

**Be a
skilful
learner**

COLLABORATE • PERSEVERE • IMAGINE • APPLY • COMMUNICATE • REFLECT • ENJOY • ADAPT

**Be a
team
player**

INVOLVED • KIND • COMMITTED • BELONGING • SUPPORTIVE • ENTHUSIASTIC • CREATE • ACHIEVE • RESPONSIBLE • CONSIDERATE • FAIR • RESPECTFUL • SPIRITUAL

**Be proud
of who
you are**

MOTIVATED • UNIQUE • HAPPY • EQUAL • CONFIDENT • VIBRANT • ASPIRATIONAL • INDEPENDENT • HONEST • COURAGEOUS • VALUED • SHARING • WELCOMING • ENGURE • EXPLORE • ENQUIRE

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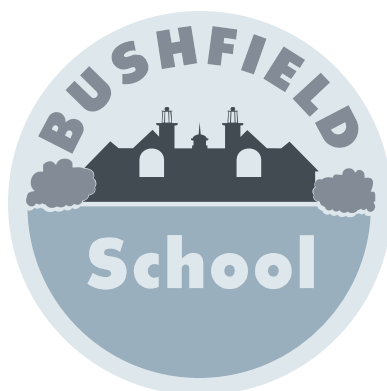
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Section One: Bushfield School Details

The School Staff

Headteacher

Andrea Curtis

Deputy Headteacher

Steve Springett-McHugh

Assistant Headteacher

Laura Shirley

Teachers

Kate Truan

Jo Rubin

Lindsey Macdonald

Emma Gregory

Sophie Balch

Hadyn Blakeston

Pete Lockwood

Helen Coffey

Teachers

Jenny Mead-Payne

Steve Weston

Steve Springett-McHugh

Laura Shirley

Matt Bolger

Louise Taylor

Sarah Stock

Claire Campbell

Learning Support Assistants

Gill Burgess

Heather Cassin

Billy Lisle

Jackie Nott

Learning Support Assistants

Linda Alflatt

Carolyn Dilger

Cath Amos

Jayne Favell

Sports Development Team

Richard Hill

Midday Supervisors

Ronnie Moorhouse

Margaret Edwards

Sandra Bremner

Tania Herbert

Michelle Haith

Fahat Jabeen

Pat Whitlock

Joyce Rogers

Sue Tofts

Joanne Hill

Donna Hall

Site Supervisor

Elaine Whenman

EAL Department

Kay Odedra / Zahida Adil

Office Staff

Julie Gates – Bursar/Principal Admin

Nicola Booker – Admin Assistant

Breakfast Club

Michelle Haith / Debbie Morgan

Cleaning Team

Janet Hudson / Michelle Haith

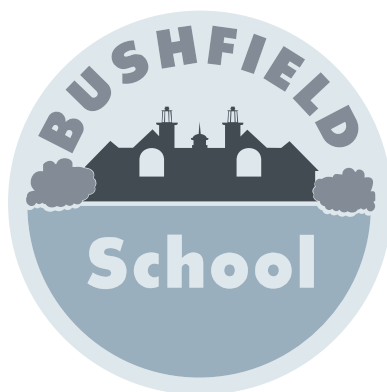
Jenny Smith

Learning Mentor

Sue Gaynor

After School Care Club

Star Harris & Sue Pochin



The School Governors

Chair of Governors:	Simon Buckingham Shum
Vice Chair of Governors:	Jake Yeo
Headteacher:	Andrea Curtis
Community Governors:	Kate Smith, Jake Yeo
Local Authority Nominees:	Simon Buckingham Shum, Simon Jellis
Parent Elected Governors:	Jim Gatehouse, Rebecca Myrie, Tim Seal, Pete Ford
Teacher Elected Governor:	Steve Springett-McHugh
Non-Teaching Staff Governor:	Sue Gaynor

Further Information about Bushfield

Bushfield's last Ofsted Inspection took place in June 2010. You can see the full report by following the link on our website or from the Ofsted website: www.ofsted.gov.uk

Each year the Governing Body submits an annual School Profile: this outlines the school's recent achievement and includes comparative data for End of KS2 SAT tests. Bushfield School Profile is available by following the link on our website or visiting:
www.bushfieldschool.net/documents/BushfieldSchoolProfile2008.pdf

But, best of all, come and visit us.

Bushfield School
Holiday Dates 2011 - 2012

Term	Open on Morning of:	Close at end of afternoon on:
Autumn Term 2011	Wednesday 7 th September 2011	Friday 21 st October 2011
	Tuesday 1 st November 2011	Friday 16 th December 2011
Spring Term 2012	Wednesday 4 th January 2012	Friday 10 th February 2012
	Monday 20 th February 2012	Friday 30 th March 2012
Summer Term 2012	Monday 16 th April 2012	Friday 1 st June 2012
	Monday 11 th June 2012	Friday 20 th July 2012

School will be closed for the following Bank Holiday

Spring Bank Holiday

Monday 7th May 2012

The school will be closed for staff training on the following dates:

Monday 5th September 2011 Tuesday 3rd January 2012

Tuesday 6th September 2011 Monday 23rd July 2012

Monday 31st October 2011

School Admissions Policy 2011 - 2012 Transfer at the end of Year 2

Milton Keynes Council is the admissions authority for all community and voluntary controlled schools.

Parents of children attending infant schools transfer to junior or primary schools at the age of 7+ at the end of Year 2. The council will provide each child due for transfer with transfer information delivered via the infant school. You should read this information carefully.

Applying for a school place

You must apply online or return a paper application by the closing date, **Tuesday 17th January 2012**. If you do not apply by the deadline your child will not be considered until after all those who applied on time. This may adversely affect the chance of your child being offered a place.

If you apply on the paper application please bring it into school so we can send it to the council. You will know it has been safely received.

For information the oversubscription criteria which apply to this school are shown below.

Places are allocated at **community** and **voluntary controlled** schools in line with Milton Keynes Council's admissions criteria shown below subject to parents completing and returning an application form and taking into account the class size limits for pupils aged 5, 6 or 7 at Key Stage 1. The criteria apply to admissions of children who are:

- a) starting school for the first time
- b) transferring at 7+
- c) requesting admission during the year, e.g. newly moved into the area

Children who have a Statement of Special Educational Needs will be given priority for admission within the normal admission round at 7+ or for children starting school for the first time.

Where there is oversubscription the following criteria will be used to allocate places.

- 1) Children who are in care.
- 2) Children who live in the defined area and have a sibling on roll at the time of admission. Proof of residence may be required.
- 3) Children who live in the defined area served by the school. Proof of residence may be required.
- 4) Children who live outside the defined area and have a sibling on roll at the time of admission.
- 5) Children who live outside the defined area of the school.

In the event of oversubscription places will be allocated in distance order using the distance between the child's normal home address and the school's main entrance, using the shortest appropriate route, measured using the Local Authority's computerised measuring system with those living closest to the school receiving the higher priority.

Sibling criteria

A sibling is a brother or sister, which for admission purposes means brothers and sisters of whole or half blood or any other child (including an adopted child) who permanently resides at the same address and for whom the parent also has parental responsibility.

Multiple births

In cases where there is one remaining place available and the next child on the waiting list is one of a twin, triplet or other multiple birth groups, the following will apply:

Allocation of places

The council will write to you to confirm which school your child has been allocated for September 2012.

If it has not been possible to allocate a place at this school you will be advised on how you can appeal against that decision.

Changes in your circumstances

Please make sure that the information you provide on your application form is correct. If you move address this will probably affect your application. You must let the Pupil Support Section know as soon as possible so they can reconsider your application. If your move means you are no longer in the defined area then you may want to change your preference.

You will need to write to the Pupil Support Section giving your new address and attaching a copy of your council tax bill as proof and confirming which school/s (to a maximum of three) you would like your child considered for.

Pupil Support contact details:

Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HS

Primary Admissions Officer : Telephone: (01908) 253450

Email: education@milton-keynes.gov.uk

Prospective Parents

All parents whose child is expected to come to Bushfield (i.e. they are in the catchment area) will receive an invitation to attend an Open Day when parents can see the school in action, as well as an Information Evening early in the autumn term. In addition they will receive a prospectus and any additional information thought necessary.

Prospective parents are welcome to visit the school or meet with the Headteacher at a mutually convenient time. The school will regularly visit appropriate first schools to meet with the Year 2 children.

Parents will then decide whether to send their child to Bushfield and, if so, will complete an application form in the Autumn Term which **must be returned to the Local Authority no later than Tuesday 17th January 2012**. There will then be induction days for the children in the Summer Term when they have a tour of the school. Child-friendly information about the school induction week will be given out and they will begin to get to know their new teacher.

Where children enrol at the school at a non-standard time then there are separate procedures in place for this.

This Term we are holding 2 open mornings where you can wander around the school, see the school in action, meet staff and some of our wonderful children, our strongest advocates.

Wednesday 5th October 2011	9:15am – 10:45am
Thursday 6th October 2011	9:15am – 10:45am

Additionally we will be holding an Information Evening for Prospective Parents on **Thursday 29th September 2011** between 7pm and 8pm with refreshments.



Section Two: Curriculum, Teaching and Learning

Many of the imaginative and forward thinking schools in the country are using a curriculum designed with challenges for the 21st Century in mind. These make rich links across subjects and equip children to cope in real life learning situations. This is what children need to thrive in our complex world.

Bushfield has recently engaged with the exciting **International Primary Curriculum (IPC)** which provides a fresh and modern look at the topics children study within their different subjects.

The International Primary Curriculum is a series of exciting, current teaching units which combines the teaching of individual subjects within a thematic scheme of work. Each subject is still studied within its own right, and has its own learning outcomes; however they are all merged within a central theme. Examples of these themes include Treasure, Rainforest, Mission to Mars and Beyond and Fit for Life. Each unit of work lasts on average between four and eight weeks and helps children understand that whilst history, art, geography and science, for example, are separate subjects they also connect in important ways. Each unit of work is launched through an Entry Point which introduces the theme to the children in an exciting and memorable way. The learning process is then continued through a Knowledge Harvest, Explaining the Theme, individual Learning Tasks, and finally an Exit Point where the children complete a project, presentation, display or final piece of work which combines all of the children's learning and understanding from the unit they have studied.

Information & Communications Technology (ICT)

We are now one of the most technologically advanced schools in Milton Keynes with a fully upgraded ICT wireless system, interactive whiteboards and projectors and all year groups having access to new laptops. Interactive, multimedia software has a key role to play in 21st Century learning. Children growing up in a digital world expect to find high quality resources at school. Key skills in the future require them to learn how to use the Web to find and assess information critically, and to communicate in teams. We select ICT tools carefully to foster these skills, and to make subjects across the curriculum more engaging.

Core Subjects

Bushfield is a high performing school: our Key Stage 2 SAT results for 2011 exceeded national averages (2010) for all subjects (English, Maths and Science at level 4 and above)

English

We place great importance upon developing our children's literacy skills as a key for unlocking many other areas of life and learning. Our literacy topics are varied and exciting and are linked to other curriculum areas. Children very much enjoy this themed approach and this helps to ensure that learning is meaningful and connected. In this approach develop children's communication skills in reading, writing, speaking and listening, across a wide range of fiction and non fiction contexts and styles. Children develop their understanding and confidence to explore a variety of literature and compose their own fiction, non fiction and poetry. Underpinning this, we take a robust approach to developing basic skills in reading, spelling, handwriting and grammar through regular, direct teaching and practice. Lessons are creative, involving active learning and are frequently enhanced through a multimedia approach.

Maths

In maths each year we cover and develop skills in the topics of number, shape, space and measures, data handling and using and applying maths. We encourage children to explore mathematical problems in real life contexts and make sense of them through taking a practical approach. Simultaneously, we build children's confidence and ability in computation using addition, subtraction, division and multiplication, and develop their written recording methods. Exploring efficient strategies for mental calculations and rapid recall of number facts plays a part in each lesson.

Science

All of us need to make sense of the world around us. Everyone can be a scientist; all of us can learn to think scientifically. With that in mind, we not only teach scientific knowledge but also lay great emphasis on investigative skills, practical exploration and analysing scientific evidence to draw conclusions and explanations. Children learn to question and discuss science based issues, which is a spur to developing critical and creative thought.

Design Technology

Children have the opportunity to develop their design skills in a variety of projects connected to topic themes. DT involves researching existing products, assessing needs and communicating ideas through practical design and making. Children are encouraged to evaluate and refine their ideas to improve their product design, often in collaboration with others.

Modern Foreign Language (MFL)

Children begin to learn the basic elements of a Modern Foreign Language in Year 3 in a fun and practical way, using games, songs and interactive whiteboard resources. Throughout the school we gradually build children's confidence and vocabulary to use the language in a range of practical contexts. Children benefit from being taught by specialist teachers and lessons are very active with great emphasis upon speaking and listening.

History

In our history curriculum, children develop their understanding of the past through exploring a range of evidence and historical sources. Children find out about the past using pictures, photographs, artefacts and resource books as well as having the opportunity to visit historical places of interest both locally and further afield. We frequently link our learning in history with our English and art curriculum. Children learn about key events and features of historical periods and societies. They develop understanding of chronology, cause and effect and learn that the past can be interpreted in different ways.

Art

Our pupils, at all levels, are encouraged to use art as a form of visual and tactile communication. Their own creative work is enhanced by studying and enjoying the works of other artists of all kinds – painters, potters, sculptors and designers. Our art curriculum is closely linked to themes in other subject areas.

Geography

Children investigate a variety of people, places and environments both in the United Kingdom and abroad. They find out about how humans affect the environment and how the environment impacts upon human life using a range of resources including: maps, atlases, photographs and web resources. Children carry out geographical enquiry both inside and outside the classroom, developing geographical vocabulary and skills. Our Geography curriculum and learning is enhanced by day and residential visits.

Music

We consider that listening to, composing and performing music is important for all children. Music is taught in our well resourced music room by a specialist music teacher, with a very practical approach to music teaching and learning.

Bushfield has a strong reputation for music provision, and children have the opportunity to take part in music clubs such as orchestra, choir and rock school, as well as tutoring from peripatetic music teachers across a wide range of instruments including; cello, violin, woodwind, keyboard, guitar and brass, for which there is a termly charge. If you are interested in finding out more about peripatetic music lessons then please contact the office where you can register your interest.

Physical Education

Children at Bushfield benefit from specialist teachers, spacious playing fields, and a well equipped hall that has a full range of gymnastic apparatus. The children follow a programme of gymnastics and dance, whilst the games lessons include the skills of soccer, rugby, netball, hockey and cross-country running. During the summer months we concentrate on rounders, cricket, racket ball games and athletics. Children in Year 5 are given the opportunity to attend the local swimming pool throughout the year in order to make progress with their swimming skills.

Personal, Social and Health Education

We want all our children to be happy and to feel safe in school, to develop a sense of moral and social responsibility and to advance the life-long skills of self-confidence, assertiveness, communication and problem-solving. Personal, Social and Health Education allows us to work towards these goals in a variety of ways – through discussion sessions, role play, videos and visiting speakers. The school has strong links with the wider community and is actively involved in a wide range of community events.

Sex and Relationship Education (SRE)

At Bushfield SRE is incorporated into both the wider Personal Health and Social curriculum and the Science curriculum. Children develop their biological knowledge about parts of the body, and bodily changes in puberty (Year 5) and how a baby is conceived and born (Year 6). In Years 5 and 6, lessons are based around the BBC interactive whiteboard resource for KS2. Throughout the school children also learn about families and friends, personal hygiene and keeping safe. During lessons children explore feelings and emotions; understand that they can make decisions and choices and learn about strategies for coping with change and asking for help and support.

Any parent wishing to exercise their right to withdraw children from Sex and Relationship Education should put this in writing to the Headteacher.

Religious Education and Collective Worship

The school follows the Agreed Syllabus of Milton Keynes Education Authority for Religious Education. During their time at Bushfield, we help our children to understand that people commit themselves to beliefs and causes. We want our Religious Education programme to contribute to the development of our pupils as individuals and members of society, and we want to foster a reflective approach to life in the context of a growing understanding of a wide spectrum of experiences, attitudes, beliefs and religious practices.

‘Collective Worship’ takes place every day, either in whole school assemblies, year groups or class groups. ‘Collective Worship’ at Bushfield is conducted as a opportunity for collective reflection and is of a broadly Christian character, since it reflects the broad traditions of Christian belief, without being distinctive of any particular Christian denomination. Moral themes (such as honesty, empathy, tolerance, justice, community, selflessness, leadership, etc.) form the basis of our ‘Collective Worship’ which are common among other religious beliefs.

Parents have a right to withdraw their children from receiving RE or taking part in acts of ‘Collective Worship’, and parents are not obliged to state their reasons for seeking such withdrawal. However, the Headteacher must be informed prior to any parent exercising their right in this way.

Homework

Homework is an opportunity to further develop the partnership between home and school and serves as an extension or reinforcement of the learning topics covered in class. Importantly, homework also supports children to develop independence and individual responsibility for learning. Children are expected to complete homework each week and the tasks are set appropriately for the age and abilities of the children.

Weekly homework includes an expectation of regular reading at home and spellings to learn which are recorded in the Personal Log, a maths task as well as an optional, additional task which encourages a more open, individual/creative response from children. More details about our homework policy can be found on our website.

Parents are asked to support and encourage children with their homework. We ensure that tasks are planned carefully and ensure children are given clear guidance, however, if a child is experiencing regular difficulties with homework please talk to the class teacher.

We offer a 'Homework Club' facility afterschool once a week where children have the opportunity to complete their homework in a calm, supervised environment. Children are expected to bring their homework and will have access to library resources and computers to help them complete it.

Assessment

We take a very thorough approach to ensuring children make the best possible progress from their individual starting points. Our practice in this area has been highly commended by Ofsted and used as a model in other schools.

Assessment at Bushfield incorporates a broad spectrum of methods to ensure that we have a full picture of a child's attainment and progress in all aspects of their learning. These include:

- Questioning and observation in daily lessons (informal teacher assessment)
- Marking children's work
- Using a range of pastoral information (e.g. medical / attendance)
- Information from other agencies (if appropriate)
- Monitoring progress against individual learning targets
- Spelling tests, times table tests and homework
- End of topic tasks
- Formal assessments and end of year tests

This information is used to inform our planning and teaching to ensure that learning activities are matched appropriately to individual needs and abilities to ensure good learning takes place for all children.

Parents have an open invitation to discuss their child's progress with us at any time. Each term, there is a formal opportunity for parents, child and teacher to meet together, have a look at pupil work and talk about progress, achievements and targets. In the Summer Term we provide parents with a full written report and invite parents to comment upon their child's progress too.

Organisation of Teaching Groups

We are a three form entry school taking children from Year 3 to Year 6. We benefit from spacious teaching areas and generous support staff. This supports a calm, purposeful learning environment and we invite you to come in and see the school in session to see for yourself.

Children are grouped by ability for maths across the school. Sometimes we may decide to group by ability in other subjects depending upon a particular year group's profile and children's learning needs.

KS2 SATs Results 2011 COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

We are pleased to share our KS2 SAT results for 2011 which show that Bushfield's performance exceeded national averages in 2010 for all subjects (English, Maths and Science) at level 4 and above.

The number of eligible children is: 66

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	3	9	52	36	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	5	6	44	36	9	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	5	3	53	39	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	5	5	61	30	0	0
	National	6	13	48	33	0	1
Reading	School	5	2	53	41	0	0
	National	8	8	33	51	0	1
Writing	School	5	11	61	24	0	0
	National	5	23	50	21	0	1
Mathematics	School	5	8	55	33	0	0
	National	5	14	46	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.



Section Three: Community and Communication

Communicating with Parents

We look forward to getting to know you and your family: we value our strong partnership with parents as a vital factor in making a child's time with us as happy, fulfilling and successful as possible. If at any time you have a concern, however small you consider it to be, we would want you to come in and talk to us about it. We advocate open, honest, two-way communication. We will always respond positively to feedback that is offered constructively, and in this way we can build understanding and work together in the best interests of the child.

Bushfield warmly invites parents to take an active part in the life of the school and children's learning. We provide opportunities for this in a variety of ways:

- Joining the 'Bushfield Friends' or being on the 'Register of Helpers' to support various events and activities in or after school throughout the year either on a 'one off' as regular help
- Attending Information Evenings on a range of curriculum matters
- Attending Parents' Consultation Evenings held each term
- Children's progress reports
- Sharing in your child's enjoyment and achievements by attending celebratory events e.g. concerts and Class Assemblies
- Social events
- Supporting and encouraging your child with homework
- A child's Personal Log

To keep you up to date there are regular newsletters about termly events and curriculum topics for each year group. Information can also be found on our website: www.bushfieldschool.net

Governors

The Governors are parents, staff and members of the community or city. They work in a strategic role with the staff as 'critical friends' to monitor all aspects of the school's life: its ethos, curriculum, teaching, sports, arts, staffing, finance, premises, quality of school dinners, you name it! It's a great way to get involved in Bushfield's life. If you are interested in becoming a Governor of Bushfield School, please contact us to enquire about vacancies or check our school website.

Bushfield 'Friends'

Every Parent and carer who has a child at the school is considered a member of the 'Friends'. Some people choose to get more involved with the committee and its fund raising events, but one of the most important things you can do as a 'Friend' and a parent is to support as many events as possible by coming along and enjoying yourself.

The Friends of Bushfield run many 'fun' events ranging from discos for the children to things the whole family can enjoy e.g. Concerts and the Summer Fayre. All of these events provide valuable extra income for the school. This money is spent buying additional equipment and resources for the school, or enhancing the school experience in other ways. We welcome people who want to join the committee or help out regularly, but if you can only help out for a little as an hour at one event, we'd still love to hear from you.

Student Council

We are very proud of our Student Council which was highly commended by Ofsted in 2008. The Council consists of one member from each class in Years 3, 4 and 5 and two from each class in Year 6 (15 in total). Children are elected by their class following individual candidates' presentations on how they will make Bushfield a better place as a School Council member. Student Council representatives meet once a week at lunchtime and have many responsibilities and are involved in fundraising, putting forward suggestions and liaising between staff and pupils. Our Student Council continues to make a positive contribution to life at Bushfield.

Friday Fruit Stop

Each Friday break time, our Student Council members run a Friday Fruit Stop to promote healthy eating in conjunction with our Community Mobiliser. Each piece or portion of fruit costs 20p and children often have the chance to try exotic and less familiar fruits.

Play Leaders

Play leaders receive training from Radcliffe sports staff to support their peers by leading play activities on the playground at lunchtime. They are responsible for organising equipment and promoting fair play and help children have fun and get involved in games at lunchtime.

Buddies

We have a group of 'Bushfield Buddies' that are trained each year as Peer Mentors to be a 'friend' to children at break and lunchtime. They help ensure children do not feel alone and are available to talk to if there are minor fall outs between friends.

Eco Club

This group of children help keep Bushfield 'green' and are on a mission to keep the Bushfield 'footprint' as small as possible on our precious planet. The group meet each week after school and are involved in planting, recycling, gardening and energy saving projects. Each year Eco Club organise an Eco Week across the school with planned activities and outside visitors to draw attention to environmental issues.

Breakfast Club

'Wakey Wakey' Club is available to all Bushfield children and families from 7.45 – 8.30 each morning. It is a great way to start the day and we offer cereals, toasties, crumpets, fruit and yoghurt as well as hot and cold drinks. Fridays are particularly popular because of our 'Sausage Sandwich Specials'. Children who have breakfast with us are then supervised playing outside or doing quiet activities inside until 8.30 a.m.

Holiday Clubs

In some school holiday periods throughout the year, we organise fun, sport-based activity weeks at Bushfield. This has previously included football, rugby and cricket coaching supported by our own staff or professional coaches. These are popular with our children and details and booking forms are issued well in advance. There is a weekly charge for these courses.

Extra Curricular Activities

Bushfield School has a strong reputation for music and sports and offers a further comprehensive extra curricular programme for all pupils who wish to participate. We strongly believe that this additional provision helps promote children's positive self esteem. The activities vary from term to term and a timetable is given to parents at the beginning of each term, giving full details of times, venue and supervision. We benefit from excellent links with local sports partnerships and coaching expertise, with our children regularly enjoying playing fixtures and entering tournaments throughout the year. An example of our current programme is enclosed. Please note provision may vary from year to year depending on the available expertise.

Extended After School Care

We have an After School Care Club which runs between 3:10pm and 6pm Monday to Friday during term time. Please see the leaflet at the back of this pack for more information and a booking form.



Section Four: Inclusion and Welfare

Celebrating Success

Bushfield is a place of encouragement, challenge and celebration. We pride ourselves in providing a genuinely caring, supportive environment in which children flourish. It is important to us that all children have a strong sense of achievement and enjoyment during their time with us at Bushfield.

Celebrating individual and collective successes is a big feature of life at Bushfield. We do this in many ways including:

- Assemblies
- Certificates
- Merits
- Golden letters
- Celebrating on our Website

Inclusion

We want all our children to feel proud of themselves and their school.

We take an inclusive approach which ensures that all children have access to all that Bushfield has to offer and that there is equity of opportunity. At the heart of the learning process lies the individual and we attribute the utmost importance to nurturing the unique talents, motivations and aspirations of each child. We take time, and interest in really getting to know our children. In doing so, we ensure that we identify and cater for individual needs and support these needs with additional provisions when necessary.

Children with English as an Additional Language

We have a skilled team that help to support children who have English as an Additional Language (EAL). Our EAL co-ordinator liaises closely with families to ascertain particular children's needs and ensure a smooth induction into the school. We have many strategies to support children at the early stages of language acquisition and our careful tracking of pupils shows that our EAL children make good progress with us.

Very Able and Talented Children

At Bushfield we acknowledge the importance of recognising the unique skills and talents of all individuals. We identify Very Able and Talented pupils as those who demonstrate skills that are significantly above the national expectation for their age. Children identified as Very Able or Talented on our register benefit from extended planning and provision to ensure they are appropriately challenged and continue to develop their skills.

Special Educational Needs

What are Special Educational Needs?

The term, Special Educational Needs, refers to the needs of individual pupils which may mean that aspects of the curriculum and teaching may need to be changed to remove barriers to learning, and ensure individuals make the progress they are capable of in their learning.

The constraints on a pupil's education may be one or a combination of the following:-

- a physical disability;
- a problem with sight, hearing or speech;
- mental disability;
- emotional or behavioural problems;
- a medical or health problem;
- difficulties with reading, writing, speaking or maths.

Remember that you know your child better than anyone. The closer you work with us, the more successful any additional help will be.

We want to involve you as much as possible in this process.

You are an active partner of Bushfield School. We will tell you about your child's progress, listen to your concerns and work with you to make sure that your child gets an appropriate education. Many problems can be sorted out easily, especially if they are dealt with quickly. But, in some cases, if your child has special educational needs, the school may call in outside agencies.

There is a National Special Needs Code of Practice which we use to help us provide the most appropriate education for your child. The process is outlined below:

Initial Concern

If your child is having difficulties we may ask them about what help they would like. It is very important that you work closely with our School and that we are partners in your child's learning.

School Action

At School Action, the person responsible for special educational needs will talk to both you and your child's teacher about strategies to help your child. This will involve identifying actions and strategies that are 'additional to' or 'different from' our normal provision. This discussion will be about how the school and parents can help your child achieve their targets. Progress is monitored and reported to parents.

School Action Plus

Continued concerns about lack of progress. The Inclusion Manager may look for some specialist help or advice from the Education Support Service or elsewhere. For example, we may call in the Educational Psychologist. The Inclusion Manager will talk to you about this.

When the school has all the information, we will decide how best to meet your child's needs. A close check on how your child is progressing will be kept. You will be kept informed and will be invited into school to discuss your child's needs. Progress is monitored and termly reviews are held with the child, parents, teacher and input from other members of staff working with your child.

Request for Statutory Assessment

This will only be after communication between yourself and the school, when it is felt that your child may benefit from additional resources / provision. A referral is made to the Local Authority for Statutory Assessment. Formal reports and evidence from the school, parents and representatives from all involved agencies are submitted.

Statement Provision

A pupil who has a statement of special educational needs, prepared by the Local Authority, is at this stage. The statement describes the individual child's particular requirements including:

- All the special help the LA think your child should get;
- The long term objectives to be achieved by that special help;
- The arrangements to be made for setting short-term targets and regularly reviewing your child's progress towards those targets;
- Advising a suitable placement for the child;
- An annual review of the statement will be arranged by the school.

If you think your child should be at one of these stages or at a different stage, please contact your child's class teacher in the first instance or our Inclusion Manager.

There are many external agencies that also offer further help and advice to parents. Details of these various groups can be found among the Information section for Parents leaflets in our Reception Area. Additionally you could contact the Parent Partnership Office on:

Telephone: (01908) 254518

Email: parent.partnership@milton-keynes.gov.uk

Website: www.mkparents.org

Absences and Attendance

Good attendance and punctuality are essential if children are to make good progress at school. We do appreciate that occasionally children are unwell and are unable to attend school. On these occasions we request that parents contact us on the first day of absence as early as possible in the morning. When a child returns to school following a period of absence a note is required explaining the reason for absence. ***Please note that we do operate a first day absence call procedure should we not hear from you why your child is not at school.***

We would recommend that children do not go on family holidays during term time, although we are able to authorise up to two weeks absence for holidays in a school year.

Total number on roll since September 2010	311
Attendance	94.8%
Authorised Absence	5%
Unauthorised Absence	0.2%

Child Protection

At Bushfield we aim for an atmosphere in which children feel safe, secure and are listened to and valued. Child protection and the pastoral care of all our pupils is our first priority and our child protection policy clearly reflects this commitment.

Aims

For the child

- To protect the child
- To prevent further abuse
- To help a child who has been abused

For the Staff

- To recognise the nature of abuse
- To be clear on procedures to be followed
- To understand the roles of individuals and agencies
- To ensure staff are aware of issues such as confidentiality

The school follows Local Area Child Protection Procedures. The school has clear guidelines for monitoring children at risk and we make use of the curriculum to build preventative approaches to child protection. The school's designated Child Protection Officer is the Headteacher.

In cases where it is considered to be in the best interests of the child, the policy requires the Headteacher to refer such cases to the investigative agencies.

Medical Welfare

It is very important that you let us know about any medical condition or disability affecting your child.

It is also very important that we have accurate and up to date contact numbers, so that you can be contacted quickly in the event of an emergency.

It is only in exceptional circumstances that medicines can be accepted for administration. We only administer medicines which have not been prescribed by a doctor if a parent signs a form giving permission. Please note this will be at the Head's discretion. It is preferable that children take their medicine before coming to school and when they get home. We prefer children who have to have medication at lunchtime to go home for lunch.

If you would like us to administer **prescribed** medicines, please ensure that full written instructions are given. These should include the name of the child, the name of the medicine and the required dosage and times. Medicines can only be accepted in the original labelled containers. The medicine and instructions should then be handed in to The Office at the beginning of the school day.

Under no circumstances are children permitted to have medicines of any sort in their possession at school, except for asthma inhalers.

Behaviour Policy - A Guide for Parents

At Bushfield we have the highest expectations of everyone in our community. Good manners, respect and fairness are promoted at all times. We encourage a calm, caring positive environment that is safe and that helps teachers teach and children learn. Also, we aim to prepare children for the adult world by showing how self motivation and self-control will help them in life, both at work and at leisure.

We do this in a number of ways – by example, circle time, through discussion of issues and Personal and Social Health Education and, through Building Learning Power, where you will hear our children refer to their skills and strategies for “managing distractions”. We have very high standards of pastoral care and make sure that we show a consistent approach so that expectations are understood and good behaviour is acknowledged. We celebrate the positive achievements of children through assemblies, merits, certificates and other rewards, however there are times when we need to remind a small minority of children of our expectations. This is where our Behaviour Policy comes into use.

Where are children expected to behave?

At all times:

- In class
- In the playground
- As they walk around the school
- As they come to school and as they leave

What does Bushfield mean by good behaviour?

- Always behave in a way that shows respect, care and consideration for others
- Always try to do your best
- Listen well and follow instructions from adults at school
- Respect and care for our school environment
- Be ready for learning, always come to school dressed appropriately and bring the right equipment

Why we feel it is important to behave?

- Children feel good about themselves
- They make progress in their learning
- Other people will feel good about them
- They may earn a reward like.... *a certificate, a merit, class points*

What happens if children do not behave?

- Parents are invited in to discuss a child’s behaviour
- Teachers will discuss the behaviour with children to reinforce expectations and ensure there is fairness and understanding on both sides
- They may be moved away from other children in class
- They may be sent to another teacher for a period of time
- Children may be placed on a target card to monitor behaviour
- They could get a break or lunchtime detention
- They may be excluded from lunchtimes at school for a fixed period
- In extreme circumstances they could get excluded for 1 day or more

The full behaviour policy can be found on our website www.bushfieldschool.net

Section Five: Further Information and Forms

Charges and Remissions

Bushfield encourages a wide range of educational opportunities for children of all ages. We believe that the educational and social experiences of children can be suitably extended by carefully chosen organised trips and activities/

Sections 106- 11, 117 and 118 of the Education act 1988, superseded by the Education Act 1996, sections 449-462, set out the circumstances in which educational activities may attract charges from parents both in or out of school hours. The Governing Body at Bushfield has adapted the Model charging policy and Statement provided by Milton Keynes Council.

The policy consists of the following:

1. A charge will be made for any activity which the Governing Body arranges and for which a charge may be made, as set out in the Education Acts, where the activity takes place wholly or mainly outside the school session time.
2. In general, all participants in any educational activity arranged by the Governing Body and for which a charge may be made, as set out in the Education acts, will be expected to meet a charge levied by the Governing Body.
3. Where a third party provides educational activities its charges will be passed on to the parents of participating pupils.

Charges may be made for:

- Art/craft and Cooking – The cost of ingredients and materials for finished work where parents have indicated that they wish for the finished article to be taken home.
- Breakages and Damage – The costs of breakages or damage to school property and buildings as a result of their child's misbehaviour.
- Books – Loss or damage.

Personal Belongings

- Children are discouraged from bringing personal items of value into school and do so at their own risk. These items are not covered by school insurance.

Charging for visits, trips and additional activities.

In any letter sent home to parents the words "cost" or "charge" will mean the amount of the voluntary contribution asked for from each pupil in order that the activity can take place without placing undue burden on the School's budget.

For a day visit / activity :

"Parents/pupils are not obliged to make a contribution to the cost of the day visit and pupils will not be excluded through inability or unwillingness to pay. However, the visit can only go ahead if there are sufficient contributions to cover the costs. Parents are therefore invited to make a voluntary contribution to cover the cost, which is worked out per child. This covers the entrance fee and travel and/or fees of any activity. Payment can be made in instalments."*

In cases where the Headteacher decides that it would be unreasonable to ask for all or part of the contribution for a particular child s/he has the Governors authority for this to be waived.

If the number of parents and/or the amount of the contributions does not fully cover the expenditure required for the visit/activity then the Headteacher will normally decide that it cannot take place. S/he has the authority to permit the activity to go ahead if s/he feels it is warranted and will make appropriate arrangements for it to be subsidised from a suitable budget. This will only be in rare circumstances. If there is a significant impact to the School Budget, the Headteacher will report any loss to the Resources Committee

For a residential visit:

***“The charge/cost is made up of a charge for board and lodging, which will be made for all pupils except where parents receive Income Support, Family Credit, Income Based Job Seekers Allowance or Disability Working Allowance. Requests for remission of this charge should be made in writing or in person, in confidence, to the Headteacher. Evidence may be required. Details of the amount charged for board and lodging can be obtained upon request and will be provided within 10 working days of such a request being made in writing.*”**

*The remaining cost covers activities, transport, insurance etc. and parents are invited to make a voluntary contribution towards the costs. You are not obliged to make a contribution and pupils will not be excluded through inability or unwillingness to pay. However the visit can only go ahead if there are sufficient voluntary contributions to cover such costs. Arrangements are available for the payments to be made in instalments.”**

If the number of parents and/or the amount of the contributions does not fully cover the expenditure required for the visit/activity then the Headteacher will normally decide that it cannot take place. S/he has the authority to permit the activity to go ahead and will make appropriate arrangements for it to be subsidised from a suitable budget. This will only be in rare circumstances and will not happen if s/he is of the opinion that subsidising the trip is an inappropriate use of public or other funds. This will be the case if parents who do not qualify for a remission of the costs decide they are unwilling to make the required contribution. Bushfield operates a payment plan to support parents making timely contributions to spread the cost.

Remission of Charges

The charge/cost is made for all pupils with the possible exception where parents receive Income Support, Family Credit, Income Based Job Seekers Allowance or Disability Working Allowance. Requests for remission of this charge should be made in writing or in person, in confidence, to the Headteacher. Evidence may be required and the decision to remit all or part of these charges will be at his/her discretion.

** Taken from LA policy document.*

Information for Parents: How to Comment or Complain

We want to hear from you

We want all pupils and their families to be happy with the education they receive and our staff try to do their best for all of them. We welcome feedback from you at anytime, and your comments, either positive or negative, are helpful for future planning.

Visits, regular reports and open evenings help to keep you up to date with what is happening and how your child is getting on at school. You may want to talk to us about a particular aspect of the school that you are worried about or may be unhappy about the way in which a member of staff has dealt with your child.

Usually we can deal with any problems informally, but unfortunately, this is not always possible and you may wish to make a complaint. ***Whatever the issue, please come and talk to us so that we can sort it out.***

Our promise to you

- your concern will be dealt with honestly and politely. Confidentiality issues will be respected.
- your concern will be looked at thoroughly and fairly
- we will keep you up to date with progress at each stage
- you will receive an apology if we have made a mistake
- you will be told what we are going to do to put matters right

How to make a complaint

We have adopted a formal procedure for dealing with complaints which is available in the school. We hope you never need to use it but our process has three stages:

Stage 3 – Complaints Committee

If you are still unhappy after this investigation, the matter will be referred to the governing body's complaints committee. You will be asked to attend a hearing at which you will be able to explain the nature of your complaint and why you are dissatisfied with the outcome. It is anticipated that the small number of complaints that may be referred to the committee can be resolved satisfactorily through this process. The committee's decision is final.

You should receive a reply from the complaints committee within thirty days of the complaint being referred to it.

If we cannot resolve the problem within the timescale given, we will write to you and tell you why there is a delay and when we will be able to respond.

Your views are important

We are committed to providing excellent education at our school. The headteacher, staff and governing body take all complaints very seriously and we will do everything we can to ensure that you and your children are happy with our school. Please keep talking to us.

School Meals (Sample Menu)

School meals are provided by our local secondary school, The Radcliffe. Many children at Bushfield take advantage of hot school meals. All meals conform to the new nutritional standards issued to support healthy eating

Pupil Menu – Sample

Day		Meal	Hot	Veg	Salad
Mon	Hot Veg Salad Jkt Pot Pud	Chicken Curry with Rice Vegetarian Curry Cheese Salad Tuna, Cheese, Coleslaw or Beans Chocolate Sponge with Sauce			
Tues	Hot Veg Salad Jkt Pot Pud	Sausage & Mash with two fresh veg Vegetarian Lasagne s/salad & g/bread Tinned Salmon Salad Tuna, Cheese, Coleslaw or Beans Fruit Mousse			
Wed	Hot Veg Salad Jkt Pot Pud	Lasagne, Garlic bread & side salad Pasta Twirls with homemade tom & basil Tuna Salad Tuna, Cheese, Coleslaw or Beans Fruit Crumble & Custard			
Thur	Hot Veg Salad Jkt Pot Pud	Braised Steak, mash & vegetables Vegetarian Sausages Cheese Salad Tuna, Cheese, Coleslaw or Beans Fruit Jelly			
Fri	Hot Veg Salad Jkt Pot Pud	Fish & Chips Vegetarian Pizza Smoked Mackerel Salad Cheese, Tuna, Coleslaw or Beans Fruit Salad			

Name:..... Class:.....

I enclose £.....(£2 per meal)

I claim Free School Meals for my Child(please tick)

Menus are sent out to children on Wednesday. The money is returned to school together with the menu on Thursday/Friday of the same week.

Parents in receipt of

- ❖ Income Support
- ❖ Income Based Job Seekers Allowance
- ❖ Support under part VI of the Immigration & Asylum Act 1999
- ❖ Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income, as assessed by the Inland Revenue that does not exceed £14,495
- ❖ Guarantee element of State Pension Credit.

If you think you may be entitled to Free School Meals please contact the office and bring the necessary proof of benefit with you.

Extra Curricular Activities

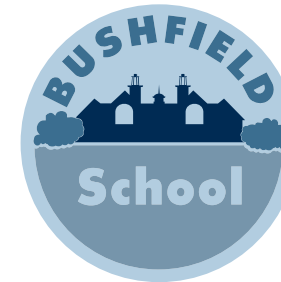
Bushfield School has a strong reputation for music and sports and offers a further comprehensive extra curricular programme for all pupils who wish to participate. We strongly believe that this additional provision helps promote children's positive self esteem.

The activities vary from term to term and a timetable is given to parents at the beginning of each term, giving full details of times, venue and supervision. We benefit from excellent links with local sports partnerships and coaching expertise, with our children regularly enjoying playing fixtures and entering tournaments throughout the year.

Music plays a very significant part in the life of the school and many opportunities are created for all pupils to enjoy music at Bushfield. We have many specialist teachers that enrich our provision including a school choir, orchestra and rock band as well as a wide range of instrument tuition.

No charges are made for extra curricular activities provided by Bushfield staff. A charge is made for certain trips, special events, clubs run by external providers and peripatetic music lessons. Parents are always notified of these well in advance. Children are encouraged to attend our homework club, especially if they experience difficulty in organising or completing their homework on a regular basis.

An example of our current programme is enclosed. Please note provision may vary from year to year depending on the available expertise.



Extra Curricular Activities

Monday	Lunch time	Cross-Country	Run before eating lunch, (PE Kit needed)	All Year Groups	N/A	Field	Mr Hill
	3.10- 4.15	Tag Rugby	PE Kit (Year 5 & 6 will need boots)	All Year Groups	Playground	Playground	Mr Hill & Miss Wiffen
	4.15- 5.15	Dance Xchange	Limited Numbers, (PE Kit needed)	Year 5 & 6 only	Playground	Hall	Mr Hill
Tuesday	Lunch time	Exploring and Creating Poetry	Limited Numbers	Year 5 & 6 only	N/A	Staff study	Mr Springett-McHugh
	Lunch time	Choir	12.20 – 12.50 pm (Y3 and Y4 eat first)	All Year Groups	N/A	Music Room	Mr Meek
	3.10- 4.15	Photography	Limited numbers	All Year Groups	Playground	Sycamore & ICT	Miss Campbell
	3.10- 4.15	Netters!	Netball, Basketball & Korfbal (PE Kit needed)	All Year Groups	Playground	Playground	Miss Wiffen, Mr Hill & Mrs Macdonald
	3.10-4.15	Homework Club	Please bring weekly homework. Mathletics can be done in this time too.	All Year Groups	Playground	Inclusion Room	Mrs Favell & Mrs Odedra
	3.10- 4.30	Karate	Cost involved (£20 per half term)	All Year Groups	Playground	Hall	Andy Kidby
Wednesday	Lunch time	Cross-Country	Run before eating lunch, (PE Kit needed)	All Year Groups	N/A	Field	Mr Hill
	Lunch time	ICT Club	Limited numbers	All Year Groups	N/A	ICT room	Mrs Adil
	Lunch time	Recorders		All Year Groups	N/A	Music Room	Mrs Rolinson
	3.10- 4.15	Badminton	ENDS AT HALF TERM , by invitation only	Year 5 & 6 only	Playground	Hall	Mr Hill & Miss Wiffen
	3.10-4.15	Library Club		All Year Groups	Playground	Library	Mrs Nott
	3.10- 4.15	Gymnastics	STARTS AFTER HALF TERM Cost involved (£20 for half term)(payment a.s.a.p) Limited Numbers, PE Kit needed	All Year Groups	Playground	Hall	MK Springers
	3.10 – 4.30	Youth Art Project	Limited Numbers	Years 4, 5 & 6	Playground	Pottery Room	Mr Lacey
Thursday	Lunch time	Chess	Learn to play and take part in a chess league. Limited numbers	All Year Group	N/A	Maple	Mr Blakeston
	3.15- 4.15	Hockey	Must have Shin Pads and Gum Shield , (PE Kit needed)	Year 5 & 6 only	Playground	5-a-side court	Mr Weston & Miss Gregory
	3.10- 4.15	Dance Club	Limited numbers, PE Kit needed	Year 3 & 4 only	Playground	Hall	Mr Hill & Miss Balch
	3.10- 4.15	Philosophy	Limited numbers	Year 5 & 6 only	Playground	Elm	Mrs Mead-Payne
	3.10 – 4.15	Drama	Limited numbers	All Year Groups	Playground	Rowan	Miss Uzokwe
	3.10 – 4.15	Music Club		All Year Groups	Playground	Music Room	Mr Lockwood
	3.10 – 4.15	Art & Textiles	Limited numbers	Year 3 & 4 only	Playground	Chestnut	Mrs Rubin & Miss Thomson
Friday	Lunch time	Cross-Country	Run before eating lunch, PE Kit needed	All Year Groups	N/A	Field	Mr Hill
	3.15- 4.15	Football Club	Must have shin pads and boots (PE Kit needed)	All Year Groups	Playground	Field	Mr Hill , Miss Wiffen & Mr Bolger
	3.10 – 4.15	Cooking	Limited number, Cost involved (£10 per term)	Year 4 only	Playground	Hall	Mrs Stock & Mrs Tofts
	3.10 – 4.15	Gardening Club	Change of footwear needed. Limited numbers.	All Year Groups	Playground	Ash Classroom	Mrs Felce & Mrs Webb