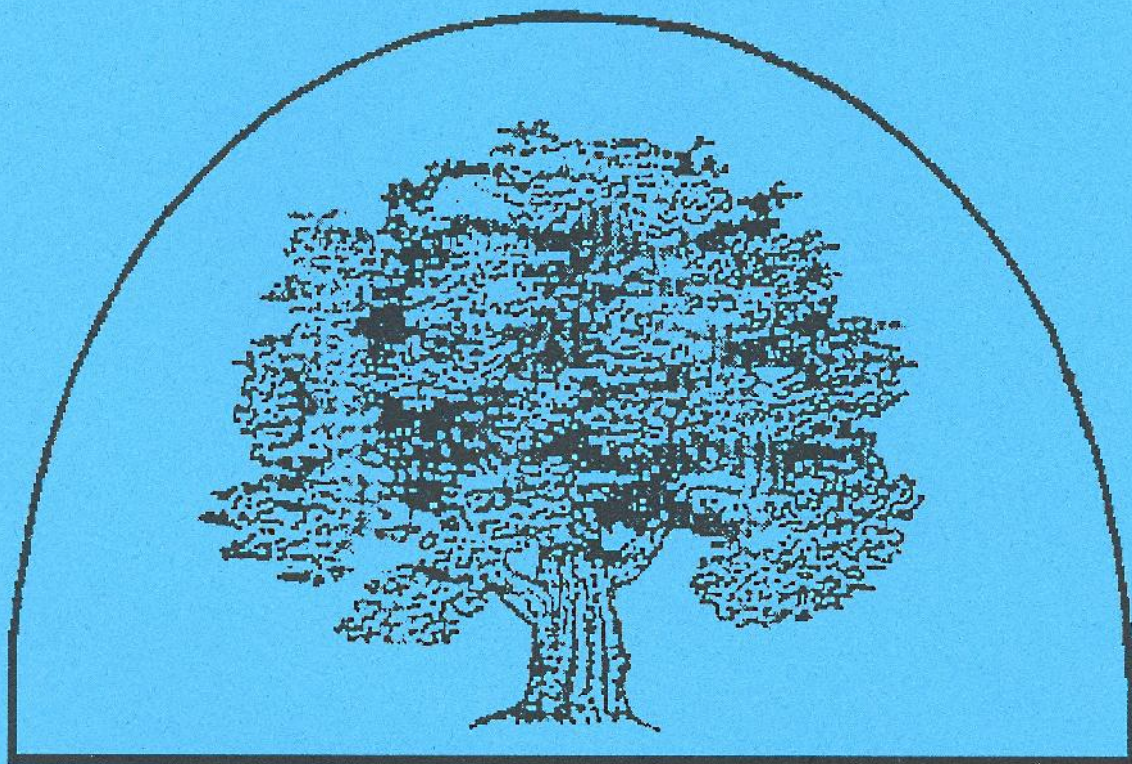


BRAMHAM PRIMARY SCHOOL



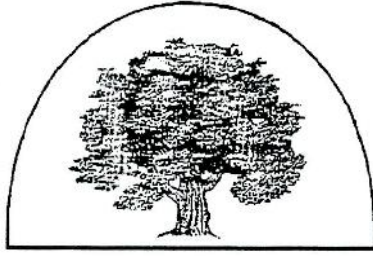
PROSPECTUS

2000

Bramham Primary belongs to more than the pupils who attend, it is in every way a friendly village school. We open our doors to many groups and activities on a regular basis. Beavers, Cubs, Scouts and Guides all use our school every week and other groups, including a local band, hire our premises for their meetings.

THE GOVERNING BODY FOR BRAMHAM PRIMARY SCHOOL

Local Authority Representatives	Mrs. A. Palmer	01937 842850
	Ms E. Francis	01937 849045
Minor Authority Representative	Mr. R. Gibson	01937 854781
Parent Governors	Mr. R. Freeman	01937 842354
	Mr. B. Lister	01937 541612
	Mrs. C. Suddaby	01937 849455
Co-opted Governors	Mr. A. Tindall	01937 842605
	Mr. J. Holmes	01937 843647
	Mrs. D. Menzies	01937 541047
Teacher Governor	Mr. P. Robinson	01924 257708



BRAMHAM PRIMARY SCHOOL

Clifford Road, Bramham, Wetherby, LS23 6JQ
Telephone: 01937 843682

Headteacher	Mr. R. Shelton, B.Ed., Cert.Ed.
Deputy Headteacher	Mr. P. Robinson, Cert.Ed.
Teaching Staff	Mrs. C. Bruce, B.A. Mrs. B. Clark, B.Ed. Miss M. Gibson, B.Ed., P.G.C.E. Mrs. J. Payne, Cert.Ed.
Special Needs Assistants	Mrs. L. Goddard Mrs. J. Valentine
Secretary	Mrs. R. Stevens
Superintendent	Mr. C. Prentice
Cleaner	Mrs. S. Henzell
Cook	Mrs. D. Easby
Kitchen Assistants	Mrs. D. Todd Mrs. L. Ware
Midday Supervisor	Mrs. L. Janusz
Midday Supervisory Assistants	Mrs. S. Henzell Mrs. P. Allen

BRAMHAM PRIMARY SCHOOL is a county primary school catering for boys and girls between 4 and 11 years of age.

The school is situated in a green belt area between the two villages of Bramham and Clifford. It has the benefit of an open aspect and is set in most attractive grounds which have a range of carefully managed habitats for flora and fauna. We have immediate access to a stream and woodlands and have a collection of large scale adventure playground equipment.

Our catchment area is wide and includes people from the local village, relatively isolated farms and dwellings therefore giving us a mixed socio-economic school population.



ARRANGEMENTS FOR VISITS BY PARENTS WHO ARE CONSIDERING OUR SCHOOL

Prospective parents are most welcome to visit the school and a telephone call will ensure a prompt appointment.

TEST RESULTS

KEY STAGES 1 AND 2, NATIONAL AND SCHOOL

National Curriculum Test/Task Results. KS1 '97 '98 '99										
Reporting Year		Reading			Writing			Mathematics		
				99	98	97	99	98	97	99
Percentage at Level 2 or above	School.	81	67	71	76	83	86	100	75	100
	National		80	86		81	80		84	84

National Curriculum Teacher Assessment. KS1 '97 '98 '99										
Reporting Year		English			Mathematics			Science		
				99	98	97	99	98	97	99
Percentage at Level 2 or above	School.	88	75	86	100	75	86	100	100	90
	National		81	80		81	80		86	85

National Curriculum Test Results KS2 '97 '98 '99										
Reporting Year		English			Mathematics			Science		
				99	98	97	99	98	97	99
Percentage at Level 4 or above	School.	71	82	84	76	53	68	88	88	89
	National		65	63		59	62		69	69

National Curriculum Teacher Assessment KS2 '97 '98 '99										
Reporting Year		English			Mathematics			Science		
				99	98	97	99	98	97	99
Percentage at Level 4 or above	School.	53	71	79	53	71	69	53	76	74
	National		65	63		65	64		72	69

THE CURRICULUM

The curriculum at Bramham aims to promote by design or encouragement the intellectual, social, personal, spiritual and physical development of its pupils. It includes, not only the formal programme of lessons, but also the 'informal' programme of so called 'extra-curricular' activities as well as those features which produce the school's ethos, such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way school sets about its task and the way in which it is organised and managed. Our teaching styles strongly influence how the curriculum is delivered to the pupils and teachers aim to provide progression and continuity in supporting the school's intentions. The school hopes to provide pupils with experiences that will develop their abilities to the full.

All children are provided with the opportunity to develop skills, and knowledge wherever possible from first hand experiences. Play is an essential element in KS1 and children are prepared for reading and mathematical beginnings in parallel.

A variety of reading and mathematical schemes are used throughout school allowing pupils and staff to choose most suitable material to cater for individual needs. A broadly based curriculum allows time for the arts and environmental studies to take place in their own right and also considers the cross-curricular benefits that these areas have. All this takes into account the National Curriculum core subjects of Maths, English and Science and also the foundation subject of Art, Music, Technology, P.E., History, Geography and R.E. Recent developments with the literacy hour and numeracy hour are also taken into account.

All children at school experience a blend of cross curricular and subject based teaching. To ensure continuity and progression a selection of topics have been chosen which will be used on a termly basis. KS1 children also operate much shorter themes often on a half termly basis. However, to ensure that class teachers can still respond to unexpected happenings, such as 'look what we found last night in our garden', sufficient flexibility has been built into the system to encourage this to happen. Parents can help school by looking at the topics for each age group and discussing with children any relevant information in preparation.

Staff are encouraged to develop flexible approaches to teaching and this allows classes to experience working with teachers who may not be their class teacher.

Children with special needs are catered for within class or in a special area of school by the class teacher and the teacher with responsibility for S.E.N.

This concept of an upward spiral of skills development supporting a broad based curriculum provides structures without stricture and presents no problem in meeting the requirements of the National Curriculum regarding the allocation of time to the respective disciplines.

At the present time the 4+ to 11+ years age range is catered for in four classes. Some overlap of age ranges is inevitable and this is only done when it is necessary. Pupils are also able to combine with other age ranges for all aspects of the curriculum.

Displays in school communicate to children and parents that we value quality work and demand high standards. They also support the curriculum policies we have and help to reinforce the continuity and coherence of a whole school approach to display.



MUSIC TUITION

Music is an essential part of our curriculum and we enhance opportunities for children to develop their talents by offering specialist musical tuition.

RELIGIOUS EDUCATION

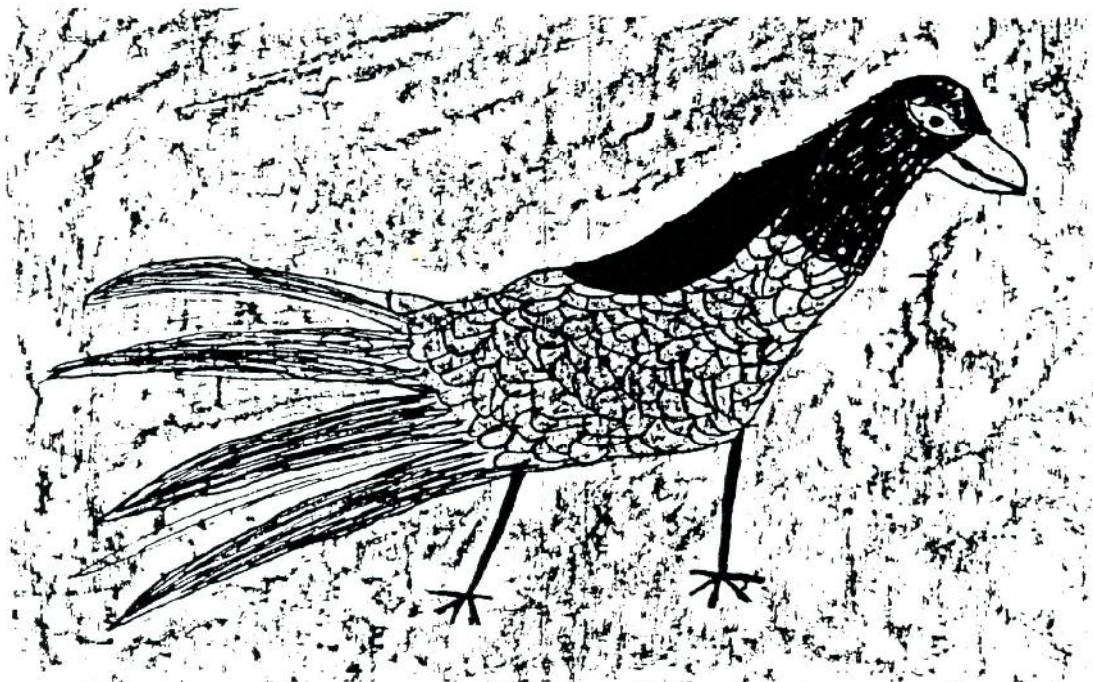
There is no doctrinal element in the religious education curriculum. Christian ethics are followed, studied and encouraged. Parents are entitled to withdraw their children from religious instruction or religious worship. Spiritual development is an important element of a child's education as is moral development. Our children in school build on their experiences at home. In partnership we hope children will then have the ability to question and reason enabling them to make responsible decisions. We introduce a multi-cultural element into our religious education and we do this through assemblies and class teaching.

SEX EDUCATION

Sex education in school will be dealt with in a way and at a level that is appropriate for each stage of a child's development throughout the school. We see this aspect as part of an integrated science curriculum and of a Body Topic in particular. It is part of the whole curriculum and a curriculum for all and as such we feel it would be inappropriate to separate the boys and girls at any point, except in matters of personal hygiene. The depth in which we propose to deal with the topic will be such that it will only enhance and extend the children's understanding of themselves and each other. We will make no comment about the form of a family but we do make the assumption that a family has a bond of love and that sex takes place in a loving relationship.

EXTRA CURRICULAR ACTIVITIES

We have a broad and balanced curriculum during the normal school day but we feel that we can offer much more to our children if they stay after school for some chosen activity. We offer a **drama club, dance, gym and football and netball** on different days from 3.15 until 4.15 approximately. We also arrange for a French teacher to give French lessons to those children interested once a week after school. A fee is payable by parents for this particular activity and is paid directly to the teacher.



PUPIL'S WELFARE

The class teacher has responsibility for the pastoral care of pupils and occasionally, when problems arise, he or she will contact and share these concerns with the child's parents. We ask for detailed information from parents about emergency contact points and have systems in place to cope with minor accidents through our qualified First Aiders.

SPECIAL EDUCATIONAL NEEDS

Children with special educational needs are catered for mainly within classroom situation. Enhanced staffing allows for group and individual attention and a differentiated curriculum takes account of any children in this category.

We have a well resourced special needs department which caters for children of exceptional ability as well as children who have learning difficulties.

CHILD PROTECTION

The implementation of the Children's Act 1991 has meant that we in school have to be aware of the rights of children. All staff in school are committed to meeting these responsibilities. This will be achieved through policies dealing with positive behaviour, equal opportunities, dealing with bullying and the hidden curriculum for personal and social education.

Where there is concern we will follow the L.E.A.'s procedures and work with other agencies to provide for the child's needs.

There is a designated member of staff who has special responsibilities for all matters relating to child protection in school and the staff member concerned will be pleased to answer any questions or queries you may have.

OTHER ACTIVITIES

Pupils may wish to take part in games, art activities and environmental projects outside the school curriculum, which may vary from time to time to take into consideration the needs and enthusiasms of the children. Parental involvement is often the only way some of our extra curricular activities would be possible to organise and therefore we encourage them to help in school.

ASSESSMENT

Assessment is a way for teachers to gain information as to how pupils are progressing in their learning as they move through school. We take our assessment of children very seriously and use it to diagnose any problems children are having with their work.

SECURITY

We have a touch pad system on the main entry door into school and every external door has a one way safety lock.

THE SCHOOL DAY

The sessions are as follows:

Morning	8.55 a.m. – 12.00 noon
Playtime	10.30 – 10.45 a.m.
Afternoon	KS2 1.00 - 3.15 p.m. KS1 1.15 - 3.15 p.m.
Playtime	2.25 – 2.35 p.m.

SCHOOL HOLIDAYS

SCHOOL CALENDAR - ACADEMIC YEAR 1999-2000

HOLIDAY	SCHOOLS CLOSE	SCHOOLS OPEN
Summer		Monday 6 September 1999
Autumn mid-term	Friday 22 October 1999	Monday 1 November 1999
Christmas	Friday 17 December 1999	Tuesday 4 January 2000
Spring mid-term	Friday 18 February 2000	Monday 28 February 2000
Easter	Friday 14 April 2000	Tuesday 2 May 2000
Summer mid-term	Friday 26 May 2000	Monday 5 June 2000
Summer	Tuesday 25 July 2000	

The five non-pupil days will be notified to parents/carers on an individual school basis

LEEDS EDUCATION DEPARTMENT : USEFUL NUMBERS

Schools Administration	- General School Enquiries (<i>Merrion House</i>)	247 5586
School Transport	- Bus Passes : Special Needs Transport	247 5905
Pupil Admissions	- Pupil admissions and transfers	247 5729
Governors' Unit	- Support to school governors	247 5560
Lettings Unit	- Hiring of Educational premises	247 5598
Equal Opportunities	- General Enquiries	247 5693
Translation & Interpretation	- General Enquiries	247 5691
Special Services	- Special Needs/Statements (<i>Blenheim Centre</i>)	242 9111
Student Awards	- Grants : Discretionary Awards	247 5326

OTHER USEFUL NUMBERS

Leeds Careers Guidance	- General Enquiries (<i>1 Eastgate</i>)	225 9000
Benefits Helpline	- Free School Meals : Clothing Grants etc.	234 8080

A MULTICULTURAL SOCIETY

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be. On such foundations pupils will develop their own attitudes to a pluralistic society. The school's experience is that pupils of all ethnic backgrounds, whilst rightly loyal to their cultural heritage, exhibit a strong desire to be part of a society as it exists in our community. The school has a positive anti-racist policy.

EQUAL OPPORTUNITIES

We seek to positively promote equality of educational opportunities for all pupils.

ADMISSION POLICY

In accordance with Leeds City Council's guidance we are able to take children into school in September who are five in the following summer term. These children can be admitted to school on a full time or part time basis. This is decided after consultation between the Headteacher, class teacher and parents and depends on a number of factors. We usually receive children in September and do not have another intake unless families move into the area when they can be admitted immediately if we have a place for them.

TALKING WITH YOUR CHILD'S TEACHER

You will always be welcome to talk with your child's teacher about anything which may be of concern to you. Often there is no need to make an appointment. Staff will always see you if they can but life can be hectic and it may be that they are rushing away to a training course or some other commitment. Then we ask that a mutually agreed time be arranged. Twice a year the teaching staff will ask you to make an appointment to see them to discuss progress. We also like to arrange an open evening, which welcomes anyone from the community interested in school life to come and look around in an informal atmosphere. We think it important that contacts like this are encouraged.

SCHOOL ATTENDANCE

Wherever possible please try to arrange your family holidays during the school holiday. A note to explain an absence to the class teacher would be appreciated. School begins at 8.55 a.m. and all parents of Class 1 children are welcome in school a short while before this time to allow contact with the class teacher to be made and a smooth changeover to take place.

UNIFORM

All parents have agreed that a school uniform is desirable and most have decided that a dark blue sweatshirt with a logo and white shirt and dark grey trousers or skirt is a smart combination. Please try to send children in dark coloured footwear and children are expected to change into indoor shoes for playtimes and lunchtimes as this helps the Caretaker to keep school clean.

P. E. requires that all children change their clothes and wear a combination of plain black and white shorts and T-shirts

All items of clothing should be named and you should ensure that the P.E. bag is brought home for checking and washing on Fridays. A towel should also be provided and this can be returned to school on Monday after a weekend wash.

VALUABLES

All valuable items such as watches brought to school are the responsibility of the children.

We also feel that any earrings other than close fitting studs are a potential danger to children and advise parents not to send children with earrings which hang away from the ear. Other items of jewellery, especially rings, are best left at home for similar reasons.

DINNER MONEY

This should be paid on Monday mornings for the week and the money sent to school in a sealed named envelope. Some parents choose to pay monthly or termly in advance and this is also acceptable. Cheques should be made payable to Leeds City Council. Please try to give one months notice to change from dinners to packed lunches.

PLAY TIME

Children are free to play almost anywhere, except the car park and around the dustbins. Children in Key Stage 1 classes have the exclusive use of the flagged area at the front of the school.

Fruit may be brought to school but sweets, gum, crisps and biscuits are not allowed. A Tuck Shop, usually selling apples, is run by Year 6 children and orange juice is sold at afternoon playtime. Any profits made are used for many things including buying playground equipment.

Other equipment in the school grounds is available to all age ranges, if the weather is suitable, and the extensive school grounds and environmental areas are used to maximum effect in our delivery of the curriculum.

Our playground equipment is fully checked and well supervised at all times during school hours. However, we do not accept liability for accidents which are not due to negligence. If you do not wish your child to use the equipment please let us know.

MEDICINES

Any child needing medication during school hours requires parental permission in writing.

SCHOOL TRIPS

The children are sometimes taken on local visits without transport. Permission for these visits will already have been given when completing our Admission Form. When visits are arranged using coaches and cars every precaution is taken in ensuring that the transport is safe, insured and meets the LEA requirements..

RESIDENTIAL VISITS

All children in school are offered the opportunity to take part in at least one residential week away from school. We have well established contacts with Robin Hood's Bay on the North Yorkshire coast and Ingleborough Hall at Clapham in the Yorkshire Dales. We use either centre depending on availability and our planning.

CHARGING POLICY

We encourage our children to participate in many activities during and after the school day and we hope that parents will see the need to take part in them if we are to enable the children to access a broad and balanced curriculum. Some of the activities that we involve our children in have a cost element connected to them. When we arrange an educational visit we have to pay for a coach. A residential week away from home involves having to pay for accommodation, travel and often entrance fees. We have to ask for a voluntary contribution from you if we want the visit to go ahead and we have to state that if we do not receive sufficient funds we may have to cancel the event. It has always been our policy that any child who cannot go with school because of lack of funding will not be prevented from going. If help in this connection is necessary, parents are asked to contact school in confidence.

FOBS

Friends of Bramham School consist of all parents and any other village people who like to help. Many of the activities arranged raise money for school but equally important are the social functions that bring people together.

APPOINTMENTS IN SCHOOL TIME

Children are often collected from school for appointments before 3.15 p.m. Please make sure that school is informed and someone that the child knows collects them from school.

DISCIPLINE IN SCHOOL

We at Bramham Primary School have a positive approach for promoting good behaviour at school.

We hope to ensure that the school's code of conduct and the values represented in the ethos of the school reinforce each other.

The school aims to promote the highest standard of behaviour among the staff, pupils and parents and provides guidance for all three groups about standards and their practical application. Staff recognise and praise good behaviour and deal firmly with bad behaviour. Any punishment makes clear the distinction between minor and more serious misbehaviour and we aim to make pupils aware that it is fairly and consistently applied.

HOW YOU CAN HELP YOUR CHILD BEFORE THEY START SCHOOL

During the school day children are expected to participate in a variety of activities. These include listening, talking, reading and writing, maths, science, painting, modelling, baking, water and sand play, physical education, singing and many other activities associated with the environment. These are initially taught through practical first hand experiences which children find stimulating and enjoyable. Many children then come home and describe the school day as consisting of 'play'. The activities they do in school are structured to teach particular skills and the reception teacher would be more than happy to explain this to you.

We expect

- * Children to be able to take themselves to the toilet, to be toilet trained and to have been taught to wash their hands afterwards.
- * Children to be able to dress/undress themselves.
- * Children to be able to fasten/unfasten buttons, shoes, etc.

We have a Baseline Assessment Scheme operating which helps us measure the progress a child has made from starting school. We expect all parents and children to participate in the scheme as it helps the child to settle and is an excellent contact point for the home visit made by the reception teacher prior to starting in September.

Reading

Reading and talking go together and it is important that you talk with your children. Talk about what you are doing when watching T.V., shopping or wherever you go. Listen to them. Encourage them to ask questions and give them an answer. Read them stories and let them choose stories. Go to the library and choose a book to read. Have books around at home and buy books for your children as often as you can.

Writing

Encourage your children to draw and colour pictures as this will help with developing the control needed to write. We can show you how we would like letters formed, but please do not write in capitals.

Maths

Again, practical experience will help your children best rather than doing formal sums. When out of the house, draw your child's attention to the numbers around such as those on doors and in shops.

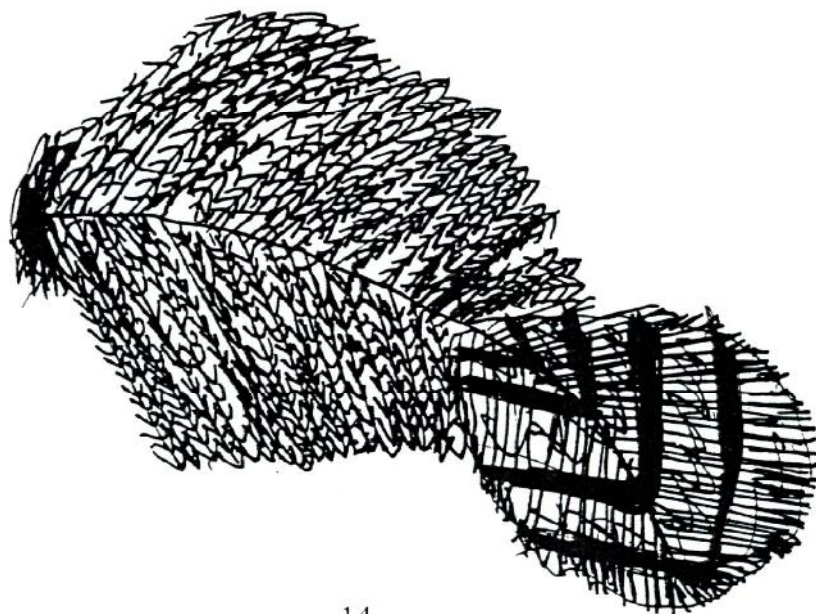
Playing with water and sand and using vocabulary like full, empty, deep, shallow, sink and float helps develop an understanding of volume and capacity. Sorting and tidying including putting things back where they belong is another useful activity. Use words like big, little, over, under, down, tall, taller, short, shorter, thick, thin and try to develop an understanding of these concepts.

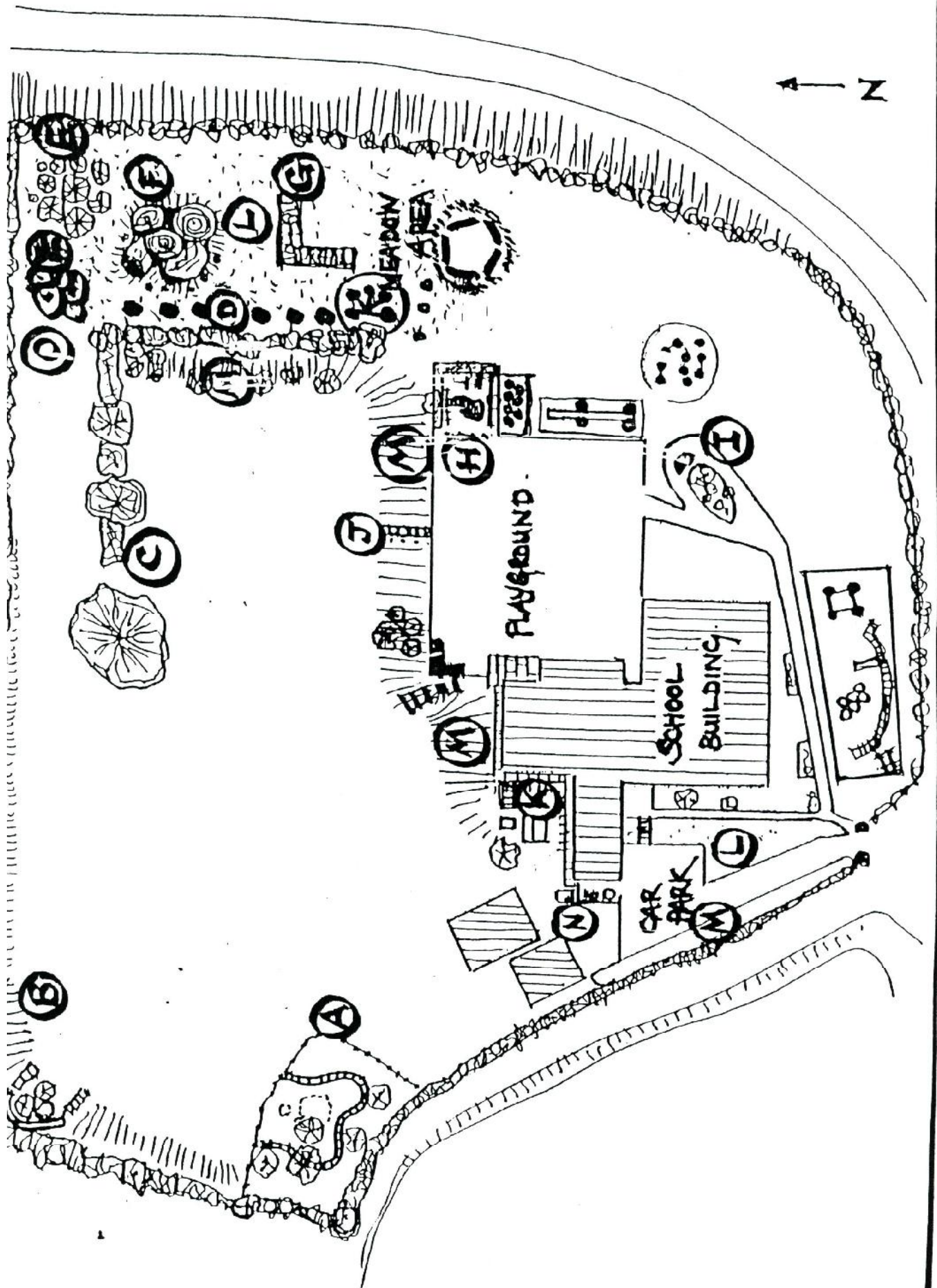
THE SCHOOL GROUNDS

The school grounds are another potential source of experience for our children and can often be under utilised. We have developed an extensive amount of our grounds into conservation areas and habitats, which will support our curriculum, work and also protect our local environment. The map indicates what we have completed and represents a beginning for much more development over the next few years.

KEY TO THE ENVIRONMENTAL AREA MAP

- A. Wet area with natural springs and reed beds. Available to children by using a board walk.
- B Walkway and steps to allow access to copse.
- C. Large, shady, dry ditch area under mature trees.
- D. Mixed hedgerow with undergrowth.
- E. Small copse of deciduous trees.
- F. Large tree trunk habitat.
- G. Dry stone wall – north south facing.
- H. Pond – fenced, natural within formal setting for all weather access.
- I. Small dump habitat – former pond.
- J. Garden plot for cultivation.
- L. Meadow area – cut once each year.
- M. Banking – cut once each year.
- N. Large blocks of limestone for habitat.





GENERAL AIMS AND OBJECTIVES

1. Give children the opportunity to develop their abilities fully.
 - i. For the children – we aim to:
 - * create and maintain a safe, secure, happy and stimulating environment in which children may develop socially, intellectually and physically
 - * give every child equal opportunities for learning
 - * encourage our children to enjoy learning
 - * help each individual child to develop fully his or her own abilities and cater for gifted children and children with learning difficulties
 - * prepare our children for life in today's society, developing lively inquiring minds, initiative, self-confidence and a respect for, but not fear of authority
 - * make our children aware of the needs of this society and help them understand the views of others
 - * develop good manners and tolerance in our children
 - * encourage our children to work hard and succeed at tasks. Have the patience to persevere at a task and be able to work independently, with other people sometimes as a whole for the good of the school

With the above in mind, we hope our children will achieve the following objectives:

- * be able to express themselves clearly and fluently in speaking and writing
- * read fluently, with understanding and enjoyment
- * be competent in mathematics and use the skills and ideas in relevant everyday situations
- * have pride in the presentation of their work
- * know where to find information and how to record it
- * be aware of the importance of information technology and feel confident when using computers and other I.T. equipment
- * express themselves in the arts and appreciate the value of dance, drama and gymnastics
- * be aware of the environmental influences geographical, historical, social and cultural

- ii. The curriculum – we aim to:
- * provide the National Curriculum as a base line
 - * provide well structured schemes of work
 - * provide a well matched curriculum for each child, thus ensuring that he or she is working at their own level
 - * teach a broad based curriculum relevant to the children’s age, interests and experiences
 - * whilst giving continuity in a cross curricular approach to maintain a balance of teaching styles
 - * with individual class (class/group/individual)
 - * be flexible
 - * provide and review guide lines for each area of the curriculum and ensure they are followed
 - * achieve our objective by praise and encouragement, pick out the positive attribute of the children and their work, not the negatives
- iii.
- * keep up to date with current thinking, but not to ‘jump on the bandwagon’ for the sake of it
 - * provide opportunities for staff development – run in-service courses, attend local teacher’s centres
 - * co-operate and share amongst themselves and liaise with other schools
 - * encourage and realise the importance of home/school links
 - * make parents welcome in school whether to enquire about their children in particular or a general matter, or to help in a classroom

We hope to promote in our children a sense of community. A positive school atmosphere can have a substantial influence on pupil's behaviour. The most important characteristic of school with a positive atmosphere is that pupils, teachers and other staff feel that they are known and valued members of the school community.

This sense of community cannot be achieved if a school does not take seriously bad behaviour which effects pupils rather than teachers. Therefore, we will take positive steps to be alert to signs of bullying and racial harassment, deal firmly with all such behaviour and take action to protect and support victims.

To encourage these things we have a code of conduct to which we ask children to adhere.

1. Always try to understand other people's points of view.
2. Make it as easy as possible for everyone to learn and for the teacher to teach. To begin and end each lesson in the session in a courteous and orderly way, carefully follow instructions, help each other when appropriate and be quiet and sensible at all times.
3. Move gently and quietly about school and be ready to help by opening doors, standing back to let people pass, particularly adults, and helping to carry things.
4. You always speak politely to everyone, (even if you feel bad tempered!) and use a low voice.
5. Keep the school clean and tidy so that it is a welcoming place of which we can be proud. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care if the displays, particularly other people's work.
6. Out of school, walking locally or with a school group, always remember that the school's reputation depends on the way we behave.

PUPILS AND PARENTS EXPECTATIONS OF THE SCHOOL

- * a safe, well ordered, caring environment, in which learning can take place
- * the pupil valued as an individual
- * challenging programmes of teaching, guidance and a range of opportunities designed to enable them to reach their full potential
- * regular information about progress and performance
- * early warning of problems whether associated with work, relationships or discipline
- * easily accessible channels to express views on wider school issues which can be valued and recognised

- * teachers inspiring confidence by demonstration a clarity of aims and objectives and by addressing those issues which are known to cause misunderstanding and concern such as:
 - i. the pace of learning
 - ii. the teaching of basic skills
 - iii. transfer and group arrangements
 - iv. testing

SCHOOL EXPECTATIONS OF PARENTS AND PUPILS

- * regular and punctual attendance
- * support for a code of conduct and discipline necessary to ensure the smooth working of the school
- * acceptance of the school ethos and positive support of the teacher's role
- * helping to sustain the importance of effort and achievement
- * seeking to compliment the work of the school with helpful attitudes and a supportive home environment which allows the child to benefit from education
- * participating in recognised procedures for the discussion of progress and attainment
- * early contact with the school to discuss any matters which might have a bearing on the child's progress, happiness and behaviour
- * making full use of the channels available to them
- * willingness to give recognition to the professional view of education issues such as:
 - i. examination/testing
 - ii. the needs for personal and social education
 - iii. teaching methods
 - iv. educational change

A SHARED COMMITMENT TO –

- * produce capable and competent young people to take responsibility for their future and to respect and care for other people and property
- * negotiate individual aspects of learning schemes and assessment
- * give the life of the school a priority of shared interest and enthusiasm
- * provide mutual support for young people as they face the particularly acute problems of growing up in today's society



SUMMARY OF ACTION PLAN FOR PARENTS.

The inspection of Bramham Primary School took place between September 13th and September 18th 1999. A summary of the report has been sent to all parents and we are required to send you a summary of our plans to improve aspects of the school mentioned in the key issues for action. The full Action Plan is available in school for parents to view if they will contact the Headteacher.

The Headteacher, Staff and Governors should:

1. Devise a comprehensive system of assessment designed to ensure good progress in all subjects.

Assessment is always an ongoing process and we have in place a system that is not yet up to date with the target setting and tracking system the Government proposed last year. We were in the process of developing a system when Ofsted visited us in September and have some more work to do before we can transfer our old records on to our new sheets.

2. Create a detailed plan to market and promote the school.

We intend to collect your views about school more often and to ensure that any new Government directives are conveyed to you as fully as possible. The Home School Agreement has been an example of how thoroughly we have consulted you and we intend to offer other opportunities to help improve school. We also have to promote things at which the school is successful and our folding pamphlet about the Ofsted inspection is a first attempt to show that we have many aspects of school of which we are proud. The Wetherby News has run many stories about our school achievements in the last year and we intend to continue with this valuable publicity outlet.

3. Improve the standards in religious education.

This subject has become a "core" subject along side Maths, English and Science since the last Ofsted inspection and has therefore meant that our plans were not up to date. We have to extend our rolling programme to cover more than we are doing at the present time and also seek advice from recent publications and LEA advisory staff. However, we have three main priorities to implement before we tackle this subject and Maths English and Information Technology are first on the agenda.

4. Improve the standards in Information Technology

Ofsted accepted that plans were already in place to enable us to use our new computer network system. An updating of staff expertise is already underway from January 10th when all staff have a six week twilight session with Tadcaster Adult Education Centre. The hardware and software is now in place to take us forward with our new PC Systems and our children are already benefiting from the detailed planning that we are putting in place. The increased importance of IT in the curriculum has meant that we have to allocate more time to the subject and that is to be undertaken without cutting down on any other subject. We have designed a procedure for assessing the level of attainment of pupils and have set our targets initially at the LEA levels for the end of 2000. We have an LEA Audit in February to check on progress towards these targets and we should meet them by September 2000.

5. Other weaknesses identified during the inspection.

The management of Individual Education Plans for pupils with special needs requires minor adjustments to meet Ofsted criticism of teachers waiting until September to assess each child. We are told that we should stagger the reviews so that some pupils are ready for the New Year in September. Behaviour modification plans are reviewed annually and we will ensure that we are more rigorous in dealing with unsatisfactory behaviour by involving parents sooner and if necessary removing children from school as we have done recently at lunchtime.

Subject Co-ordinators should be able to observe other teachers teaching more often but this requires the Headteacher to release staff from classes more frequently. This needs to be negotiated as staff are already released on a rota basis by the Head to develop their own subject responsibility throughout school. Some time scales in the School Development Plans need to be clearer and this is being addressed on an on-going basis as the issues are discussed and we set our agenda for implementation.

More challenge for higher attaining pupils involves us in reviewing what we already do when we set tasks for pupils in a class. We differentiate all work by task or outcome and if we need to improve resources in specific areas we will allocate some future funding from the budget.

National Numeracy Strategy, National Literacy Strategy and Information Communication Technology will have a considerable influence on the present curriculum. We are charged with being able to monitor the effect on our children. Our results have always been above average and we have now to prove to Government that what has been imposed on us will be better than what we have had in the past.

The time scale for these improvements will stretch over the next five years. Each element of the Action Plan will have to be put into priority order to ensure we have resources and expertise to reach our objectives. Many of the Key Issues from the Ofsted report need to be achieved in partnership with you. However, we are confident that we are capable of achieving all the objectives in the next few years before Ofsted the 3rd.

PRESS RELEASE FOLLOWING OFSTED INSPECTION

“A school **committed to high academic standards . . .**”

Following a recent OFSTED Inspection Bramham School was found to be a school in which “pupils achieve good standards in English, mathematics and science.” The school provision for under fives was considered to be a strength of the school and “Pupils make speedy progress throughout their reception year.”

“In KS1 and KS2 pupils have sound attitudes to learning.” and “Pupils attainment at eleven, over the last three years, in English and Science has been well above the national average and above the average in Mathematics.”

Parents like the family feeling in the school, the happy atmosphere and the hard working teachers.

The OFSTED Inspectors said that “Friendship groups abound and there is plenty for pupils to do outdoors to channel their energies.” Also “no incident of anti-social behaviour was seen during the inspection period.

Our school is set in most attractive grounds. “the accommodation is very good with particular strengths in the mostly spacious classrooms, ample storage space, very good food technology kitchen and excellent well maintained grounds.”

“Very good use has been made of the extensive grounds to create both a high quality environmental study area and a playground.”

Aspects of Leadership, management and efficiency were satisfactory and “sound financial planning is linked to need”, and “all funds are spent wisely.”

The report is not without criticism. The OFSTED team reported that standards at Information technology were low and also Religious Education. Assessment and the marketing of school were further issues but “the School Development Plan contains action plans for all the school’s major weaknesses.”

The Headteacher stated that “the governing body and staff felt that the report identifies many aspects about school of which we are proud. We are now working together to produce an action plan to address the issues raised by the inspection....”

OFSTED Inspection September '99