

Dear Parents and Carers,

This booklet has been written to give new parents a small insight into our school community. We think of ourselves as a very big family and we hope you will decide to join us. The quality of any school depends upon the relationships within it. We hope that all children (currently 419) will be happy to come to school. If they aren't, parents need to tell school staff immediately so that we can resolve any problems.

Ashcombe School was built in the early 1970s and has grown over the years with the addition of a purpose-built Children's Centre, six Elliott classrooms and several extensions to the two main buildings. One day we hope to have a new permanent building for all of our children but until then we continue to provide the best possible educational environment for your children. The grounds of the school are very spacious but also quite secure. These are ideal for young children, particularly in the summer months.

Recent innovations to the school community have been the provision of affordable child care both before and after the school day. We are fully responsible for our hot lunches providing high quality nutritious meals at a bargain price. The play spaces used by children are exciting and are constantly being upgraded by our Friends Association. We are currently setting up a holiday club and have many more plans for further improvements in the coming years.

We hope you will enjoy reading this prospectus and, over the coming months and years, get to know the staff and governors very well.

Yours sincerely

Pat Brown
Chair of Governors

Peter Turner
Headteacher



Our Golden Rules at Ashcombe School



All adults and children will:



- Try to do our best so that we can learn better.

- Care for each other all the time and we will not be too bossy.



- Listen carefully to everyone.

- Speak politely to everybody.



- Keep our school tidy and look after all the things inside it.

- Walk inside the buildings and around the school.

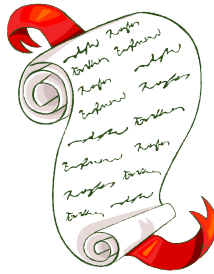
(except at playtimes and during PE lessons)



All children will:

- Do as they are asked by all grown-ups in school
- Play safely and in the right places at playtimes and lunchtimes, to make sure that everyone enjoys themselves





ASHCOMBE SCHOOL MISSION STATEMENT

Ashcombe School's mission is that all members of the school community should "Achieve to Grow". To enable this mission to be realised the school will "Value, Nurture and Motivate" all of the members of its community.

SCHOOL AIMS AND OBJECTIVES

Our aim is to create a happy, caring and co-operative school community which celebrates learning in all of its forms. Staff, governors and parents will work together to develop capable, confident and tolerant members of society. We will value all our pupils equally and will use six basic principles to guide us in their education:-



1. A Shared Ethos:

We apply strong moral values to everything we do in school and our daily act of collective worship helps our children to grow morally, culturally and spiritually:

- Regular praise and a feeling of security help children to develop self- esteem and an open and questioning mind.
- Curiosity and perseverance help children to develop independence in their learning.
- Positive rewards and fairly applied sanctions promote good behaviour.
- A caring attitude towards others leads to everyone's feelings and beliefs being respected.
- Listening to pupils and involving them in some decision making will encourage their social development as future citizens.

2. Our core purpose is to provide high quality Teaching and Learning:

Children learn in many different ways so we aim to teach using many different styles:

- We encourage children to have a growing awareness of their own learning through widespread use of the Building Learning Power framework and by applying the principles of Assessment for Learning within the classroom.
- Children work individually, in pairs, in small groups or as a whole class.
- The room is silent, quiet or sometimes very noisy!
- The teacher talks, demonstrates, listens, observes, guides, assesses and disciplines.
- We employ a carefully chosen range of teaching styles and classroom organisation depending on the learning objectives of the lesson.
- We acknowledge that pupils may have a preference for visual, auditory or kinaesthetic learning styles and plan to use all of these approaches.
- The regular use of ICT enables our pupils to develop as life long learners.

3. A Clear Curriculum plan:

Agreement upon what children should learn, when they should learn it and how they should learn it, is vital to a continuous and progressive education:

- Working as a team, staff will devise and operate detailed schemes of work which ensure that all of the requirements of the Early Learning Goals and National Curriculum are met.
- Children's progress will be constantly monitored and plans are revised to meet their needs when necessary.
- The basic skills of reading, writing, numeracy and oral communication are emphasised within the context of a wide and stimulating curriculum.
- We liaise with local pre-schools and the four local comprehensive schools to produce a cohesive programme of education for ages 3 - 16.



4. The involvement of Parents as Co-educators:

Parents are the natural educators of their children so we aim to work in partnership with them by:

- Effective communication between school and home. Regular newsletters by electronic and traditional methods keep parents informed of school events, and parents' evenings are held every term. Our web-site is regularly updated with current issues.
- Encouraging parents to support school activities and so help their children value school life; attending more regularly and more punctually.
- Asking parents to support their children's learning at home by monitoring homework, learning maths facts and reading together on a regular basis.
- Welcoming parental help in the classroom.
- Offering school-based training for classroom volunteers & workshops for all parents.

5. A Community Spirit:

We aim to be a strong school community as well as being an integral part of the wider local community:

- Promoting and supporting the events and fund-raising organised by the Ashcombe Friends Association (AFA).
- We study local history and geography.
- We make regular visits to local churches, shops, parks and other places of interest
- The local business community provides valuable financial support.
- Expertise in the wider community is used to provide a range of out-of-school activities on our school site.

6. A school site which is fit for purpose:

We aim to provide a safe and stimulating physical environment in which our pupils can learn:

- We will endeavour to follow all relevant health & safety legislation and operate within best practice guidelines.
- We will ensure that security is given a high priority.
- We will seek to repair and maintain the external and internal fabric of the buildings to the best possible standard
- We will provide the highest quality of furniture and fittings that the budget will allow.
- We will maintain the school grounds as a valuable educational resource and play area.

Members of the Staff Team

Head teacher

Peter Turner

Deputy Head teacher
Assistant Head teacher

Pam Withers
Steve Burditt

Class teachers

Sarah Bell
Donna Chadwick
Jayne Dale
Zoe Gartland
Sarah Hutchinson
Marc Trewern
Sue Alexander
Jacq Goodacre

Julie Brown
Sarah Crump
Kerry Evans
Stuart Goodhard
Marisa Plested-Ferris
Emma Wotton
Hannah Biddlecombe
Donna Rees

Primary Bursar
Administrator
Administrator

Jackie Ware
Debbie Brand
Lisa Driscoll

Teaching Assistants

Pat Clark
Natasha Loud
Jean Peach
Jeanette Riley
Debbie Vowles
Makala Welfare

Tina Langston,
Sallyann Mansfield
Michaela Porter
Cheryl Saunders
Sam Webb

Learning Mentors

Lorraine Francis & Kathie Light

Learning Support Assistants

Becky Burditt
Julie Chmielewski
Anna Janzen
Anita McIntyre
Dawn Pipe
Karen Selway

Ali Chester
Helen Hale
Annette Lock
Anna Obarska
Helen Romeok

ABC - Ashcombe Breakfast Club

Lorraine Street, Lesley Ford & Helen Romeo

Raskoolz After School Club

Bekka Crawley, Dawn Pipe & Lynn King

Lunchtime Supervisors

**Elizabeth Bell
Dawn Dicker
Joyce Golledge
Annette Lock
Anita Mcintyre
Karen Selway
Lorraine Street
Fran Weston
Tori White.**

**Ian Cullen
Lesley Ford
Ann Jones
Naomi Macbeath
Dawn Pipe
Julie Stanley
Mandy Wastenev
Gemma White**

Cleaner in charge

Joyce Golledge

Handypersons

Ron Dyer and Chris Gowan

Cleaners

Norma Mawford, Mandy Wastenev & Fran Weston

**This team is assisted by:
Kitchen Manager
Kitchen Staff**

**Sheila Hale
Jo Denford, Joan Hopkins, Tracey Massey & Lorraine Street**

Education Welfare Officer

Jayne Goodwin

School Nurse

Alison Paterson

Peripatetic music lessons

North Somerset Music Service

School Times	Foundation Stage	8.55	Enter classroom and registration
	Key Stage 1	8.50	Enter classroom and registration
		8.56 - 12.00	Morning lessons
		12.00 - 1.15	Lunch
		1.15 - 3.15	Afternoon lessons (optional break)
	Key Stage 2	8.50	Enter classroom and registration
		8.56 - 12.15	Morning lessons
		12.15 - 1.15	Lunch
		1.15 - 3.15	Afternoon lessons



By 8.50am all children (except Foundation Stage) need to be in the classroom!!

School Crossing Patrol

Mr Cullen who is employed by North Somerset Council, is our Crossing Patrol Officer. He is on duty each day outside the main school's entrance in Earlham Grove. He is on duty from: 8.30 am to 9.00 am and 3.15 pm to 3.45 pm

Please ensure that your children use this safe crossing point.

There is currently a vacancy for a Crossing Patrol Officer on Locking Road at the junction with Hillview Road.

If anyone is interested in doing this important job please contact John Astridge on 01934 634858

Police in School

Heather Searle is the Police Community Support Officer for this part of Weston and has become a regular visitor to the school.

She has been working hard to secure a safer environment outside the school grounds for all children and their parents arriving and leaving the school.

She will continue this year to spend as much time as she can in the school and is always available for any issues that the parents may wish to discuss. Her office telephone number is 01934 638177.

Parking in School Grounds

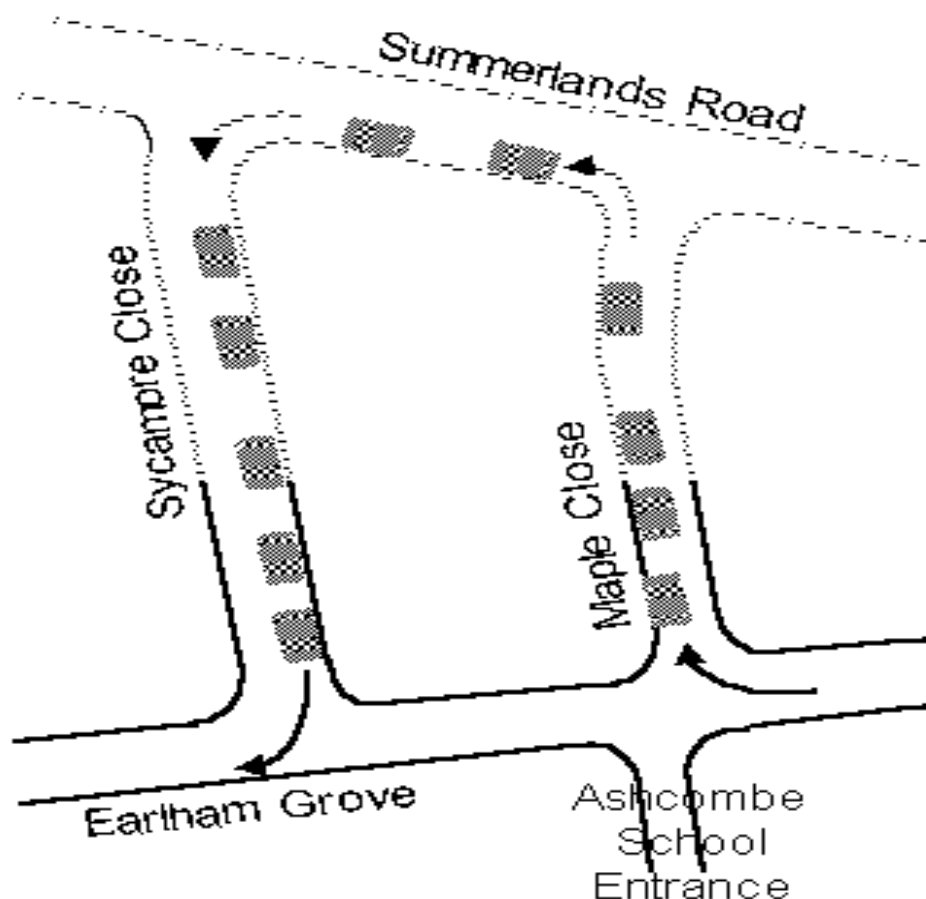
Parking space is restricted to staff only and you are asked **not** to bring cars into the school grounds except in cases of a medical emergency. Taxis bringing/collecting **unaccompanied** children may enter the car park BUT if an adult is in the taxi, it should park outside on the road whilst the adult walks into school.

Please also be aware that Ashcombe School parents are not permitted to park in Ashcombe Children's Centre car park.

Preferred Parking Arrangements

As Ashcombe School is situated in a residential area, the map below details the preferred areas of dropping children off and parking to collect children. This not only helps our crossing patrol guide the children safely across the road, it maintains the good relationship that the school has with our neighbours. It also ensures that the flow of traffic in the Earlham Grove area does not become too congested.

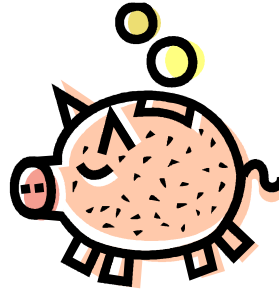
Your co-operation in this matter is appreciated by all concerned. - Thank you.



Personal Property

To help in the ever present problem of lost property in school will you please mark all items of clothing with your child's name in permanent ink.

Children are asked not to bring any items of value into school. If children do, we cannot accept responsibility for any damage or loss.



Money brought into school should be in an envelope with the child's name and the amount enclosed. This should be handed to the class teacher during morning registration. The office sells small envelopes ideal for this purpose (£1 for 25).

Jewellery

Children are discouraged from wearing jewellery to school. Children with pierced ears should only wear stud-type earrings to school. This is for safety reasons and because we cannot accept responsibility for loss, damage or personal injury. All jewellery must be removed for all PE lessons (earrings may be taped over if recently pierced).

School Uniform

Parents are encouraged to dress their children in school uniform with a combination of the school colours - navy, white, black and/or grey.

Sweatshirts and fleeces with the school logo are available from the school office. We operate a very cheap "nearly new" shop and donations are always gratefully received as your child grows.

Sensible, suitable shoes, (girls shoes should not have a high heel), and coats should be worn. We prefer trainers to be used for outdoor PE lessons only with daps for indoors

PE/Games Kit

Please ensure that your child is provided with a suitable change of clothing for PE and games.

Navy blue shorts and a white T-shirt with daps
(Not trainers for indoors).

For outdoor games tracksuits are optional, footwear should be appropriate to age and activities involved but all children are expected to change from their daily footwear for the P.E. lesson.



Illness, Accidents and Medical Matters

Please telephone the school before 9.30am on the first day of absence if a child is absent because of illness (an answer machine is available at all times - leave a message at any time of night!).

Most minor accidents can be dealt with in school and parents will only be informed of the circumstances if the injury is more serious.

More serious accidents, or a child being taken ill in school, will result in parents or carers being contacted and asked to collect the child immediately. Please make sure the school has an up-to-date record of your contact numbers (home, work and mobiles) as well as any other emergency contact persons.

Wherever possible children should not take any form of medication in school. If it is necessary for a child to have medication in school for ongoing conditions (e.g., asthma, migraine), or to complete a course of antibiotics, this can only be done if parents have completed the necessary forms, available from the school office.

Children will not be allowed out of school for medical appointments unless accompanied by a responsible adult. All children removed during the day should be "signed out" in the school office by the adult collecting them.

In line with North Somerset's environmental health guidelines, all children suffering symptoms of sickness and/or diarrhoea should remain at home for at least 48Hrs after the last occurrence of illness

Annual Family Holidays

It is obviously important that children attend school as much as possible. Certificates are awarded each term for children with full attendance. However, if taking annual holidays during school time is unavoidable you are asked to complete a holiday form as early as possible but at least one week before the start of the holiday. The forms are available from the school office. It should be noted that the school will only authorise five days holiday in any school year.

Attendance and Punctuality

Schools have to report on the attendance and punctuality of their pupils.

Absences and reasons should be notified to the school by telephone on the first day of absence. If this does not happen we have to report it as "unauthorised absence".

A "late book" is kept. Children who arrive at school after 8.50am registration must report to the school office and the reason for their lateness will be recorded.

It is obviously in your child's interest that they attend regularly and are punctual.

During 2009/2010 the absence figures were -

4682 Authorised out of possible attendance 107928 sessions (4.3%)

185 Unauthorised out of possible attendance 107928 sessions (0.2%)

On average children were absent for 6 days during the year.

Change of Family Circumstances

Please keep us informed of any changes of home address and telephone numbers, (home, work and mobile) and other emergency contact numbers if you are unavailable.

It is also helpful if we are aware of any change in family circumstances that might affect your child's behaviour, either in the short or longer term.

Any such information will be treated in the **strictest confidence**.

School Meals

At Ashcombe we are proud to have our 'Healthy School' status and are working towards Healthy Schools Plus.

Cooked meals are made using quality fresh ingredients from local suppliers. The meals are nutritionally balanced and comply with the national standards for school meals. Our kitchen manager prepares the meals daily in our own kitchen allowing the food served to be to the highest standard and follows our popular and healthy three week menu.

Money for meals should be received in **advance** weekly, monthly or termly and handed to the class teacher in a named envelope. If you think you are entitled to free meals please ask at the office for information on how to apply.

Children may bring a packed lunch if parents prefer. Please make sure that these are brought in appropriate containers marked with the child's name. Children should not bring glass containers, fizzy cans or vacuum flasks. Yoghurts should be avoided due to the mess they can make and any fruit should be cut, peeled and wrapped in cling film.

When deciding on the contents of your child's lunch box please be aware that your child needs a balanced diet in order to be able to participate fully in their learning throughout the day. If you would like any ideas in order to provide your child with a varied range for their lunch box please visit the school food trust website where further information may be obtained. (www.schoolfoodtrust.org.uk).



Ashcombe 'Hales' Kitchen Menu – Sample Menu

Kitchen Manager – Mrs Sheila Hale

Week One – 22 nd Feb, 15 th Mar, 19 th April, 10 th May, 7 th & 28 th June, 19 th July. Main Course	Monday Savoury mince in yorkshire puddings with peas or carrots and jacket wedges Homemade pizza with peas or carrots and jacket wedges Fruit cocktail & ice cream	Tuesday Roast chicken breast in gravy with roast or boiled potatoes and green beans or mixed vegetables Quorn fillet with roast or boiled potatoes and green beans or mixed vegetables Carrot cake	Wednesday Tuna pasta bake with sweet corn and garlic bread with cheese or crusty bread Quorn shepherds pie with sweet corn and garlic bread with cheese or crusty bread Fruit muffin and custard	Thursday Roast pork and carrots in gravy with mashed potato and broccoli and cauliflower Lentil roast in gravy with mashed potato and broccoli and cauliflower Rice pudding and fruit jam	Friday Lasagne with chips or rice and baked beans Vegetarian korma with rice and naan bread Pear and mandarin mousse Friday
Desserts	Monday Spaghetti bolognese with carrots and cheesy garlic bread or crusty bread Tuna jackets & salad with cheesy garlic bread or crusty bread Cookie and milk	Tuesday Gammon ham in gravy with roast or boiled potatoes and vegetable medley Vegetarian quiche with roast or boiled potatoes and vegetable medley Fruit cocktail & ice cream	Wednesday Sausages and mash with baked beans and crusty bread. Roasted vegetable lasagne with salad or baked beans and crusty bread. Banana cake & custard	Thursday Three fish pie with broccoli and cauliflower and crusty bread Cheesy jacket potatoes with salad or broccoli and cauliflower and crusty bread Strawberry cheesecake & ice cream	Friday Home made beef burger with chips or pasta and peas Vegetable crumble with salad and chips or pasta and peas Shortbread and orange juice Friday
Week Two – 1 st & 22 nd March, 26 th April, 17 th May, 14 th June, 5 th July. Main Course	Monday Fish fingers with mashed potato and baked beans Cheese and tomato pie with mashed potato and baked beans Shortbread finger with fruit & ice cream	Tuesday Meatballs in tomato sauce with roast or boiled potatoes and peas or carrots Cheesy bean yorkshire puddings with roast or boiled potatoes and peas or carrots Chocolate & pear sponge with chocolate sauce	Wednesday Chicken fillet in breadcrumbs with sweet corn and pasta Salmon mayonnaise jackets with salad or sweet corn and crusty bread Dorset apple cake & custard	Thursday Roast lamb in gravy & mint sauce (optional) with roast or boiled potatoes and mashed swede or cabbage Broccoli & cauliflower bake with roast or boiled potatoes and mashed swede or cabbage Orange sponge & custard	Friday Hoki fillets in batter with chips or pasta and peas Spanish omelette with salad or chips or pasta and peas Fruit jelly whirls
Week Three – 8 th & 29 th March, 3 rd & 24 th May, 21 st June, 12 th July. Main Course					

Also Available Daily – Assorted freshly baked bread, Salad, Organic yoghurts (Apricot, Strawberry and raspberry), Fresh Fruit bowl (Apples, Oranges and Bananas). Jugs of fresh water served daily.

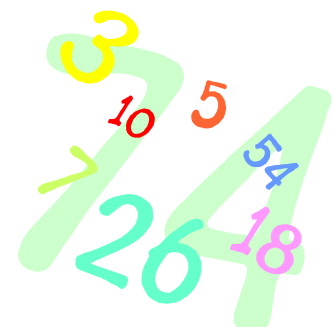
Eat Healthy and be Healthy – Ashcombe School holds the Healthy School Award 2007-2010

Parents and School

"Education is a partnership between Home and School." At Ashcombe we hope to make this partnership as healthy and fruitful as possible.

What will we do?

1. Provide opportunities for you to meet your child's teacher - at least once each term.
2. Invite you into meetings about various aspects of education, such as Reading, Maths, etc.
3. Be available to listen to your worries and concerns. Both the Class teacher and the Head teacher will always be willing to see you but may not be able to do so immediately. It is usually helpful to phone and make an appointment in advance.
4. Encourage you to help your child learn at home by listening to them read regularly, learning spellings and maths facts together and occasional homework tasks.



So what can you do?

1. Take an interest in everything your child is doing at school.
2. Share books together, listen to them read, help them find information.
3. Support the teacher. Teachers are not always right, of course, but don't assume your child has told you "the whole story". Check it out with your child's teacher first. The closer we can work together the better for your child.
4. Please attend meetings so that you can help your child. This will also show them that you are interested and concerned.
5. Be willing to help teachers in class or on trips as the need arises to ensure that the trips are able to take place.
6. Become a Parent Governor or a member of the AFA committee.
7. Ask your employer to sponsor or subsidise a school project or activity.
8. Use your expertise in the school.



Ashcombe Friends Association (AFA)

The aim of the AFA is to foster good relations between home and school; keep families in touch with developments in education and what is happening in their school; find joint activities for home, school and child that will help us work together and also to raise valuable money to buy the resources that the school needs. Since September 2000, the AFA has paid for excellent seats in the children's playgrounds, new furniture in our computer room and new resources for our two libraries. Over the last few years the AFA has paid for two areas of all-weather outdoor play equipment and have recently paid for a space net and tyre park which are proving very popular with the children!

We hope that everyone will help to make our future events a success.

Willing helpers are always needed and very welcome!!



Curriculum

The Primary School Curriculum is always changing with new initiatives being developed for schools to respond to. At Ashcombe we plan our lessons very carefully to help children learn gradually at their own pace. We assess children's progress and then plan the next series of lessons in each subject.

English

The daily teaching of English includes reading, writing, speaking, listening and drama. These are fundamental skills which will allow your child to participate fully in the whole school curriculum and the wider world. At Ashcombe the teaching of phonics is central to early Literacy development. We aim to foster a love of story and an enjoyment of playing with and exploring words. Year on year, the children learn how to speak, read and write in a variety of forms such as; poetry, letters and reports. This is delivered through a strategic teaching approach guided by the Primary framework for Literacy.

Mathematics

Mathematics is an essential life skill and here at Ashcombe we endeavour to nurture confident mathematicians who are able to apply their Maths skills to real life situations. Our delivery of Maths follows the National Framework and allows all children to develop efficient mental and written strategies as well as have opportunities to investigate numbers, shapes, data and measures. Through daily lessons we employ a wide range of teaching styles that not only help to make Maths at Ashcombe fun but creates Mathematicians who understand the role of this important subject in real life contexts.



Information Communication Technology (ICT)

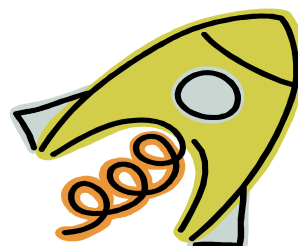
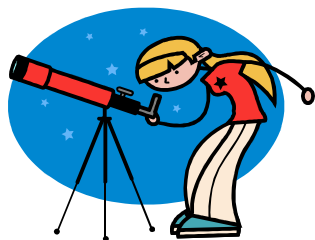
The school's main Computer Suite consists of 31 networked computers and 6 networked in an adjacent room which give all children opportunities to develop their ICT skills. We also have a mini suite consisting of 8 networked computers for small group work. Each classroom has a networked stand-alone computer as well as an interactive whiteboard with full internet access.

Each class visits the suite twice a week, once for an ICT lesson and once for a cross curricular lesson.



Science

Science is a journey of wonder and discovery. We aim to inspire your child with exciting and relevant experiences that challenge their natural curiosity whilst developing methodical investigative skills.



History

History is taught to develop pupils' curiosity and understanding about the past in Britain and the wider world. It helps the children to consider how the past has influenced the present and therefore to understand more about themselves as members of society.



Geography

Geography broadens the children's horizons from the local, to the national and to the global. It covers both regional and physical geography, includes map reading skills using atlases and ordnance survey maps, and helps the children to appreciate the need to protect their environment. We aim to give children as many practical experiences as possible to develop their geographical skills and knowledge.



Art

Through our creative curriculum and topics children explore the six elements of Art throughout the year; line and tone, colour, form, texture, pattern, shape and space. Children express themselves through drawings, paintings and sculptures and are encouraged to experiment with different media and develop their natural skills and creativity. They are introduced to appropriate skills and media for their age and experience, including crayons, paints, chinks, inks and collage materials to be glued or sewn etc. The children's work is displayed around the school to inspire creativity.



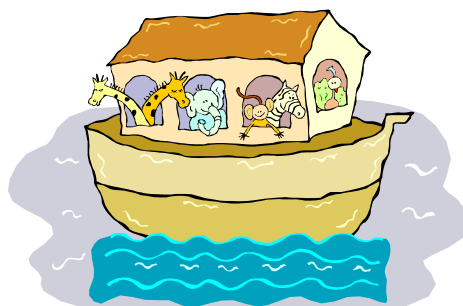
Design & Technology

Children will become aware of the process involved in design and technology. They will design their own item and make it following their design. The children will be encouraged to adapt their design to solve any problems that arise. Once the children have completed their finished product they will evaluate it. Each child will gain knowledge and skills through working with a variety of materials including food.

Religious Education

Religious Education is a compulsory part of the school curriculum and will incorporate class lessons and school assemblies. These are mainly Christian in content but most of the major world religions are covered at some stage in the school.

Parents have the right to withdraw their children from assemblies and RE. Any parents wishing to take this option should first discuss the situation with the Head teacher.



Physical Education (PE)

Every child will be involved in two sessions of PE each week. Juniors will all have at least two terms of swimming during the year. You will be notified when your child is involved. Children are expected to change for all PE lessons and so must bring their 'kit' on the correct days (please check with your child's class teacher).

All these activities are part of the curriculum and children must take part unless excused for medical reasons by a note from their parents. Children will be enjoying our Physical Energetic Play Scheme (PEPS) during lunch and break times on the playgrounds.

Music

All classes receive a weekly music lesson. Singing practices in the school hall take place every week. Older children may learn how to play an orchestral instrument if parents are willing to pay for lessons termly. Ask at the office for details. Weekly recorder lessons will be given to all children in years 3 and 4 free of charge.



Personal, Social, Health and Citizenship Education (PSHCE), Social and Emotional Aspects of Learning (SEAL)

The overall aim of this aspect of our school's education is to encourage a consistent and positive atmosphere throughout the school, where children can gain confidence, self esteem and a sense of responsibility for themselves and others.

Our aim is to be as positive as possible and seek to enhance and reward children's efforts. All members of the school, staff and children, have certain "rights and responsibilities" both in and out of the classroom.

PSHCE is essential to each child's education. These sessions teach important life skills that help each child to develop techniques for use in real life situations.

The school uses the SEAL scheme of work and resources to ensure the children develop through a broad range of activities and experiences. The scheme is set out in seven different sections: *New Beginnings*, *Relationships*, *Good to be ME*, *Going for Goals*, *Getting On and Falling Out*, *Changes and Bullying*. Where possible these are linked to class topics but are often taught discreetly to ensure coverage, which gives regular opportunity for children to explore all aspects, appropriate to their needs and stage of development.

There are certain aspects of this that need special mention -

Discipline and Behaviour

The aim is to 'value' everyone associated with the school. This means we are concerned in building an atmosphere of caring and trust. Children should be able to feel that school is a safe and secure place in which to learn. Whilst we seek to be as positive as possible there are of course "rules and regulations" which children need to know and respect.

Our approach is through the "School Charter" (see page 3). As well as the "School Charter", each class will have displayed its own 'class rules'.

Children whose behaviour causes concern will be dealt with fairly and consistently. Parents will be invited into school whenever we have serious cause for concern or if sudden changes in behaviour are noticed. Any confirmed incidents of bullying will be discussed with parents and taken very seriously.

The school has several systems for rewarding good behaviour and good academic work. These reinforce our messages to children and give them a great sense of achievement.

Sex and Drug Education

The school policy is that Sex and Drug Education is part of a planned programme that develops through the school as appropriate to the age and maturity of the children. Specific questions raised by children will be dealt with honestly but with sensitivity. Some issues (if inappropriate for age level) will not be discussed but will be referred back to parents or explained in later years at secondary school. Our full policy is available on request.

Parents have the right to withdraw their children from some aspects of formal Sex Education lessons. Some parts of lessons are a compulsory part of the science curriculum. Please discuss this with the Head teacher.



Special Educational Needs (SEN)

All children at the school are taught in mainstream classes. Children with identified needs whether physical, learning or behavioural, may receive some small group or individual teaching according to the available resources. In line with national recommendations children identified as having Special Educational Needs are placed at various stages.

School Action:

At this level of concern the school will discuss with the parents any action to be taken to meet the child's needs. A child on School Action will usually have an individual education plan which may identify specific areas and targets to help the child progress.

School Action Plus:

This involves advice from other professionals such as our Educational Psychologist, Speech Therapist, and/or Social Worker etc.

If school action plus fails to help the child progress sufficiently then a full assessment will be made by the school staff and the school's Educational Psychologist which could lead to a Statement of Special Educational Needs being issued. Children who have a Statement will sometimes attract extra funding from the Local Education Authority to help the school meet the needs of the child. Funding is allocated for additional resources, such as specialised equipment, Learning Support Assistant time and teachers' support and development.

The school has a nominated SEN Co-ordinator, Mrs Alexander, part of whose role is to manage the documentation and discuss needs and plans with the parents and class teacher concerned.

On average only 2% of the pupil population will attract a Statement whereas 20% of pupils will be considered to have some Special Educational Needs.

Learning Mentors/Parent Support Advisors

Some children need greater pastoral support than other children from a trusted adult.

Pupils with low self-esteem, friendship or behavioural difficulties or domestic issues are identified and a support package put in place by the learning mentors in partnership with their parents.

Our Parent Support Advisors can also provide short term support which can be accessed by parents at times of greatest need. This includes scheduled parent support programmes such as Family SEAL, SHARE and Family Links. These programmes are run over a series of weeks and help the group of parents attending to improve home life for all the family



Educational Visits

At various times of the year the class work will be enhanced by either visits out to places of interest, or by inviting "experts" in to work with the children. Parents will have due notice of such visits. A residential visit for pupils in Year 5 is organised every year to Morfa Bay (South Wales).



Charging

Most visits involve a cost to the school to organise them. Parents will be asked to contribute towards the cost of travel and admission for visits out of school. If these contributions cause families problems please discuss this with the Head teacher.

After School Clubs

The school currently operates a variety of clubs outside the normal school hours open to various age groups. Some of these include:

- Choir, Drama, Rounders, Football, Jigsaw Puzzles & Multi-skills sports
All clubs are currently charged at £2.00 per child per term



Ashcombe Breakfast Club - ABC

Our breakfast club opens at 8:00am daily with last registration at 8:15am Monday - Friday (term time only) at a cost of £1.50 per child per session. Breakfast menu consists of cup of fruit juice or milk (water freely available if more drink required), choice of 3 healthy cereals - Weetabix, Rice Krispies or Cornflakes, teaspoon of sugar (optional) and cold semi-skimmed milk. Hot toast is available everyday with one of the following food offered to accompany:- Beans, Scrambled egg, Bacon, Sausage, Spaghetti, Cheese and Jam/marmalade. All children must be signed in by an adult

Raskoolz

This is a school based daily childcare facility (term time only). Children can attend flexibly but all payments must be in advance. Children receive a drink and a small snack and have access to a wide range of play activities with qualified playworkers providing supervision from 3.15pm to 6.00pm.



Comments and Complaints

If you are happy with what Ashcombe Primary School offers you and your children, please tell us - a little praise goes a long way! If you are concerned about any aspect of the school there are three steps you should take:

1. Speak to your child's class teacher who will offer support and give you more information.
2. Speak to Mr Turner (Head teacher) who will investigate your concerns and hopefully rectify any problems.
3. Write formally to either the Head teacher or Chair of Governors who will deal with any concerns in a confidential manner following the guidelines set down by the Governing Body (copies available on request).

Reporting

Your child's progress will be reported to you in a variety of ways -

1. Termly interviews with the class teacher.
2. Through informal meetings with the teacher at either your or the school's request.
3. A written report at the end of the school year which will report on your child's progress in all subjects in the National Curriculum as well as attitudes to work and school in general. Targets for future improvement will be included.

You will have the opportunity to discuss the annual report with the teacher if you wish to.

Assessment

Pupils are continually assessed throughout their school life but there are formal assessments at ages seven (KS1) and eleven (KS2) in Reading, Writing and Mathematics. There are two assessments:

- < Formal tests (known as SATS) and
- < Teacher assessments (TA)

SATS are one-off tests taken in the summer term. Teacher assessments are based on your child's work over the year.

At KS1 pupils can achieve one of six levels: W, 1, 2c, 2b, 2a and 3. The expected standard is Level 2b. Similarly, at KS2 pupils can achieve five levels: Levels 1, 2, 3, 4 and 5. The expected standard at this stage is Level 4.

End of Key Stage 1 results 2009

Some very challenging individual targets were set back in October 2008. 58 children took the tests and one child (unwell for the tests) was assessed on teacher assessment only. The combined results were as follows:

	Reading 2009 School	Reading 2008 National Av.	Reading 2008 School
Level W	0%	3%	5%
Level 1	17%	13%	5%
Level 2c	17%	12%	25%
Level 2b	14%	22%	27%
Level 2a	22%	25%	33%
Level 3	31%	25%	5%

Reading: 38 pupils achieved their target
11 pupils achieved higher than their target
10 pupils achieved below their target

	Writing 2009 School	Writing 2008 National Av.	Writing 2008 School
Level W	2%	4%	7%
Level 1	24%	15%	12%
Level 2c	19%	22%	23%
Level 2b	19%	27%	35%
Level 2a	25%	20%	18%
Level 3	12%	12%	5%

Writing: 33 pupils achieved their target
13 pupils achieved higher than their target
13 pupils achieved below their target

	Maths 2009 School	Maths National Av.	Maths School 2008
Level W	0%	2%	5%
Level 1	0%	7%	5%
Level 2c	24%	17%	20%
Level 2b	31%	24%	33%
Level 2a	27%	27%	23%
Level 3	19%	23%	13%

Maths: 32 pupils achieved their target
16 pupils achieved higher than their target
11 pupils achieved below their target

Figures are rounded to the nearest whole number and therefore may not total 100%

Ashcombe Primary School
Key Stage 2 SATs results 2009 for 58 Year 6 pupils
 (with comparison figures for National and School results 2008)

ENGLISH RESULTS				
Level achieved	No of Pupils 2009	School 2009	National 2008	School 2008
Absent or below level 3	4	7%	5%	5%
Level 3	13	22%	12%	17%
Level 4	24	41%	53%	64%
Level 5	17	29%	30%	14%
Level 4 or higher	41	71%	83%	78%

MATHS RESULTS				
Level achieved	No of Pupils 2009	School 2009	National 2008	School 2008
Absent or below level 3	4	7%	5%	5%
Level 3	12	23%	15%	17%
Level 4	29	50%	49%	63%
Level 5	13	22%	31%	15%
Level 4 or higher	42	72%	80%	78%

SCIENCE RESULTS				
Level achieved	No of Pupils 2009	School 2009	National 2008	School 2008
Absent or below level 3	2	3%	2%	0%
Level 3	5	9%	9%	7%
Level 4	33	57%	44%	49%
Level 5	18	31%	45%	44%
Level 4 or higher	51	88%	89%	93%

In October 2008, the school set some very challenging SATs targets for 57 pupils in all three subjects:

In English 39 pupils achieved their target
 7 pupils achieved one level higher than their target
 12 pupils achieved one level below their target

In Maths 46 pupils achieved their target
 4 pupils achieved one level higher than their target
 8 pupils achieved one level below their target

In Science 39 pupils achieved their target
 10 pupils achieved one level higher than their target
 9 pupils achieved one level below their target

Admissions Policy

Reception children are admitted into school in the September of the school year in which they reach the age of five years.

Placement is in principle according to parental choice. However, if the permitted number is less than the number of places required, the allocation is made by the Local Authority. The criteria by which allocations are made is in the following order of priority -

Where there are medical, psychological or Special Educational Needs
Geographical considerations

Children not offered a place at Ashcombe will be offered an alternative school. A parent's guide to the LEA admissions policy is available from North Somerset Awards & Student funding department.

Reception children will be gradually phased into school during the first six weeks of term. They will also have had two visits to school during the previous Summer Term.

Parents wishing to visit the school prior to application for places may do so by appointment during July, September or early in October.

Transfer to Secondary School

In the September following their eleventh birthday, children move to a secondary school. During the autumn term of the previous year you will receive a booklet giving the arrangements for transfer and a form on which you note your choice of secondary school.

In their final summer term, secondary school teachers visit the children at Ashcombe and children spend some time in their prospective secondary school. Parents meetings are also arranged. Full details of the transfer process are sent to parents in ample time.

Information about transfer is detailed in a book published by the Local Education Authority. Copies are available from school and the Director of Children and Young People's Services, Town Hall, Weston-super-Mare.

Communication

All of the Governors assist the Headteacher in managing the long-term development of the school and its policies. Any parental concerns about school issues should be sent to or discussed with the Headteacher in the first instance. Parents approaching individual governors to discuss individual concerns is inappropriate as this will prevent that governor from further involvement in resolving the concern.

Our Current Governing Body

Pat Brown (Chair)	Community
Iris Loveland (Vice Chair)	Community
John Reynolds	Community
Kate Skeen	Community
Jan Ford	Community
Kerry Evans	Teaching staff
Jean Peach	Support staff
Kathie Light	Associate
Simon Stokes	Local Authority
Pauline Wood	Local Authority
Emma Wheeler	Parent
Lisa Pattinson	Parent
Debbie Williams	Parent
Geoff Sharpe	Parent
Helen Taylor	Parent

Ashcombe Children's
Centre



Day	Time	Event
Monday	9.30 – 12 noon	Stepping Stones Group For accredited childminders & their children
Tuesday	9.00 – 11.00 term time. (school holidays, please ring to check times)	Open House Drop-In Parents & children welcome for play & activities
	9.00 – 2.00	Job Centre Plus Appointments & drop-in for lone parents.
Wednesday	10.00 – 2.00 (monthly, please ring to check date)	Supportive Parent Adviser Support for parents concerned about their child's educational development.
	9.30 – 11.00 (1 st Wed of the month)	Toy Library Join the library and borrow toys to play with at home.
	10.00 – 11.30	Stay & Play Springboard For parents concerned about their child's development or behaviour. Tel 01934 426165
	12.30 – 2.45	Young Parents Stay & Play Activities & play for parents under 25 and their children
Thursday	3.45 – 6.00	Group Activity – by invitation
	9.30 – 12 noon	Rainbow Childminding Drop-in Stay & Play for local childminders and their children
Friday	12.30 – 2.30	English Classes For parents of under 5s who speak English as a second language. Free Creche. Tel Cirlei 07767671633
	11 – 12 noon	Baby Massage (from 7 May) For babies up to one year. Tel Gill Disney 529164
Saturday	1.30 – 3.30	Parent Lead Stay & Play For babies & toddlers
	10.30 – 12.30 1.30 – 3.30 (2 nd & 4 th Sat of the month)	Weston Contact Centre Tel Mary Woolley 01934 515891

Ashcombe Children's Centre
 Stepping Stone Walk
 Weston-super-Mare
 BS23 3NA
 TEL: 01934 426380
 ashcombechildrenscentre@n-somerset.gov.uk

SCHOOL TERMS AND HOLIDAY DATES

2010/2011 ACADEMIC YEAR (195 days)

Term 1 (38 days)

Begins Wednesday 1 September 2010

Ends Friday 22 October 2010

Term 2 (35 days)

Begins Monday 1 November 2010

Ends Friday 17 December 2010

Term 3 (34 days)

Begins Monday 4 January 2011

Ends Friday 18 February 2011

Term 4 (30 days)

Begins Monday 28 February 2011

Ends Friday 8 April 2011

Term 5 (23 days)

Begins Monday 26 April 2011

Bank Holiday Monday 2 May 2011

Ends Friday 27 May 2011

Term 6 (35 days)

Begins Monday 6 June 2011

Ends Friday 22 July 2011

The school closes for 5 in-service training (INSET) days during each academic year. The dates of the INSET days for 2010-2011 are Wednesday 1st September 2010, Friday 22nd October 2010, Tuesday 4th January 2011, Monday 28th February 2011 & Monday 6th June 2011.