



Prospectus

2018/19



Dear Prospective Parents...

Thank you for requesting our school prospectus. I hope that this will provide you with an overview of our school and our aims and ethos, and it will support you in making a very important decision for your child's education.

Introduction

Chancellor Park Primary School opened in September 2004. It is situated on the outskirts of Chelmsford at the north end of Chelmer Village. Currently there are 8 classes with one class per year group (with the exception of our current Year 3 where we have 2 classes). We are committed to ensuring that, where possible, there is a maximum of 30 children in each class.

The school has been designed so that all areas of the school are accessible to anyone with a disability. We have large classrooms and extra rooms including an Art/ Food Technology Room, and three Group Rooms. We are also very privileged to have been able to provide many of the most recent resources that are currently available including interactive whiteboards in all classrooms, laptops for pupils and a well-equipped Foundation Stage classroom and outdoor play area.

We are also very pleased to be able to offer after school care through our Stay 'n 'Play club which runs daily from 3:30-5:30. During this time the children are given snacks, have opportunities to play, be creative through art projects and frequently have themed events.

This year we are also very pleased to offer a new Breakfast Club which runs between 8:00-8:45am. Here children we be offered cereal and toast and can engage in fun activities before school.

The school grounds have been landscaped and there are two hard play areas (one for active play and one for quiet play) as well as a landscaped field. There are netball courts, an enclosure, a football pitch and additional outdoor activities for the children, including an Adventure Trail and most recently, a new outdoor gym.

Chancellor Park Primary School operates an 'Open Door' policy. Parents are welcomed into the school either to help or to speak to a member of staff at a mutually convenient time. We firmly believe that it is vital to create strong links between home and school as in this way the children will feel supported in their learning both inside and outside school hours. We also actively seek and encourage links with both the local and wider community (residents, schools and businesses) as in this way our children have access to a wide variety of opportunities that would be otherwise unavailable to them.



The Aims of Our School

All those who are connected with the life and work of Chancellor Park, including the Governing Body, staff and the Local Authority (LA), have been involved in realising the vision for our school.

We believe that every child is a unique and special individual who has the right to the best possible education that we can provide. It is vital that every child is able to follow their own learning path as everyone has differing abilities in all areas and learns in a different way. Consequently, we aim to ensure that all children follow a broad and balanced curriculum, both during school hours and through extra-curricular activities, and that a variety of teaching methods are used so as to enable every child to realise their own potential. At all times we aim to ensure that every child has equal access to the best possible education and we are committed to the inclusion of all children catering for any specific needs that may arise for each individual child.

The aims of Chancellor Park Primary School are agreed by the Governing Body in conjunction with the LEA policy statement. It is the intention of all within our school to offer a broad and balanced curriculum drawing substantially from each of the following areas of experience and learning:

- ✓ Linguistic
- ✓ Mathematical
- ✓ Technological
- ✓ Cultural – both aesthetic and creative
- ✓ Spiritual
- ✓ Moral – both human and social
- ✓ Physical

We believe

That every child needs to be both literate and numerate to gain full access to all areas of life and that children should be encouraged to both question and challenge assumptions rationally so that they gain a greater understanding of the world in which we live.

That every child should be given the opportunity to achieve their full potential and to further extend areas in which they are talented.

That every child has the right to equal access to all areas of school life and that all children should have a feeling of self-worth, pride and fulfilment in all that they do and achieve.

That all children should be given opportunities to consider the differing cultures, beliefs and lifestyles that exist in our multi-cultural society.

We aim

➡ To develop their knowledge and understanding of all areas through encouraging 'hands-on' experiences and developing thought processes which enable children to enjoy discovering new areas of learning.

➡ To develop lively, enquiring minds where children are both challenged and supported.

➡ To encourage children to become confident, independent learners who can take personal responsibility for their learning, taking pride and putting maximum effort into their learning.

➡ To encourage all children to develop a caring attitude towards all and a sensitive appreciation of the differences, beliefs and attitudes to life of others.

That all children should be given opportunities to discover their own individual inner-self.



To nurture all children giving them opportunities to develop their own spirituality in an atmosphere of trust through discussions and reflection time.

That it is through a close partnership between home and school that children will gain the maximum possible from their education.



To foster close links with parents in all aspects of school life and to maintain an 'Open Door' policy whereby all parental views can be heard.

That it is essential to foster close ties with the local community (the residents, schools and local businesses), as there is a wealth of differing talents that can be accessed for the benefit of our children.



To pursue all opportunities for our children to link with the local and wider communities to ensure that our children understand the world in which they live and the interdependence of individuals groups and nations.

The Governing Body

In order to achieve our aims members of the Governing Body have voluntarily given up their time to meet regularly both as a full Governing Body and in sub-committees. Sub-committees have taken on the overall responsibility for different aspects of our school including:

Premises & Finance
Personnel
Curriculum

There have also been governors who have individually taken on a specific responsibility or worked together as a working party to consider a particular issue. The current members of the Governing Body are as follows:

Name		Committees
Debbie Miodonski (Chair)	Parent Governor	Finance & Premises (vice chair), Personnel, Curriculum
Claire Mills	Headteacher	Finance & Premises, Personnel, Curriculum
Ann Newman (Vice Chair)	Co-opted	Curriculum Training Link
Neil Gulliver	LEA Appointee	Finance & Premises (Chair) Personnel (Vice Chair)
Amber Jones	Parent Governor	Responsibility for Safeguarding
Neel Faucon	Parent Governor	Finance & Premises (Chair) Pupil Premium/Health and Safety
Joanne Pumfrey	Parent Governor	Curriculum/ SENCo
Hilary Crick	Staff Governor	Personnel

All members of the Governing Body can be contacted c/o the school office.

Staffing Structure

We are committed to ensuring the well-being of all our children at the school and as such all staff working in the school will have current Police Checks. The current staffing of Chancellor Park is as follows:

Name	Role
Mrs C. Mills	Headteacher
Mrs H. Crick	Acting Deputy Headteacher/Inclusion Manager
Mrs K.Sawyer	SENCO
Mr J. Cadwallader	PPA Cover
Mrs Manji	PPA Cover
Mr I. North	Sports Coach
Mrs Read	Reception Class Teacher/ Acting Foundation Stage Leader
Miss Burns	Class 1 Teacher
Miss Goodwin	Class 2 Teacher/ Pupil Premium lead
Mr Hobart	Class 3 Teacher
Miss May	Class 3 Teacher
Mrs Tingberg	Class 4 Teacher
Mrs Ljubojev	Class 5 Teacher
Mr Lole	Class 6 Teacher
Mrs K. Carson	Higher Level Teaching Assistant/ speech and Language
Mr N. Bowler	Teaching Assistant
Mrs C. Power	Teaching Assistant
Mrs S Archer	Teaching Assistant/Midday Assistant
Mrs S. Elwell	Teaching Assistant/Midday Assistant
Mrs K. Podd	Teaching Assistant/Midday Assistant
Mrs A. Eve	Teaching Assistant/Midday Assistant
Mrs S.Woodcock	Teaching Assistant/Midday Assistant
Miss R.Wilson	Teaching Assistant/Midday Assistant
Mrs M. Milbourn	Teaching Assistant/Midday Assistant
Mrs L.Wellock	Teaching Assistant/Midday Assistant
Mrs I Hawkrigde	Teaching Assistant/Midday Assistant
Mrs C Edwards	Teaching Assistant/Midday Assistant
Miss I Wood	Teaching Assistant/Midday Assistant
Mrs T. Moy	Teaching Assistant/Midday Assistant
Mrs J. Smith	Finance Manager
Mr D. Cooper	Caretaker
Mrs S.Watts	Catering Manager
Mrs S. Collins	Assistant Cook
Mrs C. May	Catering Assistant
Mrs V. Freeman	Midday Assistant
Mrs N.Pickton	Midday Assistant
Mrs D.Gilchrist	Midday Assistant

Admissions

Chancellor Park Primary School is a community school and as such we implement Essex County Council's policy for admissions which is as follows:

The number intended to admit in each academic year is 30. In the event of over-subscription, there is no guarantee of a place for children living in the priority admissions area. Places for our Foundation Stage children will be allocated using the following criteria in the order given:

- Children living in the priority admissions area with a sibling attending the school.
- Children not in the priority admission area with a sibling at the school.
- Other children living in the priority admissions area.
- Children not living in the priority admission area

In the event of over-subscription within any of the above criteria, priority will be determined by straight-line distance from home to school, those living closest being given the highest priority.

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

In order to apply for a place at Chancellor Park for your child it is necessary to contact the LEA at:

School Admissions
Essex County Council
PO Box 4261
County Hall
Chelmsford
CM1 1GS

email: admissions@essex.gov.uk

For advice please contact 0345 603 2200

If you are applying for a place in the Foundation Stage for your child you should receive a form from the Local Authority in the October of the academic year prior to your child starting school. Your application must be received by the Local Authority **before** the deadline specified on the Admissions Form. You will receive notification from the LA on whether your application has been successful together with guidance for those unsuccessful applicants who wish to appeal against the LA's decision.

We would be very grateful if you could let us know of the LA decision as soon as you hear so that we can arrange the induction sessions for your child.

Admission Procedures

Children who are due to start in our Foundation Stage are normally admitted in the following way:

- All children start full time from the September in the academic year in which they turn 5.

All admissions are as above unless otherwise agreed between the school and the parents.

Children transferring from other schools will normally be admitted at the beginning of a new term, unless they are moving into the priority area of the school or by special arrangement with the school.

All children who are due to start at Chancellor Park will have the opportunity to spend some time in the school prior to the actual start date.

The Organisation of the School

Currently the school is organised into eight classes and the class structure is as follows:

- ❖ Foundation Stage
- ❖ Year 1
- ❖ Year 2
- ❖ Year 3 Oak
- ❖ Year 3 Elm
- ❖ Year 4
- ❖ Year 5
- ❖ Year 6

Every effort is made to ensure that all children gain access to the full school curriculum, regardless of the path that they follow through the school, in accordance with the Essex Curriculum statement, 'Every Learner'. There is an overall Curriculum Map, which ensures that every child will cover the required skills of the National Curriculum during their time at Chancellor Park.

Each class teacher is responsible for planning, preparing, delivering and monitoring the children's work and every effort is made to ensure that all individual educational needs are catered for within the school day. Teachers also have the responsibility for leading one (or more) areas of the curriculum throughout the school and, in this role, may teach other classes either on their own or alongside another member of staff so that children have the benefit of their expertise in that particular area.

The school employs Teaching Assistants who work within classes, with groups or individual children, to support educational learning needs within the school and involves learning support organisations where the need arises and where sufficient resources are available in accordance with Section 5 of the 1988 Education Act.

Parents will be informed, in a termly letter from class teachers, on areas that will be covered during the term, homework requirements and any ways in which they might support their child's learning. Homework is set by the individual teacher according to the child's age and the learning that is taking place.

Children will be asked to learn spellings and tables and to read regularly at home. As children progress through the school they will be expected to carry out short projects or activities at home in support of their school based studies. The support by parents of their child's homework is vital if the child is to become more independent in their learning.

Parent Consultations are arranged on a termly basis and these provide the opportunity for parents to view their child's work and to discuss their child's progress with the class teacher. It is also an opportunity to obtain advice on how best your child can be supported at home and to update the school with any information that you feel may be relevant to your child's learning and progress.

During the year there will, on occasion, be opportunities to attend the school for a variety of events such as Christmas nativities, special services, Sports Day, and sessions specifically about a particular area of the curriculum. These events are intended to create strong links between home and school, as we believe that if parents and those within the school work closely together children will achieve a greater degree of success in their education.



If at any time during the year a parent has a concern regarding their child they are encouraged to speak to the teacher, Headteacher or member of the Senior Management Team as soon as is practically possible so that any concerns can be dealt with quickly and effectively in co-operation with both home and school.

The School Curriculum

At Chancellor Park Primary School we aim to provide a broad and balanced curriculum, which develops the ability of the individual child according to their age and ability. The school has implemented the National Curriculum and has a Curriculum Map to ensure that all children cover the requirements during their time with us.

Teachers use a wide variety of teaching methods and adapt their teaching methods according to the subject, age and ability of the children. At Chancellor Park we place great emphasis on giving children hands-on experiences in learning, as we believe that it is only by actually doing something that true understanding of a specific area and its relevance to real-life can be gained.

The structure of the curriculum varies during the primary phase of education. It can be broadly sub-divided into two main areas: Foundation Stage and Key Stage One/Two.



Foundation Stage

The Foundation Stage starts from the age of four and continues in school until the child enters Year 1. The Foundation Stage builds on children's pre-school experiences and extends these further.

Until a child starts at either school, playgroup or nursery the child's main educator is likely to be the parent and, in fact a child generally learns more in these first years e.g. to walk, speak, listen, eat, dress, understand instructions etc. than they will learn throughout the remainder of their life. This is one of the reasons why we encourage and aim to achieve close links with parents, as by working in partnership the child's education will be far more successful.

During the Foundation Stage children's learning is based on a holistic approach and as such children's learning is broken down into prime and specific areas of learning. At Chancellor Park, our Foundation Stage children will follow a scheme of work based on seven areas of learning:

- Prime Areas of Learning: Communication and Language
Physical Development
Personal, social and emotional development
- Specific Area of Learning: Literacy Development
Mathematics Development
Understanding of the World
Expressive Arts and Design

These areas form the basis of the Foundation curriculum and are delivered through a variety of teaching methods e.g. structured play and focussed activities either as a whole class, a group or individually. There are also opportunities for child initiated learning as we believe that if a child shows curiosity about an area and wishes to investigate it further then, where possible, this should be encouraged.

During this Foundation year we aim to ensure that the children feel safe, happy and integrated into the life of the school. Our aim is for them to become independent, confident learners who are at the beginning of a lifetime of learning opportunities. We also aim to maximise children's natural curiosity about the world around them thus enthusing them towards learning as a means for discovering the answers to their questions.



Key Stage 1 and Key Stage 2

Key Stage One encompasses all children who are either Year 1 or Year 2, whilst Key Stage Two includes all children in Years 3, 4, 5 and 6. During these years the children's processes and strategies for learning will vary according to their age, ability or the area that they are studying.

At Chancellor Park Primary School we follow the National Curriculum in all subjects and have a Curriculum Map for the whole school to ensure that all children are taught the national requirements. The curriculum comprises of the following subjects:

Core subjects English, Mathematics and Science

Foundation subjects Art & Design, P.E. (Physical Education), Music, History, Geography, Design Technology, Modern Foreign Languages (French), Computing, Religious Education and P.S.H.E. (Personal, Social & Health Education, Citizenship)

These subjects are taught via a thematic teaching approach on a termly basis.



Pupil Progress

In accordance with the 1988 Education Act both Key Stage One (for children who are seven in that academic year) and Key Stage Two (for children who are eleven in that year) Standard Assessment Tests and Tasks (SATs) are administered and published.

Teacher Assessment and informal testing is carried out during the year in English and Mathematics so as to provide an accurate profile of the child's progress. There is an emphasis on every child achieving their potential in all areas of the curriculum and children are encouraged to give of their best at all times. Children will be praised for their own individual progress and successes no matter how great or small.

Progress is monitored and the teacher keeps records on the children's progress and will discuss with the child what steps are necessary for them to take to progress in a specific area. These targets will be reviewed and regularly updated so that every child has a clear understanding on how to achieve the next step in their learning.

Regular Parent Consultations take place to ensure that parents receive relevant and regular updates on their child's progress and an Annual Report is sent home towards the end of the year outlining their child's progress in all areas of the curriculum.

Excellence in Education

The Government published a document called 'Excellence in Primary Schools'. This document encourages primary schools to look creatively at ways to deliver the curriculum. At Chancellor Park we believe that very few subjects can be taught without reference to other areas of the curriculum and therefore your children will be encouraged to link knowledge learnt in one area to an enquiry in another. These links will make the area that they are currently studying more relevant to them as it builds on prior knowledge.

Whilst the majority of morning sessions will be mainly English and Mathematics, the afternoons are linked through thematic studies, where the child studies the different subjects through a theme each term, thus not only making it more relevant for them but also encouraging creativity. For example, the theme 'Egypt' may link learning about rivers, designing jewellery and looking at Ancient Egyptian history. Use of ICT and computing as a learning tool also takes place across the curriculum again linking areas of knowledge and understanding with new ideas. In this way our children will develop an understanding of the way in which different areas overlap and will therefore become more confident in using their prior knowledge and applying this to new ideas.

We are totally committed to providing the best possible education for each and every child in such a way that children actively look forward to learning new things and will embrace each new idea with enthusiasm and a keenness to explore all aspects of the area that they are being taught.

English

Reading is taught both carefully and systematically to all children so that they develop the skills that they need to read with fluency and understanding. It begins in our Foundation Stage where a high priority is given to the teaching and learning of phonics. This is continued then throughout Key Stage One. There is a wide collection of books of all types ranging from non-fiction, plays, poetry and fiction and the children are encouraged to read as wide a variety of books as possible to increase their vocabulary and appreciation of a variety of styles of writing.

Children have access to the library and each classroom also has its own selection of suitable and interesting books. Our children are able to borrow books and take them home where they are encouraged to read these to their parents. Parents are encouraged to take an active part in the sharing of these books by hearing their child read on a regular basis.

A clear, legible style of handwriting is taught and spelling is closely linked with handwriting practice. The children are given regular spellings to learn at home and are tested weekly on these spellings. Much of the children's writing develops from current class work and they write on a wide variety of topics and also for a variety of audiences developing the ability to spell, punctuate, revise and redraft work accurately. They are encouraged to discuss and communicate clearly with others through drama, speaking and writing.



Mathematics

Mathematics is taught using a great deal of practical work which gives children a broad and sound understanding of mathematical principles. The National Curriculum emphasises the requirement for children to be able to use numbers effectively and to practically solve problems.

There is emphasis on oral and mental mathematics encouraging children to find ways of finding answers without writing the problem down. Mental arithmetic, including multiplication tables and number bonds, is taught systematically with an emphasis on accuracy and speed.

Children are encouraged to set out their work carefully and in an ordered fashion and are encouraged to use and apply their knowledge and skills to problem solving activities. Children are expected to learn number bonds and multiplication tables at home and will be tested on them within school time.

Science

Science is a core area of the National Curriculum and importance is given to teaching children to think scientifically. Science is comprised of various areas, in accordance with the National Curriculum, and it is through enquiry and investigation that we teach our children to think in a scientific way. To achieve this children observe, measure, record, look for patterns, pose questions, make predictions, carry out fair tests and seek generalisations. Children are also taught how to set out experiments accurately when working, as this is fundamental to scientific enquiry.



Computing

Chancellor Park Primary School is equipped with much of the latest ICT equipment. Every class has a visualizer and an interactive whiteboard allowing children to use ICT through all areas of the curriculum.

We have 6 laptop trolleys which the children use in their classrooms. They are all on a wireless network and linked to colour laser printers making them extremely valuable with regard to cross curricular opportunities.

Children are taught how to word process, to handle data and spread sheets, create presentations, access the Internet and to use a wide variety of software packages and peripherals. Children are encouraged to begin to write their own simple programs and predict the outcome by using control technology (computerised robots). There is an emphasis on using ICT as a communication tool and therefore it is used in other curriculum areas to support the learning that is taking place.

Religious Education

Religious Education is taught using the LEA suggested scheme of work and encourages children to consider their own spiritual, moral and cultural development. Much of their understanding and knowledge will come through discussions and through exploring a variety of different attitudes that exist in our world today.

We aim to make children aware of the religions of the world by exploring their own experiences as well as teaching them the basic facts. We believe that is essential that we widen the child's experiences and knowledge whilst developing attitudes of respect, care, tolerance and understanding for others, themselves and the environment. Parents have the right to withdraw their child from Religious Education if they feel that it will impinge on their own beliefs, however, we would recommend that this was discussed with the Headteacher before doing so.

History and Geography

These areas allow children to develop a broader range of experiences yet also encourage them to study different topics in depth. The areas to be covered are clearly defined in the schemes of work so as to comply with the requirements of the National Curriculum. The style of teaching and the work set uses children's natural curiosity where possible and encourages them to think critically, develop their own opinions, increase their understanding and widen their experiences of our world. Children are taught to plan their work and are given the opportunity to work individually, as part of a group or as part of a team encouraging them to share ideas and consider differing opinions.

Art and Design and Design Technology

Much of the work in these areas arises from themed class work. Children are taught to look at things carefully and learn to develop an awareness of colour, texture, material, pattern and shape. They use a wide variety of media including paints, ink, fabrics, wood, clay and ICT. Children produce both two-dimensional and three-dimensional pieces of work and are taught to think critically about their work, discussing improvements that could be made.

Children also study periods of art, such as the Impressionists, and famous artists, looking closely at the individual styles and effects created by these artists and are encouraged to try to reproduce these styles. In Design Technology children are given specific products or items to design and make using a variety of different skills such as woodwork, sewing and modelling.

We are very fortunate to have a designated Art/Design technology Room which is fully equipped with sink areas, aprons and lots of paint!



Physical Education

The Hall is well equipped with a variety of large and small apparatus and there is a good supply of sports equipment for team games. Children are encouraged to take part in both indoors and outside activities and to work individually, in pairs, as a group or as a part of a team thus developing skills such as co-operation and participation. The PE scheme of work includes hand-eye skills, control skills, gymnastics, team games, athletics and dance. Wherever possible the school will take advantage of the skills of outside agencies to support and teach new skills to the children.

All children, irrespective of their ability, are encouraged to take part in competitive sport. When the school takes part in competitive matches we expect all players to play competitively but fairly with respect for the authorities running the event and for the opposition and supporters. Chancellor Park Primary School actively supports competitive leagues/cup competitions and is keen to promote sport for all.

Music and Performing Arts

Children are given opportunities to listen to composers, music from different cultures and the different effects of musical instruments. They learn to consider the different effects that can be created by music and are encouraged to create their own music using rhythm, different instruments and voices and then to record their work using a variety of methods.

Music, movement and drama are encompassed in Performing Arts and children work either individually or as part of a group to produce and perform pieces of work. They are encouraged to consider these performances and suggest improvements as, by performing and working with others, teamwork is encouraged and the child's confidence to perform and speak in front of an audience increases. These are skills that are vital for the modern day life.

Personal, Social and Health Education

Personal, Social and Health Education is taught as a distinct subject throughout the school with a clear focus on the individual child through the use of Circle Time and discussions. PSHE, together with citizenship, is also taught within all other areas of the curriculum where the opportunity arises and is an intrinsic part of the ethos of Chancellor Park Primary School.

We aim to give all children the knowledge, skills and understanding that they will need to lead confident, healthy, independent lives and to become informed and active citizens. Children are encouraged to take part in a wide range of learning experiences to become an active member of school life and to become involved with the local community. We also recognise the importance of the whole family and both value and encourage the sharing of skills and the contributions that can be brought, by other family members, into the school.

Sex Education

In accordance with the DfES a policy has been produced for Sex Education, which states that it is crucial in preparing the children for their lives now and in the future as adults and parents. The National Curriculum requires that children, by the age of seven, know that living things produce their own kind and that human beings vary from one individual to the next. By the age of eleven children should be able to describe the human life cycle, understand the process of reproduction in mammals and know that information, in the form of genes, is passed from one generation to the next. Sex Education is taught within other areas where the opportunity arises and the children are encouraged to discuss and ask questions so as to ensure that they have a clear understanding of the life process.

Children with Special Education Needs

At Chancellor Park we have a responsibility to respond to children's diverse learning needs, set suitable challenges for our children, and ensure that all children have full access to the curriculum.

Children's particular talents are identified and encouraged to enhance self esteem. High achievers receive careful attention to ensure that they are fully challenged and use is made of curriculum extension materials.

Any child performing considerably below the level of their peer group, or considerably below their own potential, is deemed to have Special Educational Needs (SEN). In the first place, the class teacher will usually identify such need, or concern may be expressed by parents. The majority of special needs will be catered for within the normal classroom environment through differentiating the work set.

Where necessary, extra support in the form of support from Teaching Assistants may be used. However, there may be the need to refer to our Special Educational Needs Co-ordinator (SENCo) who would make an initial assessment if appropriate, liaising with the class teacher and the parents regarding any further action that might be necessary to aid the child's learning.

Further specialists are available within the LEA. The school will utilise their knowledge and support where necessary. It is vital that there is a close liaison between parents, the class teacher and the SENCo so that everyone understands the procedures that are in place to help your child.



Extra-Curricular Activities

We, along with outside agencies, provide extra-curricular activities after school at Chancellor Park, as we believe that these give children the opportunity to gain experiences that may not arise within the normal school day. We aim to provide a variety of clubs that children, dependent on their age, will be able to attend before school, after school and at lunchtimes and these clubs will range from physical and sporting activities to performing arts and craft activities.

Internal school clubs run until 4:15 pm, and outside agency clubs run until 4:30. Parents will be informed which clubs are available, to whom, and on what days. It is not possible for the school to take responsibility for siblings who are not attending the clubs, therefore parents are asked to ensure that any children not attending clubs are collected at the end of the official school day and, to be prompt when collecting children from clubs.

The school may need to cancel these clubs for various reasons and will endeavour to inform parents of any cancellations as early as possible.

Music lessons, usually keyboard and guitar are available through the Essex County Council peripatetic music team and current prices and availability can be obtained through the school.



Pastoral Care and Discipline

Chancellor Park Primary School is a community in which behaviour is based on mutual respect, care and consideration for others. The class teacher, who knows the child well, is responsible for the care of all children in his or her class. Particular problems are referred to the Headteacher or Senior Management Team as soon as is necessary so as to ensure that issues are dealt with swiftly and effectively.

The values, standards and attitudes of our school are made clear to the children by example and discussion so that they are absorbed and made their own. There are clear, simple and explicit rules governing behaviour within the school, on the playground or field and for times when the children are representing the school elsewhere. The school has a very proactive School Council where children are given the opportunity to take responsibility for their own actions and create a school in which they all feel that their opinions are valued no matter what age they are.

If a child displays anti-social behaviour the Headteacher will contact the parents at the earliest possible opportunity so that we can work together to resolve the issues. LEA policy permits, in cases of persistent indiscipline, exclusion from the school. However, we believe that in the vast majority of cases, by working in partnership, this situation need not arise.

The school has a detailed Behaviour Policy outlining the rewards, sanctions and procedures that the school operates to encourage good behaviour.

A great emphasis is placed on rewarding positive behaviour and thus encouraging children to show care, consideration and politeness to all those that they interact with during the school day.



Child Protection & Safeguarding

Chancellor Park Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989).

There are three main elements to our child protection policy;

- a) Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Support to pupils who may have been abused.

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed below:

DESIGNATED CHILD PROTECTION CO-ORDINATOR

NAME: Claire Mills

CONTACT NUMBER: 01245 465250

DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATOR

NAME: Hilary Crick

CONTACT NUMBER: 01245 465250

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Amber Jones (Contact via School Office)

The school's full Safeguarding and Child Protection Policy can be found on the school website or a copy can be requested from the school office.

General Information

School hours

During the school week the children will be taught for 23 hours in the Foundation Stage and Key Stage 1 and 23.5 hours in Key Stage 2. This figure excludes collective worship, break times, lunch times and registration.

With the full implementation of the National Curriculum 43% of this time will be spent on English and Mathematics and 57% on the remaining curricular areas. There will, however, also be many opportunities for children to link subjects so that they are able to use prior learning to facilitate new areas of learning.

The school times are as follows:

08:45	Children allowed into school
09:00	Registration
09:05	<i>Lessons</i> (KS1)
09:10	<i>Lessons</i> (KS2)
10:10	Break
10:25	<i>Lessons</i> (KS1 / KS2)
11:30	Assembly
12:00	Lunch (KS1)
12:30	Lunch (KS2)
13:00	<i>Lessons</i> (KS1)
13:30	<i>Lessons</i> (KS2)
14:20	Break (Key Stage 1 only)
15:25	End of school KS1
15:30	End of school KS2

School Uniform

At Chancellor Park we have adopted a school uniform as we firmly believe that it fosters a feeling of belonging and encourages children to take a pride in their school (it also helps eliminate designer clothes competitiveness or telling parents that ‘everyone else is wearing it!’) and we are very grateful to parents for supporting the wearing of uniform. The uniform is as follows:

Boys	Girls	P.E.
Navy v-neck jumper (with school logo) White shirt with school tie <i>or</i> white polo shirt (with school logo) Black trousers	Navy v-neck jumper or cardigan (with school logo) White shirt with school tie <i>or</i> white polo shirt (with school logo) Black skirt, pinafore or trousers	Navy short-sleeved polo shirt (with school logo) Navy shorts or skirt Navy tracksuit bottoms for winter (<i>optional</i>) Plimsolls/White/black trainers
Black or grey socks Black shoes	White socks or black tights Black shoes Navy, white or black hair accessories	PE Bag

Summer Dresses are to be **navy** blue and white CHECKED.

During the summer months, girls are able to wear white sandals, however for H&S reasons they must be flat with straps supporting the ankle and across the top to hold them on.

All of this uniform is available from the My clothing Wesite- <https://myclothing.com/> and School Wear Plus- Chelmsford.

For reasons of Health and Safety we recommend that all shoes should be sensible and that the only jewellery worn is as follows:

One wristwatch

One pair of stud earrings

If a child is wearing more jewellery than this they will be asked to remove it and it will be returned at the end of the school day as we wish to avoid any unnecessary accidents. The school cannot accept liability for the loss of expensive jewellery.

Any items of school uniform that are likely to be taken off should be clearly marked with the child’s name.



Absence and Lateness

Government legislation confers authority to the school to decide whether an absence is authorised or unauthorised and as such the school is required to record and publish authorised and unauthorised absences annually. Schools receive regular visits from the Educational Welfare Officer (EWO) who will check registers and investigate any absences that appear too frequent or have a pattern. The EWO will then contact the family to ascertain why the child is absent on this basis and what strategies can be put into place to ensure regular attendance.

A note is required to explain any absence, unless a phone call or personal call is made. If we have not heard from you on the first day of your child's absence you will receive a phone call from the Administrative Assistant to ascertain the reason for absence. If your child is likely to be absent from school for a longer period of time we will do all that we can to support your child by providing material that can be completed at home if you so wish.

The school has a very strict policy on term-time absence. Please note that NO holidays will be authorised during term time. Requests for absence in specific circumstances must be made directly to the head teacher.

Unauthorised absences taken that have not been authorised are subject to potential fines issued by the Educational Welfare Officer (EWO) attached to our school.

Children who are late for school i.e. after 9:05 am, when the register closes, will be marked with a late mark as the government legislation directs. Any child who arrives at school after this time must report to the School Office so that they can be marked present. If you know that your child will not be in school at the start of the school day we would be grateful if you could inform the Office, particularly if your child is due to have a school meal so that one can be ordered.

In addition to morning lateness, our expectations extend to prompt collection of pupils at the end of the school day/ school club also. Pupils who are not collected from their classrooms on time will be escorted to the library by their class teacher where they will then need to be collected by their parents directly. Parents collecting from the school library will be required to give a reason for their lateness and this will be recorded. We understand that from time to time there may be unavoidable delays, and for these occasions we request that you inform the school office that you are running late at your earliest convenience. This is primarily so that we know nothing is seriously wrong, and we can reassure your child, updating them of your whereabouts. Unfortunately, if it is the case that parents have been unable to make alternative arrangements for their child to be collected and remain uncollected by 3.45pm (4.30/4.45pm following a club) their children will be taken to Stay 'n' Play club until pick up and will incur a full session charge.

Health, Welfare and Safety

If it is necessary for your child to take certain prescribed medicines whilst at school, please inform the School Office who will give you a consent form to sign and ask for details. Please label all medicines, including inhalers, clearly with your child's name, date and relevant instructions.

If your child has a severe allergy e.g. to nuts, stings etc. please inform the school immediately so that any necessary precautions can be taken. There will be procedures in place for any child who has a strict medication routine.

If your child has an infectious illness such as conjunctivitis, or has head lice, please do not send them to school until they have been given treatment either from the doctor or pharmacist. However, we would be grateful if you could inform us so that we remain aware of the situation.

The School Nurse will also carry out health checks as and when necessary and parents will be informed in advance when this is due to take place. If you wish the School Nurse to see your child please inform the school so that we can contact the School Nurse to arrange for this to take place.

We aim to ensure the safety of all our children whilst on the school premises. Therefore we would be grateful if all visitors (however brief the visit may be) report to the School Office as soon as they arrive and again when they leave. In this way we will know who is on the premises and in what capacity. Visitors to the school will be given a badge to wear that will clearly identify them.

If, at the end of the school day, your child is being collected by someone other than those who normally do so, we would be grateful if you could let the class teacher know so that we can ensure that your child goes home with the correct person. If someone other than yourself will be regularly collecting the child we would be grateful if you could introduce him or her to us so that we will recognise them immediately.

For those children who you wish to walk home alone please can you send a letter or E-mail the office giving permission stating specific days etc.

Prior to your child joining Chancellor Park Primary School you will be given a Pupil Information Sheet to complete, which will give us information that will facilitate the successful induction of your child as well as contact numbers in case of illness or an emergency. We would also request that any changes of contact telephone numbers are sent in to the School Office as soon as they change so that we can contact you (or a relative or friend) easily should an emergency happen at the school.

If at any time you have concerns about your child please do not hesitate to contact us at any time. All information is strictly on a 'need to know' basis but by working together on any issues we can ensure that your child remains happy, safe and healthy at Chancellor Park.

School Counselling Service

We are currently very privileged to be in the position whereby we can offer children counselling if it is considered beneficial to the wellbeing of the child. This will follow a referral / request from the class teacher in consultation with the head and parent.

Policy for Charging for School Activities

There are occasions when we will wish to take children out of school either to visit or take part in an activity that will enrich an area of the curriculum that they are studying or it may be that we are able to buy in a visiting group or organisation to run workshops or perform to the children as a part of the programme of work. The Governor's have accepted the LEA's policy on charging for school activities.

In summary:

For school activities which occur as part of the school day or as part of the curriculum (unless the visit is to fulfil statutory duties under the National Curriculum) parents will be asked to make a voluntary contribution towards the cost of the activity. Children of parents not wishing to contribute will not be stopped from taking part in the activity and the school will meet the cost.

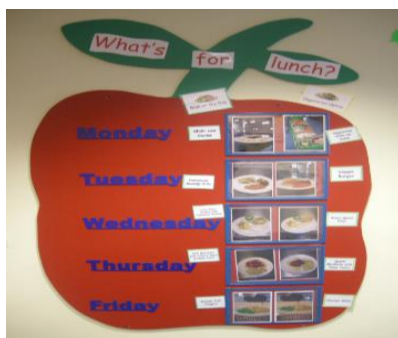
School Meals

Due to current Government legislation all children in Reception, Years one and two are entitled to a Free School Meal.

In Key Stage Two a school meal is available to purchase every day for those who request one and these meals are, where possible cooked from organic and locally produced food, which supports our aim to ensure that our children have healthy minds and bodies.

Parents will need to pay in advance for KS2 meals either weekly, termly or half-termly. Any meals that are not subsequently taken will be credited back to you. For those who think that they might qualify for free school meals, details are available in the School Office and again we would assure you that all information given to us would be passed on only on a 'need to know' basis.

Snacks – School Tuck shop sells healthy snacks at break time for 25p. Pupils bringing in their own snacks must bring in a healthy option e.g. fruit, yoghurt, cereal bars etc. Chocolate and crisps are not allowed.



Complaints in Respect of the School Curriculum

At Chancellor Park Primary School we have an Open Door policy whereby parents are welcomed into our school and where suggestions and concerns are listened to and acted upon. In the case of a complaint about the school, guidelines may be obtained from the school. Again, parents with complaints are encouraged to see the class teacher, a member of the Senior Management Team or the Headteacher at the earliest opportunity and it is hoped that all complaints can be dealt with at a local level informally. However, where this is not possible the complaint should be made in writing to the Area Administrative Officer at the Area Education Office, County Hall, Chelmsford, or to the Chair of Governors care of the school.

Acquiring Relevant Documentation

We aim to keep all parents well-informed as to the workings of the school, children's progress and future plans for development through newsletters and meetings. Parents are encouraged to come into the school to see their own child's work on a regular basis as we believe that this communication between ourselves and parents is vital to the success of our children's education.

Should any parent or other individual concerned with education wish to see any document relevant to his/her child's education, Governor's minutes or National Curriculum documentation, they should make arrangements via the School Office, to see the Headteacher prior to acquiring the said documents. In some cases there may be a charge to cover the copying costs of the documentation required.

Arrangements for Parents to Visit the School

Arrangements can be made to visit the school by contacting the School Office. The Headteacher will be pleased to see parents, show them around the school and provide any further information that you may require.

The Headteacher, staff and Governors of Chancellor Park Primary School appreciate that deciding on a school for your child can be a daunting task and will willingly offer any support and advice that you need in making that decision.

Parents of new entrants to the school, whether at Foundation Stage or throughout the school, will be invited to bring their children to the school for a Familiarisation Day (or several half days if in the Foundation Stage) during the term prior to their admission to the school and meet the Headteacher and the teacher and children of the class that they will be joining. We feel that this gives the child an opportunity to see the workings of the school before starting and can often reassure both parents and children who are anxious about starting in a new environment.

Parents are always welcome at our school and are encouraged to join us for special events, Parent Consultations, workshops and other gatherings as well as helping in classrooms by arrangement with the class teacher. If a parent has any concern about their child we would encourage you to come in at the earliest possible opportunity to discuss it with either the class teacher or the Headteacher so that we can all work together to find a swift and positive solution to the issue.

In conclusion...



Here at Chancellor Park Primary School we will make every effort to ensure that your child enjoys their time with us and will be happy, secure and gain the necessary foundations in terms of skills to be successful in their futures. We believe that by working together closely with parents we will be able to ensure that every child receives the support and encouragement needed to become capable, independent learners who actively embrace new challenges.

We aim to ensure that every child who spends time in our school will leave with a feeling of self-worth, having achieved his or her potential and having developed into a caring and thoughtful individual who will be equipped to continue to enjoy the next phase of their education.

The staff and the Governing Body would relish the opportunity to work more closely with you and your child in the near future and would like to thank you for taking the time to read our Prospectus. Our school aim is to provide our pupils with a primary school experience which they can treasure forever.

If you need any further details, or have any questions, please do not hesitate to contact us on 01245 465250 or by e-mail on admin@chancellorpark.essex.sch.uk

Mrs C.Mills – Headteacher.