to assess due to absence or disapplication.

KS2 Targets for 2008 Level 4 or above

	Level 4	Level 5
English	98%	50%
Mathematics	95%	50%
Science	98%	70%

THE ROBERT DRAKE PRIMARY SCHOOL (Foundation)
HOME/SCHOOL AGREEMENT

The school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values and beliefs, will be challenging, engaging and will extend achievement from 4 – 11 years of age. Our aim is to provide a stimulating environment which enables all children to enjoy learning and to reach their individual potential.

The Robert Drake Primary School will:

- provide a healthy, safe and caring environment for children to learn;
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- let parents know about any concerns or problems that affect their child's attendance, work or behaviour;
- provide a broad and balanced curriculum and strive to meet the individual needs of the pupil;
- arrange consultation meetings during which progress will be discussed;
- set, mark and monitor homework on a regular basis;
- make regular assessments of pupil's progress that are given to parents during consultation evenings and end of year school reports;
- encourage the pupils to take care of their belongings, surroundings and others around them;
- keep parents informed about school activities through regular newsletters and notices about special events;
- be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school.

Miss C. Redpath
Headteacher

THE ROBERT DRAKE PRIMARY SCHOOL (Foundation)
HOME/SCHOOL AGREEMENT

The Parent(s) or Carer(s) will:

- see that my/our child goes to school regularly, on time, properly attired in school uniform;
- let the school know about any concerns or problems that might affect my/our child's work or behaviour;
- provide an explanation if my/our child is absent in accordance with the school's attendance policy;
- attend parent meetings and discussions about my/our child's progress;
- support the school's policies and guidelines for behaviour, discipline and leave of absence;
- not arrange holidays during KS1 SATs or KS2 SATs and do our/my best to avoid holiday absence at any other time of the year;
- actively support my/our child in homework by –
 - 1) providing a homework study area
 - 2) ensuring there is time to complete homework
 - 3) listening to my child read daily
 - 4) supporting the completion of homework.

Signature of Parent/Carer.....

The Pupil

I will:

- attend school regularly and on time;
- wear the school uniform and be tidy in appearance;
- let people know if I have any problems;
- be polite and helpful to others;
- always behave sensibly in class;
- complete my classwork and homework to the best of my ability;
- look after my personal belongings;
- look after my school and its surroundings.

Signature of Pupil.....

THE ROBERT DRAKE PRIMARY SCHOOL

HOMEWORK POLICY

At The Robert Drake Primary School 'homework' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

The Purpose of Homework is:

- to develop an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- to consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- to extend school learning and enjoyment e.g. through reading and practising newly learned concepts.
- to encourage pupils to develop the confidence and self-discipline needed to study on their own.

The Planning and Co-ordination of Homework

The class teacher is responsible for:

- ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis.
- for setting a regular pattern of homework, particularly covering literacy and numeracy.
- ensuring that pupils receive relevant feedback on the homework.
- recognising and celebrating pupil's success in completing homework

The role of parents and carers in supporting pupils.

It is our view that as a school the success of a homework programme is dependent on the partnership we develop with parents in supporting pupil learning. We will actively encourage parents to;

- provide a reasonably peaceful, suitable place in which a pupil can do their homework – alone, or more often for younger children together with an adult.

- make it clear to pupils that they value homework and support the school in explaining how it can help their learning.
- make time after school when homework can be completed.
- encourage pupils and praise them when they have completed homework.

Feed back on the homework programme will be shared between pupils, children, parents and carers through the parent/teacher consultation appointments.

Special Educational Needs

Some of the pupils attending The Robert Drake Primary School may benefit from special tasks separate from the homework set for other children in the class. However, we think that it is very important that they should do as much as possible. We feel that we could offer all children access to the same piece of homework, asking children to complete as much of the work as they can manage within a given time scale.

Tasks will;

- have a very clear focus and time guideline.
- give plenty of opportunities for pupils to succeed.
- be varied - and not purely written assignments.
- be manageable for teachers.

The headteacher will monitor the efficiency and effectiveness of this policy on a monthly basis throughout the school. Written feedback will be given to teachers. A yearly review of the policy will be carried out in July.

Reviewed : July 2007

THE ROBERT DRAKE PRIMARY SCHOOL (Foundation)

Robert Drake was a religious martyr burnt at the stake in 1556 during the reign of Mary Tudor. His offence was to state that he would abide by the laws that were agreeable to the law of God in preference to the law of the realm.

The name "Robert Drake" appears on the memorial stone in Rayleigh High Street

The information contained in this document is accurate at the time of printing, but may change during the coming year