



Prospectus

Brackenhill Primary School
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Headteacher: Mrs Nair Ishtiaq BA (Hons) QTS, NPQH
Deputy Headteacher: Ms Sobia Mir BA (Hons) QTS, NPQSL
Chair of Governors: Ms Julie Hields

The School's Aims and Values

We aim to prepare our children to contribute positively to our diverse and changing society by fostering the pursuit of excellence in academic, practical and physical skills, and by developing the quality of mind, body and spirit so that all acquire a sense of responsibility, awareness of right and wrong, effective social skills and high self-esteem.

We strive to provide a secure and caring environment in which all children are valued, stimulated and motivated.

We have high expectations of all our children and endeavour to develop close partnerships with parents and carers to fulfil these expectations.

We expect our children to achieve:

- Independence in learning
- High standards of English and Maths
- A wide understanding and range of skills across the curriculum
- A high level of self-control

We expect our children to respect:

- People of different races or cultures
- The beliefs of others that differ to their own
- The rights and property of others
- The rules and standards of the school and the wider community
- The environment
- Their own bodies

We expect our children to develop:

- Lively inquiring minds
- Co-operative and independent skills
- An awareness of the inner self
- Flexibility to react positively to change
- Self-discipline
- Personal interests
- An enjoyment for learning and for life
- An awareness of safety and good health

- Red Gingham school dress in warm weather (this can be worn with white leggings if required)
- Black school shoes or black trainer shoes
- Plain head scarf – red, black, white or grey

P.E Kit

- Plain red t-shirt
- Black plain shorts (these can be worn with black close-fitting leggings if required)
- Plain black jogging bottoms (for outdoor activities)
- Trainers for outdoor activities
- Pumps for indoor activities
- PE bag

We are committed to providing the best possible education for your child and with your help and support we are looking forward to working together to provide the best possible start to your child's education.

The School

Personal Property

When the school makes every effort to ensure the safety of children's property while in school, we cannot accept liability for damage to/the loss of children's clothing and equipment.

Parents are advised not to allow their child to bring anything valuable to school, to name all property to increase the likelihood of return if lost, and to encourage their own child to take responsibility for looking after their clothing and equipment.

Mobile phones

We do not allow phones to be brought to school by pupils, except in exceptional circumstances which have been agreed between the parent/carer and the Headteacher. If this is agreed the phone will then be handed to the class teacher at the start of the school day, switched off and kept secure until the end of the day. No other electrical devices should be brought to school.

School Uniform

We expect all children in school to wear uniform. It prevents distraction and competition between children and offers practical clothing for school life.

From the parent's point of view, school uniform is inexpensive, durable and it reduces arguments about what to wear. Please support the school by ensuring that your child always wears uniform. Jumpers and cardigans with the school logo and Book Bags are available from the school office.

Boys

- White polo shirt
- Black or dark grey school trousers
- Red school jumper with logo
- Black or grey socks
- Black school shoes or black trainer shoes

Girls

- White polo shirt
- Black or grey school trousers, skirt, pinafore dress or salwar kameez (these can be worn with black or grey leggings if required)
- Red school jumper/cardigan with logo
- White/dark grey socks or black tights

Brackenhill Primary School is a co-educational community Primary School and Nursery. We have places for 420 children aged from four to eleven years with another sixty places in Nursery for children aged three to four years. As the demand for places at our school grew, in 2009 we expanded and became a 2-form entry school.

The school was originally called Great Horton Junior and Infant School. It was re-named Great Horton First School in 1974 and then became Brackenhill First School in June 1975, moving to a new site (our present building) in September of that year. The school went on to become a primary school in September 1999 under the reorganisation of Bradford schools.

OFSTED Inspection

In July 2019 the effectiveness of the school was judged as good by Ofsted. We continue to strive to improve within all areas of school life and want to ensure that our amazing children receive the best education possible so that they can go out into the world and realise their dreams.

What the Ofsted inspectors said about Brackenhill:

- The Headteacher, staff and governors are ambitious for all pupils to achieve success.
- Effective teaching, learning and assessment ensure that pupils make very strong progress in reading, writing and mathematics by the end of Year 6. As a result, pupils are well prepared for secondary school.
- Governors ensure that the funding received to support disadvantaged pupils is used effectively. As a result, disadvantaged pupils make strong progress that is above that of pupils with similar starting points nationally by the end of Year 6.
- Pupils enjoy learning about different cultures and faiths. Pupils understand the importance of British values. Consequently, pupils are well prepared for life in modern Britain.
- Pupils enjoy school and demonstrate positive attitudes towards their learning.' They are 'respectful and polite.
- A wide range of enrichment and extracurricular activities ensures that pupils are immersed in new experiences. Pupils enjoy the extra-curricular activities and clubs on offer.

- In the Early Years Foundation Stage children are happy and content. Parents spoke positively about the provision for children in the early years and there are increasing opportunities for parents to attend sessions in school to help them support their children at home.

The following information is available on the school website or by request from the main office:

- Staff List
- School Policies and Procedures
- SATs results
- Annual attendance data

How to Apply for Admission to the school

Admission to Reception Class

Pupils are admitted in the September before their fifth birthday. Places are allocated by the Local Authority.

If your child has not yet started school and you are seeking a Reception Class place, please contact the Local Authority. Contact details are available from the school office. A Local Education Authority form is available in the September term of the year before in which your child will start Reception Class. Forms will be sent to names on list, otherwise a form can be collected from the school. Applications for a place in Reception Class must be made in the Autumn Term in the school year before a child starts.

Parents/carers and their child will be invited to visit the school prior to starting Reception Class. Children will attend half days for a short period to support the settling process.

Admission to Nursery

Starting Nursery is an exciting and important time for every young child and we want it to be a happy and successful experience for everyone. With your help and support we will work together to provide the best possible start to your child's education.

Children are offered a Nursery place as soon as possible after their third birthday. Nursery has a waiting list and it is important that you enter your child's name on the list as early as possible if you wish to secure a place for them. A place in our Nursery does not automatically guarantee you a place in the main school and is subject to decisions made by the Local Authority (LA) against criterion which is detailed in our Nursery Admissions Policy.

Transfer to Secondary School

At the end of Year 6, children transfer through to secondary school. The LA will send out forms early in the school year for parents to state their preferences. Please ensure you complete all preferences and don't just put down one school as if they cannot meet the first request they will work through the list in order, until they can find a place for your child. We would strongly advise parents to look around the local secondary schools before deciding and to consider the individual needs of your child. Brackenhill passes pupil information to all schools, to which your child transfers to, and will liaise with the nearest schools where the majority of our children go. Parents will be given details of appeals procedures from the Local Authority should they wish to appeal a decision.

Funding

The school receives an annual budget from the LA to cover staffing, buildings, equipment and consumables. Brackenhill Friendship Group (BFG) supports the school through fund raising events to improve the range of the resources and enhance learning experiences. We hope that parents will become actively involved in BFG and join us to help to improve opportunities for your child. Meetings to organise events are advertised around school.

Remissions and Charges

Educational visits and events in school are regularly planned to widen learning experiences. As stated in the Education Reform Act 1988, 'when visits take place, wholly or mainly in school time, cost must be covered by voluntary contributions', and if costs are not met we may have to cancel proposed visits. For out of school hours visits parents are required to pay the full costs. Charges will always reflect actual costs. The school will pay for speakers and performers who work in school to provide experiences essential to the National Curriculum. Where performances in school are non-essential to the National Curriculum but provide learning enrichment, a small donation will be requested from parents and the balance paid from school fund.

Any visits to places of worship to support the Religious Education Curriculum will be paid for by the school.

The school provides swimming for free.

A charge will be made if pupils lose books or damage school equipment or property.

Parents' Consultation Evenings are held in the Autumn term and Spring term. Reports of children's achievements are sent to parents at the end of the year. If parents have concerns, they should contact the class teacher. The school will contact parents when the need arises to discuss learning behaviour concerns.

Medicine in school

Teachers cannot administer medication. Medicine is only administered in schools when absolutely necessary, e.g. when children have chronic conditions such as asthma or diabetes, or when antibiotics treatment has to be given four times per day. Do not send medication to school without discussing this issue with us. Medication, which we agree to administer, must be clearly named and have clearly written dosage instructions. If your child does require medication, you need to bring it to the main office in order to complete relevant paper work.

It is essential that parents inform us if their child has asthma or any other serious medical condition or allergy and that essential medication (inhalers etc.) is kept in school when the child is in attendance.

Concerns and Complaints

If you have a concern about your child's progress or welfare, please contact your child's Class teacher and arrange an appointment. Teachers are not able to see parents immediately before school when they are preparing for the children (except for emergencies) but will be happy to see parents at the end of the school day. If the concern is about a wider issue rather than about an individual child, please arrange to see the Headteacher.

If you have a complaint, please make an appointment to see the Headteacher so that the matter can be discussed. If you are not satisfied with the outcome, you can raise the issue with the Governing Body by writing to the Chair of Governors. A sub-committee will consider complaints made to the Governing Body. The Governing Body expects parents/carers to have discussed the matter with the Headteacher before it is referred to them.

Parents and school share the common aim of ensuring children's happiness and progress and we feel that this can be done through discussion.

We aim to give children a minimum of three full terms in Nursery before transfer to school. Children will start nursery in stages, in small groups.

If you change address after placing your child's name on our waiting list, it is your responsibility to inform the school. It is important to ensure the school have your up to date contact details.

Transfer from other schools

Where children are transferring schools, parents should complete a transfer form (available from the main school office) and submit it to the Local Authority (LA). We believe that children need continuity in education and we will not normally admit children mid-term except for changes in residence which make travel to the existing school too difficult. The school follows the LA's policy in relation to this matter.

If you are considering applying for a place at Brackenhill Primary School and your child is currently in another school, you are encouraged to visit the school and read our Prospectus before applying for admission. You will also need to ask your child's current school for a transfer form.

The School Day

Nursery am session 8.30-11.30

Nursery pm session: 12.30-3.30

Reception, Key Stage 1 and Key Stage 2: 8.55 am-3.15 pm

It is really important that children attend school regularly and arrive on time. Pupils arriving late are marked as late on the register and this information is recorded on their report at the end of the school year.

If your child has an appointment then please let the HSLO or class teacher know. When returning them to school, please accompany your child to the school office so that they can be registered.

Illness

If your child is absent, please telephone the school on the first day of absence and press option 1 to inform our HSLO's. If your child has sickness or diarrhoea, it is policy to allow 48 hours from the last episode before the child returns to school. This helps prevent the complaint spreading to other children.

Teaching

Teaching time per week:

(Excluding breaks, registration and worship)

Foundation Stage (Nursery)	15hrs
Foundation Stage (Reception)	22hrs 20mins
Key stage 1 (Years 1 and 2)	22hrs 20mins
Key stage 2 (Years 3, 4, 5 and 6)	23hrs 35mins

Class size and staffing

EYFS

As some of our staff are part time, there are 4 Class teachers, 5 Early Years Practitioners and 2 Teaching Assistants that work specifically to assist children with their learning and development. We recognise that children in this Key Stage require lots of care and attention and as such ensure that we are always generously staffed to be able to provide children with the support they need.

KS1 and KS2

In all other classes in school, the class teacher is supported by a Teaching Assistant; work together to assist children with their learning in class. Where children have been identified as requiring additional support, due to additional needs or being more able, the school has a range of other highly skilled staff that are qualified to meet these specific needs. Activities are also differentiated and tailored to ensure that learning is accessible for all. In addition, the school organises many activities and events throughout the year to extend the learning of greater depth children so that pupils' achievements and skills can be given the recognition they deserve.

Meeting the needs of all

Special Educational Needs

The school complies with the Special Educational Needs and Disability Code of Practice: 0 to 25 years updated in April 2021. The school policy and Local Offer for children and young people with Special Educational Needs and Disability can be found on the school website. We consider that all children in the school have a right to a broad and balanced curriculum, which meets individual needs. In order to meet these needs some children will require additional support. This support may be in the form of different presentation of work, different resources or some additional help on a one to one basis or smaller group basis. Most children with special needs are

Parents' access to school documents

More detailed information is available on many of the areas covered in this Prospectus. If parents wish to see the following documents, they should contact the school office: -

- The Governing Body's Statement of Curriculum Aims
- The most recent Ofsted Inspection Report
- The National Curriculum Schemes of Work
- The School's Complaints Policy
- The LA agreed syllabus for Religious Education

When a copy of the above school documents is requested, a charge to cover the costs of copying will be made.

Copies of recent letters to parents are available to see at the office.

Information about school is available on our school website at:

www.brackenhill.bradford.sch.uk

Working with Parents

Parents are welcome to come into school to discuss any issues they may have. It is helpful if you make an appointment and, if you wish to see the Class teacher, to avoid the start of the school day when the teacher will be busy preparing for teaching.

Parents who wish to help in school on a voluntary basis are very welcome; we believe children need as much help as they can get and many parents enjoy hearing children read or playing learning games with children. Alternatively, we often have practical tasks such as preparing new books for use. We have an informal parents' group – The Brackenhill Friendship Group (BFG) which organises social and fundraising activities; meetings are advertised and if you would like to become involved, please let us know.

Children spend only a small part of their lives in school; the majority of their time is at home. Parents are their most important teacher and there are many opportunities for children to learn with you – shopping, looking at a map when you go on trips, cooking (which involves a lot of mathematical work), reading road signs and discussion about everything that they see and hear. When children have these experiences, it aids their progress at school.

fully benefit from the learning experiences in school and to develop responsibility for their future roles in life.

The school has a clear Behaviour Policy, which ensures that the children know what behaviours are encouraged and what behaviours are not tolerated. Rewards and sanctions reinforce this. Parents will be informed when their children's behaviour becomes unacceptable and they will be invited in to discuss the issue.

We hope that parents/carers will praise children when they receive rewards and support the school when sanctions are given. Every effort is made to investigate allegations of the misbehaviour so that the system is managed fairly. We expect all children to know the school rules and parents to support this.

Our school is a very mixed community and we are proud of the way children play and work together; learning more of other cultures and faiths and developing increasing respect for others over the years they are here.

We will not tolerate any incidents of racist behaviour and will take active steps to eliminate it if it occurs.

Bullying

The school will not tolerate bullying. Efforts are made to detect this and firm action is taken to deal with any incidents. We have a policy, which defines bullying and makes clear the way it is dealt with. We report all bullying incidents, involving pupils or adults on site to the LA. Anti-Bullying Ambassadors are also visible on the playground to support children if they feel they are being bullied.

Exclusion

Exclusions will be made when a child's behaviour severely endangers the safety or education of other children or where there is a very serious risk to others, or when disruption to others learning is serious and persistent. Where a child's behaviour is a very serious concern, a longer exclusion may be given to allow a programme for reintegration to be set up; the programme will be planned with the parents and the LA agencies.

Parents Access to Children's Records

Parents have the right of access to records which are kept on their child and this can be arranged by contacting the school and making an appointment at a suitable time.

fully integrated into the class, but some children may need to work out of the class with support staff for short periods and for specific reasons.

For some children, outside agencies may be called upon to provide further assessment, advice or resources. Parents will always be consulted when we have concerns and we would seek to develop a close partnership with parents of children who have been identified as having special educational needs. If you feel that your child has special needs, please talk to your child's class teacher.

Special educational needs include sight, hearing and physical impairments, learning difficulties and emotional and behavioural difficulties.

Disability

Physical alterations have been made to the building to improve access for people with a disability. The school adapts provision to ensure that pupils with disabilities can be included in all areas of the curriculum. The needs of disabled pupils will be discussed with parents before admission so that we can review how to best ensure access to learning and activities in the school.

The Curriculum

The Curriculum – what the children learn in school - is based on the requirements of the National Curriculum 2014. Our Aims and Values take in to account children's needs and abilities too.

We follow the National Curriculum. In both Key Stages our pupils study the following subjects:

- English
- Mathematics
- Science
- Computing
- Art and Design
- Design and Technology
- Geography
- History
- Music
- Physical education
- Religious education

- PSHE

Spanish is introduced in Key Stage 2 to meet modern foreign language requirements.

English and Maths are taught daily. Links between subjects are made where possible and learning is delivered through high quality texts linked to themes to engage our pupils. In addition, we teach Religious Education and deliver a Personal, Social, Health and Citizenship curriculum. Visits are planned, where appropriate, to stimulate children’s interests and widen their understanding (see ‘Widening Children’s Experience’ section for further information).

In all aspects of the curriculum, we ensure equality of opportunity for all children, irrespective of gender, race or religious belief.

Children’s progress is regularly assessed and records are kept of their achievements. Foundation Stage observations are kept of the children which provide evidence towards the attainment of Early Learning Goals. At the end of Key stage 1 (Year 2), children are given a range of tasks (SATs) to check their level of attainment within the National Curriculum. In Year 6 (at the end of Key stage 2) children do national tests in Reading, Grammar, Punctuation and Spelling and Mathematics and the children are also assessed in Writing which can sometimes be externally moderated. If requested by the LA, a Science assessment will be undertaken. Currently, optional SATs are given to Years 1, 3, 4 and 5 pupils, to support teacher assessment.

Children are also assessed half-termly by class teachers; this shows us the progress the children are making in reading, writing and mathematics over each year and helps us to identify pupils who require additional help.

Children are also encouraged to develop concentration, co-operation and responsibility for their own learning.

English

Pupils undertake English work daily through: reading, writing, phonics, spelling, punctuation and grammar.

Phonics and spelling

The Lunchtime Curriculum

Pupils are able to access a range of equipment at Lunchtimes and are supported by Brackenhill Buddies, Learning Mentors, the Behaviour Champion, Teaching Assistants and Lunchtime Supervisors.

Homework

We expect children to do an appropriate amount of homework and this will be uploaded weekly to Seesaw. Each week, the children will complete a Maths and EGPS mat which provides the children with a range of questions to keep topics fresh in their minds. Additionally, at the end of each half term, a newsletter will be sent home informing you of your child’s new topic. This sheet will also provide you with activities that the children can complete at home to support their learning in school.

Reading

While the teaching related to reading and writing takes place in school, children need as many opportunities as possible to practise new skills. Reading books will come home daily and these should also be brought to school each day. Children should be looking at books or reading with parents for at least ten minutes each day. Children may also bring home letters or words to learn, linked to their phonics.

Time to be spent on homework follows the DfE recommendations

Years 1 and 2	1 hour per week	12 minutes daily
Years 3 and 4	1 ½ hours per week	20 minutes daily
Years 5 and 6	2 ½ hours per week	30 minutes daily

After School Provision

Please contact the school for details of local after school care providers.

Behaviour Policy

We believe that school and parents/carers should work together to promote children’s good behaviour. We aim to develop respect for others and for property, self-discipline and positive self-esteem to ensure that children can

Widening Children's Experience

The school provides an extensive range of wider learning opportunities. Past experiences have included: a farm visit, York Chocolate Story, The Deep, art galleries, museums, the countryside, the seaside and different places of worship. We also invite visitors into school, e.g. theatre groups, authors, Olympic athletes, astronauts, wild bird handlers and people that set up an inflatable planetarium etc.

Outdoor adventurous activities are offered to Years 4, 5 and 6, with one of these experiences being a short residential visit. We have regular specialist visitors into school (from martial arts experts to artists and scientists) to help us make the curriculum more interesting and relevant. Parents are very welcome to come in and share their expertise or interests with classes – please see your child's teacher if you can help.

We offer a wide range of sporting experiences which promote physical activity. This includes: football, hockey, netball, cricket, basketball, dance, rounders, badminton, athletics and swimming (KS2 only). School teams compete against children from neighbouring schools across the district in sporting competitions after school.

During pupils' time in school they will also be given the opportunity to learn how to play a musical instrument.

Productions

Every half term we choose a year group to share their learning with the rest of the school and invite parents to celebrate the learning journey. This is a great way for our children to develop their speaking and listening skills and become more confident in performing in front of others whilst also showcasing what they have learned.

In the Summer term of Year 6, the children are all involved in an ambitious and high-quality production which involves children singing, acting and dancing. This is an event we all very much look forward to at Brackenhill and a grand finale to the children's final year with us.

Clubs

A range of after-school clubs are organised during the term and have included: drama, radio, computing, dance, Science, film and animation, cooking and various sports clubs. Clubs are targeted at specific year groups and the programme varies over the year.

In the Early Years Foundation Stage and Key Stage 1 we teach phonics and reading through the Read Write Inc. Phonics Programme so that children have a very structured introduction to early reading and writing skills. Children are streamed into phonics groups from Reception (October onwards) and assessed at least half termly. Phonics lessons are taught daily for up to half an hour. Our aim is that all children will have completed the phonics programme by the end of Year 1, with some children making more speedy progress through the scheme. After this, the children move onto following our spelling long term plan which directs a systematic programme of study from Year 2 up to Year 6; this is taught daily.

Reading

In Key Stage 1 reading is taught through small group guided reading sessions delivered by both a teaching assistant and a teacher. This is supplemented by home/school reading journals and weekly library access. Some children receive 1-1 reading support daily.

In Key Stage 2 we adopt a whole class reading approach to teaching reading, with a particular focus on vocabulary, reading for fluency and developing of a range of comprehension strategies to support text understanding. Some children will still have home/school reading journals and all children have timetabled library access.

Handwriting

Handwriting is taught daily through as part of the Read Write Inc scheme however, additional sessions take place as stand-alone sessions. All our children have regular practise in their English lesson.

Writing

All our children take on elements of talk for writing to enable them to write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through learning the text, moving on to shared writing to develop the ability in our children to write creatively on their own. This finishes in a published piece of writing for every unit.

Maths

All pupils undertake Maths every day. Pupils will have a range of activities to develop their mathematical skills, in a series of small steps to help them retain this knowledge. The teacher will set clear objectives for each lesson and assess them against these criteria- sometimes offering same day intervention, if needed, always ensuring that our children keep up rather

than catch up. Each unit of work will consist of a learning journey that incorporates fluency, reasoning and problem solving. Each week, we have one lesson dedicated to arithmetic to emphasise the importance of knowing mental facts and the rapid recall of them. The school has a Calculation Policy which shows how children are taught; a summary is available for parents' information.

Computing

The school has a variety of computing equipment to support learning across the curriculum as well as ensuring children develop good computing skills. Pupils are encouraged to understand the benefits of new technology whilst simultaneously being taught to understand the potential dangers of this and how to stay safe on the internet. Therefore, this is referenced in most sessions and reinforced within our PSHE curriculum as we also cover an online safety element here too as well as e-Safety week.

Personal, Social, Health and Economic Education

We want our pupils to develop a sense of community through co-operative work and discussion and we encourage pupils to develop a sense of self-worth, which will enable them to cope with future situations with confidence. The school has a scheme of work covering the skills and knowledge children will need to participate fully in our society. The topics covered are: healthy lifestyles and healthy minds; keeping safe, getting on and falling out; healthy relationships and growing up; then money and work at the end of the year.

We use resources produced by the PSHE Association to help children improve their understating and management of their own feelings and to relate better to other people.

Citizenship skills are promoted through the school council where each class nominates a pupil to represent them. Councillors meet regularly to discuss issues of importance to our pupils. The Council work closely with the Anti-Bullying Ambassadors to develop anti-bullying strategies.

Health education is promoted with links to the PSHE and Science curriculum where children are made aware of healthy eating.

Sex Education

Sex Education comprises the Science programmes of study in the National Curriculum, and includes descriptions of human anatomy and functions. Any questions that arise from the school will be answered as honestly and

sensitively as possible with consideration to the child's age and understanding.

In Year 5 and Year 6 pupils begin to develop into young adults; they face the changes of puberty. The school nurse, class teacher and male health worker teach lessons to help children understand the changes in their body. Parents will be informed when this programme will take place and can check with the class teacher what the children will be taught.

Religious Education and Worship

The school follows the LA guidelines for Religious Education. This enables children to learn about different religions and develop self-awareness of others. The different religions have much in common and if children learn to appreciate this and to respect the differences, we hope they will develop the tolerance and understanding which will prepare them for life in a multicultural society. Children will learn about aspects of Christianity and Islam in KS1 and Judaism and Sikhism will be added to these in KS2. They may also make visits to places of worship. Special assemblies will mark festivals from different religions and these are usually open to parents. Occasionally, we may attend places of worship to observe a religious service.

There are four collective worship assemblies each week as a school or in smaller groups. These are intended to promote reflection, spiritual awareness and focus on shared values and beliefs. They are planned so that children of all religious backgrounds or none can take part and are an important part of our community life.

In the fifth assembly each child has an opportunity to worship within their own faith. Children are split into groups to meet with leaders from the Christian and Muslim faiths. Parents have a right to withdraw children from faith worship; they will then join the non-worship Rainbow Group. This group will have stories and activities to develop general moral and social awareness. You will be asked to state which assembly you wish your child to join when your child is admitted to school. Please feel welcome to discuss any issues about Religious Education or worship with us.

Parents can request that their child be excused from Religious Education and acts of worship on the grounds of conscience. A letter should be sent to the school requesting this and a meeting with the Headteacher will be arranged.