



## Bramley Church of England Primary School

Dear Parents and Carers,

I extend a warm welcome to you from the entire team here at Bramley Church of England Primary School.

This prospectus will share everything from staffing plan to data but it does not include Covid 19 related safety plans, although we can share them with you if you are interested. We feel that you are choosing a school based on the learning experiences your child will have and the care your child will receive: Hopefully this prospectus helps you with your decision.

The values of Love, Respect and Courage guide the decisions we make whilst we strive to create a School where your children can flourish academically, socially and morally.

One of our goals is for children to feel love for themselves and the world around them: To have high levels of self-esteem and show tolerance, compassion and generosity to others.

We strive for our children to be respectful and active citizens, where they understand the impact that their actions can have both within the school and wider community. Ultimately, we hope that our children will be self-motivated members of society who look to make a positive contribution wherever they can.

We also look to instil a sense of courage in our children. At its best, learning is hard; it is challenging and full of mistakes and obstacles. We encourage our children to be brave and to know that mistakes are expected, respected and part of the learning process.

The hopes and aspirations that we have for your children are conveyed through the bespoke curriculum that we have created: A curriculum that equips the children with knowledge, skills and learning behaviours that will serve them well throughout their lives: A curriculum that provides opportunity to question, evaluate and gain a sense of awe and wonder from the world around us.

The Bramley team will look to care, nurture and inspire your children to be the kind of people that we know they can be. Children that when they leave us will move forward with love in their hearts, respect for themselves and others and the courage to make a difference in the world.

I warmly invite you to read our prospectus or explore our website and to share in the delights that are our children; we are very proud of every one of them.

Yours sincerely

Mr G Golding  
Executive Headteacher



# Bramley Church of England Primary School



*Love, Courage and Respect*



Prospectus 2022-23



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# 1. The Bramley Vision and Mission Statement

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## Our vision:

Through our core Christian values of love, respect and courage we aim to ensure that our school is a place which enables children to have a positive purpose, to be reflective and resilient life-long learners, to achieve their best and to support one another in mutual respect.

## Our values:

Our vision is underpinned by the Christian values of **love**, **respect** and **courage**. These values are shared by all staff, governors and children and they inspire all that we do.

## Our aims:

To achieve our vision, we continuously strive to develop strong partnerships between school, home and the local community. Together, our aims are for all children to:

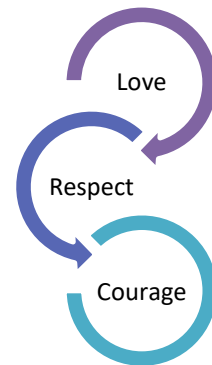
- Enjoy a challenging and engaging curriculum that promotes curiosity, creativity and deep thinking
- Have high expectations of themselves and others
- Feel motivated to be the best that they can be
- Feel safe, respected and valued
- Take risks and learn from their mistakes
- Reflect on their learning and share responsibility for moving it forward
- Become articulate and confident communicators, able to voice their own opinions and debate issues sensitively
- Understand how to collaborate with others and enjoy healthy competition
- Build positive relationships based on Christian values
- Share the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Use technology confidently, responsibly and safely
- Become effective and responsible global citizens

## 2. The Bramley Curriculum

At Bramley we aim to equip pupils to make a positive contribution to society in the future through a rich, broad and engaging curriculum which inspires all pupils to learn through the acquisition of knowledge & skills with the school values of *Love, Respect* and *Courage* at its core.

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of learning experiences that we deliver in order for school to be a magical place of learning. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, to help pupils become the very best that they can be.

At Bramley, our teaching and learning is focused on Nurturing, Growing, Developing and Delivering to ensure that our vision and values are woven into the fabric of the curriculum. We actively seek to grow a range of learning behaviours within our pupils to enable them to be successful not only in the classroom, but beyond.



### Nurturing the Bramley Citizen

#### Values:

Love  
Respect  
Courage

### Growing the Bramley Learner

#### Learning Behaviours:

Collaboration  
Creativity  
Critical Thinking  
Resilience  
Independence  
Reflection

### Delivering Bramley Teaching

#### Pedagogy:

High expectations and Pupil Engagement  
Assessment for Learning and Fluid groupings  
Clarity of the learning and Success Criteria  
Modelling  
Personalised Learning  
Retrieval Practice

### Developing the Bramley Curriculum

#### Curriculum components:

Aspirational & Challenging  
Satisfying and fulfilling  
Creative, curious and inspiring  
Personalised, purposeful and relevant  
Interactive and collaborative  
Supportive and Caring



## **We aim for our curriculum to be:**

### **ASPIRATIONAL**

Support all children in finding who they really are. Foster a 'growth mind set' and model determination and perseverance. Allow and include opportunities for children to experience what success feels like. Motivate them to become passionate about things they never knew.

### **SATISFYING AND FULFILLING**

Plan, deliver and reflect on practice. Ensure that learning is 'fun' and that children are keen to learn more. Seek opportunity for children to learn about the world around them and maintain positive relationships.

### **CREATIVE, CURIOUS AND INSPIRING**

Ensure that learning is vivid and real. Develop understanding through enquiry, creativity, use of technologies and learning behaviours. Foster thinking skills to make learning interesting and inventive. Create an effective environment; embed learning skills across a range of subjects, using a varied approach and a variety of learning techniques to maintain a 'love of learning'.

### **PERSONALISED, PURPOSEFUL AND RELEVANT**

Ensure both teaching and learning are well structured so that children know what is to be learned and how they learn best. Set clear targets, making every learning experience count. Develop confidence and self-discipline; ensuring children understand and are aware of the learning process. Generate enthusiastic and resilient learners who strive to exceed their goals.

### **INTERACTIVE AND COLLABORATIVE**

Embrace opportunity for children and teachers to work together. Make children active partners in their learning; sharing learning outcomes, using success criteria, reflecting on learning and giving feedback which enables them to understand what they need to do to be successful.

### **SUPPORTIVE AND CARING**

Provide an inclusive education within a culture of support and high expectations. Work together to nurture and support children, ensuring they feel happy, safe and cared for in school.

## 3. Starting School

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### Early Years Foundation Stage

The year your child spends in the Foundation Stage plays a major part in helping them make the transition between home and school. At Bramley Church of England Primary School our Foundation Stage classes work together as an Early Years Unit, mixing across the rooms and our extensive, outside area.



During this year, the adults carefully plan activities to ensure all children encounter new experiences and extend their skills, develop their confidence and build on what they already know. Children deepen their understanding by actively investigating, initiating play and learning from their surroundings. These experiences will provide opportunities for your children to work towards their Early Learning Goals.

The Foundation Stage children have their own statutory curriculum called “The Early Years Foundation Stage”. There are seven areas of learning and development, all are important and inter- connected. Three areas are particularly crucial for building their capacity to learn, form relationships and thrive. These **three prime areas** are:



#### Communication and language

Children need opportunities to experience a rich language environment both inside and outside the classroom; they need to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations in their everyday lives.

#### Physical development

Children need to be active and interactive; they need to develop their co-ordination, control, and movement. They must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

#### Personal, social and emotional development

This very important area covers helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



At Bramley Church of England Primary School we will also support children in **four specific areas**, through which the **three prime areas** are strengthened and applied. The specific areas are:

### Literacy

Encouraging children to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.

We use a synthetic programme to enable children to acquire the phonic knowledge and strategies they need for reading and writing. Workshops will be provided to support parents and carers with this.

### Mathematics

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

### Understanding the world

Guiding children to make sense of their physical world and their community is enhanced through opportunities to explore, observe and find out about people, places, technology and the environment.

### Expressive arts and design

Children need to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Each area of learning and development is implemented through planned, purposeful play and a mixture of adult-led and child-initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for Year One.

The Foundation Stage Team recognise the importance of parental partnership and are always happy to talk to parents and carers about their child.

## 4. Key Stage 1 and 2 Curriculum (Years 1 -6)

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### The Bramley Curriculum



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The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal

requirements of the National Curriculum, but also the range

of learning experiences that we deliver in order for school to be a magical place of learning.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, to help pupils become the very best that they can be.

### English

We aim for all our pupils to leave Bramley with high standards of language and literacy. We achieve this by developing their grasp of the spoken and written word, and nurturing their love of literature through widespread reading for enjoyment.

### Reading

Reading is a fundamental skill for children to acquire and we are keen to equip children with the skills to be independent readers as soon as they are able. Reading is taught to every child in some form every day, through both phonics and reading sessions and we aim to foster a love of reading.

In Key Stage One we use a systematic scheme to teach phonics daily following the 'Letters and Sounds' programme from Foundation Stage onwards. During these sessions children are introduced to new sounds in order to de-code new words and recognise the more common words for both reading and writing. Each child is given a set of key words to learn at home when they are ready, which they will be tested on weekly in school. These are progressive and we encourage you to support your child by practicing these words regularly with your child.

Later on, when reading is more fluent, daily reading sessions are used to provide children with key reading strategies to ensure a greater understanding of the text. Reading also enables pupils both to acquire knowledge and to build on what they already know. The comprehension levels become progressively more complex and the children spend time in a group discussing the structure and language used by the author.



We are passionate about developing a love of reading at Bramley. As well as our main school library, we opened our Early Years reading zone in September 2019. Within these, along with classroom reading corners, we have a large collection of books which are varied in type and level. Children are also given the opportunity each week to borrow books from our school library to share at home with their family, promoting reading for pleasure.

We ask that children read at home as often as possible with a parent or carer, either listening to stories being read to them or reading to adults will support their reading in school.

## Writing

The Bramley writing experience drives the growth of the Bramley learner. Whether it be to communicate meaning or entertain a community, the Bramley Author adapts their style in order to effectively meet the given purpose. Through the immersion of rich texts and powerful stories, children are inspired to write without restraints and take risks in their word choices and writing structures. The Bramley Author is passionate about using ambitious language to grip their audience and evoke emotions in their reader.

The Bramley Author will use ambitious language to grip their audience and evoke emotions in their reader, be inspired to write with creative freedom and take risks, immerse themselves in high quality texts and be motivated by a range of other authors and be flexible and reflective in their writing to ensure it effectively meets the given purpose.



## Mathematics

Confidence and skill in mathematics are essential throughout life and developing them is a priority. Through our mathematics curriculum we aim to ensure that all pupils:

- Develop a positive attitude to mathematics.
- Demonstrate mastery of mathematical concepts and are able to apply their learning in a range of contexts.
- Become fluent in the fundamentals of mathematics, can reason mathematically and can solve problems by applying their mathematics to a variety of problems.
- Acquire the necessary skills to become competent, creative and efficient users of Mathematics to prepare them for secondary school and to enable them to become successful in their lives.
- Use the language of mathematics to talk and write about maths.



The main areas of mathematics we teach are:

- Number and Place Value
- Calculation (addition, subtraction, multiplication and division)
- Measures (length, weight, capacity and time)
- Geometry (shape, position and direction)
- Statistics

In Foundation Stage, mathematics is taught through songs, rhymes, stories and practical activities. In Years 1 - 6 mathematics is taught daily. Children are supported using a wide range of resources and we aim to foster a positive attitude towards mathematics and to develop each child's knowledge and understanding through challenging, rich and enjoyable tasks.

## Science

At Bramley, we are fascinated and curious about the world around us. We believe that everybody here is a scientist, and provide fun and meaningful opportunities for all our learners to explore. The Bramley Scientist will ask questions and try to link their growing knowledge to their everyday lives. Scientists will work in a safe, organised manner to test their ideas and use their scientific knowledge to explain their findings. We discover more about how the universe works by observing, recording, testing, reporting, predicting and evaluating in practical and engaging ways. We believe it is better to discover together, so our science curriculum emphasises notions of collaboration and teamwork in order to investigate deeper and deeper.







## Geography

The Geography curriculum will actively support the growth of the Bramley Learner whilst ensuring children gain a comprehensive understanding of key concepts such as locational knowledge, cultural differences and the Earth's key physical processes.

The Bramley Geographer will endeavour to pose questions and create own lines of enquiry in order to develop their understanding of the world and the people in it. They will gain a passion to explore the earth, embracing the variety of its features

and the life that thrives there in a respectful and tolerant manner.

## History

The History curriculum ensures children use their enquiry skills to gain a comprehensive understanding of key concepts such as chronology, the validity of evidence and how the past has shaped present day.

The Bramley Historian will understand how the past has influenced the present, be curious and pose questions about historical events and use their enquiry skills to develop their historical understanding. They will build on their chronological understanding to recognise when different eras and key events occurred, use evidence to shape their predictions and hypothesise about the past.



## Art and Design

The Art curriculum will run alongside the development of the Bramley Learner. Children will be given opportunities to develop their skills and be creative with different media, be exposed to a range of art and artists from past and present and become confident in their skills as they reflect on their work.

The Bramley Artist will express opinions about a range of artists and be able to talk passionately about their work, apply a range of skills and techniques when creating a variety of pieces of art, use their knowledge to reflect on their work and identify how it can be improved and be influenced by their favourite artists and explain how it inspires their own artwork.

## Design and Technology

The Design Technology curriculum will actively support the growth of the Bramley Learner whilst ensuring children use creativity and imagination to design and make products that solve real and relevant problems. We strive to equip pupils with the skills and knowledge to go on and become the next generation of creative practitioners.

Through DT, children will be confident to take ownership of their work, be creative and imaginative to design and make products that solve real problems, select and use appropriate tools safely and effectively and consider the effectiveness of their designs and requirements of the product.

## Music

The Bramley music curriculum will encourage children to gain confidence to explore and express themselves through a creative medium that acts as a universal language.

Children will have opportunities to develop a comprehensive understanding of how music is developed and composed to create a cohesion and sense of belonging and togetherness. In addition to singing and practical creative music making, using a wide range of instruments, our children enjoy many other valuable experiences, including opportunities to perform to an audience. As well as the learning of music within the curriculum, there is a range of opportunities to experience specialist teaching through external providers including violin, piano, guitar and Rock Steady in addition to extra-curricular clubs such as choir and orchestra.

## P.E and School Sport

The P.E curriculum aims to support and encourage the Bramley Athlete to understand the importance of keeping fit and how this enables us to remain healthy. Children will have opportunities to engage in a variety of physical activities, broadening their view of what exercise entails. Children will be shown ways of engaging in exercise that encompasses more than just sporting skills, to enable them to find activities which keep them healthy without having to be competitive. Bramley Athlete's will also be exposed to the thrill of competitive sport and so will

have the knowledge and experience to decide which type of activity they want to pursue.

Our PE curriculum sets challenging expectations, whilst allowing all children to achieve success. We aim to develop positive attitudes towards co-operation and competition. As well as the PE curriculum, we offer a wide range of extra-curricular sports, many of which include the opportunity to represent the school in competitive fixtures.







## Computing

The Computing curriculum at Bramley ensures children inherit a comprehensive understanding of the key curriculum concepts of computational thinking, digital literacy and safe technological use.

The Bramley Digital Citizen will be able to approach technology confidently and be able to assess and use it productively and purposefully to create and participate in the global digital landscape. They

will learn the principles of computer science in which

they will understand how computers work and the foundation of computational thinking and how this can be used effectively through programming.

We aim for our children to be digitally literate, meaning they will be able to use technology to express themselves, develop their ideas and create content for other users. In addition, the children will be safe users of technology while also being aware of the steps to take when presented with unsafe situations, they will be an active and respectful participant in the current and future digital world.

## PSHE/RHE

Personal, Social and Health Education (P.S.H.E) comprises all aspects of our school's planned provision to promote children's personal and social development, including health and well-being. We believe that children will achieve their full potential in an environment, which promotes positive relationships and high self-esteem. Through the HeartSmart curriculum, which combines Relationships and Health Education (RHE) with PSHE, children are supported to explore their thoughts and emotions about wide ranging issues. We encourage children to reflect using our school values and link everything back to the role they play ensuring that they go on to make a positive contribution to the world.



## Religious Education

The RE curriculum will actively develop the Bramley learner into free thinking, critically aware and compassionate members of society through their exploration of Christianity and other faiths and cultures.

The children will pose questions about the impact and affect religions have on their communities in an informed and respectful way, dig deep into the roots of religions and how they have evolved over time, discuss their views on what they have learned and explore the world in the shoes of a range of faiths and cultures.

Children are encouraged to make wise choices and to become aware of their own values. Through opportunities to appreciate different ideas, beliefs and cultures, children are encouraged to develop responsibility, co-operation, self-discipline and tolerance.

## Outdoor Learning at Bramley

At Bramley, we place a strong emphasis on taking education outdoors to offer children unusual and fun ways of learning. Outdoor learning provides an alternative way to teach children a diverse range of topics in a non-classroom setting. This allows our teaching staff to incorporate age-appropriate activities, which are linked to their academic development, covering subjects such as maths, science, design and technology, art and biology. Activities include bridge-building, learning about local wildlife, creating art from natural materials, developing sensory skills, fire safety and story-telling and reading.



## Our Outdoor environment

At Bramley we are lucky to have beautiful extensive grounds that we are able to use to help the children to learn. We have a large playground, an allotment area (new in 2019), a reflection garden (new in 2019), a large field, an adventure playground and our forest area.



## Forest School at Bramley

We are very lucky to have a level 3 qualified Forest School member of staff at Bramley. This enables children from year R – 6 to have Forest School experiences through the year. These experiences include tree climbing, fire lighting, use of tools, pond dipping, bug hunts and many more fantastic experiences.

## 5. General Information

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### School Council

A key aspect of the emotional health of our children is being given the opportunity to speak up about issues that are important to them, to have their opinions valued and respected and to be able to influence decisions that affect their community and experience. To this end, the children of Bramley Church of England Primary School take their School Council very seriously and many put considerable effort and ingenuity into running for election each term.



The School Council meets weekly to discuss matters of concern raised by individual children. It gathers and reports the views of the consensus back to the Head of School on whole school initiatives, and often suggests improvements, or feeds back opinions on behalf of peers, auditing different areas of the curriculum.

### Houses

We operate a house system throughout the school. This provides opportunities for competition, collaboration and contribution to school life. The four house names are Austen, Ainslie, Nightingale and Brunel.

Each house has two Year 6 pupils as House Captains. In order to become a House Captain, the pupils had to deliver a presentation to all children in their house. The children then vote for who they would like to lead them.

### The School Day

Teachers welcome children into the classrooms at 8.30am ready for registration at 8.40am. In EYFS and Key Stage 1, children must be accompanied to the classroom door by an adult and not left in the playground unattended at either end of the school day. Any children who arrive late for school must be taken to the main entrance so that we can register their arrival. Children who are regularly late miss out on important parts of their education and can disrupt the education of others.





In EYFS and Key Stage 1 the lunch break is between 11.45am and 12.45pm and the Key Stage 2 lunch break is 12:15pm and 1:15pm. In addition, all pupils have a 15 minute break during the morning. The school day ends at 3.00pm for EYFS and 3.10pm for everyone else.

Our school day is extended by a number of clubs throughout the year, run by both staff and outside agencies. These include: choir, arts and crafts, various sports and many more.

## Lunchtime

The school provides hot meals on site via a company under contract to Hampshire County Council. Children may choose daily whether to have a school meal (hot meal: meat or vegetarian OR a sandwich) or to bring a packed lunch from home. Should your child require a special diet, alternatives are available.

Our team of Lunchtime Supervisory Assistants look after the children at lunchtimes, helping them with their meal and supervising them in the playground. These times are important parts of the school day, providing an opportunity for the children to develop their physical and social skills. We provide a range of equipment for the children to play with.



## Collective Worship

As a church school, we strive to guide children towards a spiritual and moral life based on Christian values particularly the school values of Love, Courage and Respect. Daily worship plays an integral and vital part of the children's day at school, giving the opportunity to join together with staff, parents and other adults in a collective act of reflection and worship.

Collective Worship is led by members of staff or representatives from the local church. In addition, at least once a term, children participate in a service at St James Church, Bramley.

Our rounded programme of daily collective worship serves to promote pupils' social and cultural development, and provide clear guidance on what is right and what is wrong. Our collective worships will be distinctively Christian whilst also being invitational, inclusive and inspirational. They are central in importance to the life of our school community, which is part of a wider community that embraces the whole world.

## Uniform

We believe wearing school uniform encourages our children to feel a sense of pride and ownership in the school.

Our school logo is the Bramley Fish. We encourage our children to wear our school colours and clothes bearing the Bramley Fish logo, and have the expectation that parents and carers will support this policy by endeavouring to ensure the guidelines are followed.

We have based our policy and subsequently the style of school uniform upon sound health and safety requirements.

Clothing Item	Colour and Design
Skirt or Pinafore Dress	Navy or Grey <i>For the summer, blue and white gingham check dress</i>
Trousers or Shorts	Grey or Black
Shirt or Polo Shirt	White
Jumper/Cardigan	<i>Preferably</i> - School sweatshirt/cardigan <i>Alternatively</i> – plain royal blue sweatshirt or cardigan
Socks or Tights (with shorts, a dress or a skirt)	White, Grey, Navy
Footwear	Plain, sensible, black, low heeled shoes or boots for the winter
PE Kit	Light blue T Shirt or polo Black or navy shorts Trainers or plimsolls Change of socks Plain navy or black tracksuits (without obvious logos) may be worn in cold weather
Jewellery	Under Health & Safety guidance it is neither safe nor appropriate for children to wear jewellery in school. The school cannot and will not accept responsibility for loss or damage to watches or jewellery worn to school.  Only one pair of flat studs are permitted. Children with pierced ears should have studs removed before they come to school on PE days. This is the responsibility of parents. No member of staff will be expected to remove or replace earrings. If a child has recently had ear piercing completed, the earrings may be covered with sticking plasters provided by parents.
<b><i>All clothing and shoes should be clearly marked with the child's name.</i></b>	

## Behaviour

We promote high standards of behaviour at all times in our school through our values of Love, Respect and Courage. Our policy reinforces positive behaviour and attitudes, we encourage the children to develop respect, compassion and care for the feelings of other people and property. We try at all times to encourage self-discipline, developing the child's sense of social responsibility and giving opportunities to show good sense and judgement. We also ensure all adults are role models to children; showing respect to others and our environment. Children are rewarded with House Points for good work and exemplary behaviour. They collect these points and are rewarded with certificates upon receiving stipulated amounts. Pupils can earn gold, silver and bronze stickers for excellent work and we welcome parents to join us for our Celebration Assembly on a Friday morning where we enjoy the achievements from the week.



Behaviour is managed effectively in class with positive praise and clear communication through a culture of restorative practice. Any negative behaviour in class is dealt with swiftly and effectively across the school. Pupils are always encouraged to 'turn it around' and make amends for any poor choices. If a child's behaviour is giving cause for concern we quickly involve parents so that we may all work together towards a positive outcome. Class teachers are always willing to discuss any difficulties, which may arise either at school or at home. We have recently developed positive links with the Primary Behaviour Service who provide support if required.

Pupil voice is an important part of our school community and we have a School Council that meets regularly to raise pupil led issues with staff and represents the views of our children on a range of matters.





## Home School Partnership

At Bramley C of E Primary School, we are an open and caring school, where our children are happy and successful and parents feel able to play a full part in their child's education. Parental support is seen as crucial to the child's development and we try to provide regular information sessions to support you in this.

Each half term a year group learning synopsis is published on the school website outlining what the pupils will be learning and provide information on ways you can help your child. A parents' evening is held in the autumn and spring terms, which give time for teachers to celebrate children's progress and discuss targets for the following term. An end of academic year report is sent home in July. In addition to this, the Head Teacher and class teachers are always available, by appointment, to discuss progress, celebrate achievements and share any anxiety or problems which may arise. Parents are always welcome in the school and we appreciate the time given to help both children and teachers. An enhanced DBS check is necessary before any adult can help in school and the school office can give further information on this.

## The Bramley School Association

Bramley School Association (BSA) is a registered charity run by parents of children at Bramley Church of England Primary School. The aim of the BSA is to have fun raising money for the school, whilst strengthening the links between the school itself, children, parents and the community.

The BSA raises thousands of pounds for the school and has paid for items such as the EYFS Reading Zone, the allotment area, books, bookcases, leaver's hoodies for year 6 leavers and computer equipment and even a school minibus!



We organise a wide range of events such as regular discos for the children, Easter and Christmas events, summer fetes and quiz nights for parents. We are always on the lookout for new ideas and welcome suggestions or offers of help. If you would like to volunteer you can give as much or as little of your time as you like. Volunteering may be as a committee member, but could also be helping at a disco, supporting us with admin or running a stall at an event. We are also always grateful for unwanted gifts that we can use as raffle prizes.

## Governors

Our school Governors are drawn from different parts of our community to ensure the governing body has sufficient diversity of views and experience. Currently they include parents, teaching staff and support staff, members of the community and people appointed by the Local Authority.

We have a strong Governing Body in which every governor plays a significant part, according to their particular skills and experience. All Governors attend two Full Governing Body meetings each term and are active members of one or both of our committees: Curriculum and Standards, or Finance, Premises and Personnel. All attend training for the roles and visit the school regularly in order to see how the school is implementing the School Improvement Plan and how school policies work in practice. The commitment to the children is always central to everything they do.



## Bramley Out of School Club

The Bramley Out of School Club offers a full wrap around service during term time for children at our school. The club offers breakfast and after school care, as well as offering 2 weeks during the Summer holidays.

The Club is run separately from the school, although it is based on school premises, and works very closely with the school team. The club is run as a registered charity.

Like the school, the Club is subject to Ofsted regulations and as such is regularly inspected to ensure good standards are maintained.

To find out more about the Out of School Club please visit their website or contact them on 07775 837 516.

## Inclusive Culture

At Bramley Church of England Primary School, we share four core values for inclusion:

- a) Providing high quality teaching and learning for all
- b) Places the learner at its centre
- c) Sharing responsibility and collective accountability
- d) Working in partnership

We believe that each child should be valued as an individual and be able to achieve their fullest potential. In all schools, many children require some level of support during their time in education. Early intervention is vital as it enables children to feel proud of their progress and small concerns are dealt with before they become complex issues.

We use a range of ideas and approaches to ensure everything possible is done to make the learning experiences both inclusive and effective for children or groups:

- with special or additional educational needs
- identified as Pupil Premium/FSM
- with, social, emotional and mental health (SEMH) and behaviour difficulties
- deemed gifted and talented
- who are recognised as 'In care' or 'Looked After' by the local authority
- whose first language is not English
- from gypsy, roma, traveller communities
- who experience long term illness
- who have or are in the process of gender reassignment

We aim to ensure that we are effective in delivering high quality teaching and learning for all of our pupils and the community we serves by:

- developing a sense of belonging for all
- ensuring early and complete identification of any additional needs
- the entitlement of pupils to full participation in achieving their potential
- providing access to all aspects of school life
- making and sustaining a commitment to overcoming any barriers to learning, access or belonging
- building an inclusive ethos

When concerns are expressed regarding a child's progress, discussion takes place between the parents, the class teacher and the Special Educational Needs Co-ordinator (SENCO). Diagnostic assessment can be undertaken if required. If a special need is identified, then the child's name is placed on the Special Needs Register and a Personal Support Plan is drawn up in consultation with



all concerned. The plan includes targets for improvement, identifies the help required and who will provide it. Progress against targets is carefully monitored and parents are kept fully informed. Advisory services, including the Educational Psychology Service, the Primary Behaviour Service, Specialist Schools Outreach or Ethnic Minority and Traveller Achievement Service may be consulted if necessary.

## **Equal Opportunities and Accessibility**

All children regardless of their gender, race, religion or disability are treated equally. This is reflected in the curriculum, all policies and school activities. Our Accessibility Plan details how we make the school accessible to all children and adults wishing to join us. This covers accessibility not only to the physical environment but also to the curriculum and other aspects of school life.





## 6. Who's Who

Member of Staff	Role	
Mr Glen Golding	Executive Head Teacher	
Mr Steve Moore	Head of School	
Miss Kylie Thomson	Assistant Head Teacher	
Senior Leadership Team		
Miss Kylie Thomson	EYFS Leader and Inclusion Lead	
Mr David Bonner	Key Stage 1 Leader	
Miss Lyndsey Denham	Lower KS2 Leader	
Miss Fern Meads	Upper Key Stage 2 Leader	
Miss Jane Derry	Special Educational Needs Co-Ordinator	
Mrs Alison Tarrant	School Business Manager	
The Teaching Team		
<b>EYFS and Key Stage 1</b>	<b>Key Stage 2</b>	<b>Cover Teachers</b>
Miss Kylie Thomson	Miss Fern Meads	Mrs Wendy Davies
Mrs Becky Bellemere	Mrs Kate Polden	Miss Lorna Bigrave
Mrs Chelsea Barrett	Miss Rosie Humphries	<b>HLTAs</b>
Miss Rowan Porter	Mrs Sian Hanson	Mrs Steph De Redenat-Strange
Miss Erin Oliver	Mrs Sophie Norgrove	Mrs Fiona Draper
Ms Jacqui Knight	Mr Harry Devon	Mrs Helen Macgourlay
Mr David Bonner	Miss Lyndsey Denham	Mrs Tracey Mardell
Miss Jess Mursell	Mr Luke Elkins	Mrs Kate Mitchell
	Mr Andrew Taylor	Mrs Louise Onslow
The Learning Support Team		
Mrs Juliet Barbour	Mrs Becky Kirby	Mrs Alison Pitch
Mrs Elena Barcena	Mrs Jenny Large	Mrs Sarah Rudman
Mrs Natalie Buckingham	Mrs Helen Macgourlay	Mrs Kim Searle
Mrs Steph De Redenat-Strange	Mrs Tracey Mardell	Mrs Lakshmi Smithers
Mrs Fiona Draper	Mrs Catherine McHale	Ms Diane Steele
Miss Sabrina Gerber	Mrs Tracey Merryweather	Mrs Sally Stickland
Miss Chloe Hammond	Mrs Kate Mitchell	Mrs Ellen Tungate
	Mrs Louise Onslow	Mrs Caroline Wilgar
The Office and Site Team		Lunch Team
Mrs Alison Tarrant	School Business Manager	Mrs Sarah Garvey
Mrs Karen Orriss McArthur	Administration	Mrs Gloria Birks
Mrs Sarah Garvey	Administration	Mrs Cindy Jordan-Bearley
Miss Abi Lewis	Administration	Mrs Jenny Durrant
Mr Jerir Toumi	Site Manager	Mrs Rachel Whiteman
		Mrs Leah Perry

## 7. End of Year Results

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*Please note: This data is taken from the 2018 -19 end of year results. This is our most recent set of benchmark data due to the 2019-20 and 2020-21 assessments being cancelled due to the pandemic.*

### **Year R Attainment and Progress:**

**79%** made expected Good Level of Development [GLD] in the 3 prime areas and literacy and maths compared to 71% nationally

### **Year 1 Phonics Screening**

**83%** achieved the pass mark of 32+ out of 40 compared to 82% nationally

### **Year 2 Attainment Profile**

The table below shows the percentages of children '**working at the expected standard**' and '**Greater Depth Standard**' at the end of Key Stage 1.

	Reading		Writing		Maths		Combined	
	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch
	2018	2019	2018	2019	2018	2019	2018	2019
Expected	<b>76</b>	<b>79</b>	<b>70</b>	<b>69</b>	<b>76</b>	<b>78</b>	<b>65</b>	<b>69</b>
Greater Depth	<b>26</b>	<b>31</b>	<b>16</b>	<b>20</b>	<b>22</b>	<b>33</b>	<b>12</b>	<b>20</b>

### **Year 6 Attainment Profile**

The table below shows the percentages of children '**working at the expected standard**' and '**Greater Depth Standard**' at the end of Key Stage 2.

	Reading		Writing		Maths		Combined	
	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch
	2018	2019	2018	2019	2018	2019	2018	2019
Expected	<b>73</b>	<b>77</b>	<b>79</b>	<b>80</b>	<b>79</b>	<b>80</b>	<b>65</b>	<b>73</b>
Greater Depth	<b>27</b>	<b>28</b>	<b>20</b>	<b>35</b>	<b>27</b>	<b>39</b>	<b>11</b>	<b>20</b>



## 8. Is your child eligible for pupil premium funding?

The Government provides schools with Pupil Premium funding to close the gap in achievement between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past six years or has been continuously looked after for at least six months (LAC) the school receives funding, which is used to support these pupils.

At Bramley, we aim to embed best practice ideas and approaches to ensure everything possible is done to make the learning experiences both inclusive and effective for children or groups including those identified as eligible for Pupil Premium funding. Systems are in place to ensure that Pupil Premium funding has a positive impact on progress. The Inclusion Manager takes the lead role ensuring that the funding is spent effectively and that best practice is applied in class through leading the implementation of the Pupil Premium Strategic Plan and conducting in depth data analysis to ensure that support and strategies are identified to maximize progress.

All children in the Early Years Foundation Stage and Key Stage 1 are now eligible for free school meals. But, if your financial situation meets specific criteria your child, **in all year groups**, could be eligible for Pupil Premium funding.

The criteria include:

- Income Support
- Income-based Job Seekers' Allowance
- Income-related Employment and Support Allowance
- the Guaranteed element of State Pension Credit
- Child Tax Credit, provided you are **not** also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190

The application process takes only a short amount of time and can be completed online. The process is discreet and confidential and only the following information is required:

- Name, home address and email address
- National Insurance Number or National Asylum Support Service reference number
- Child or student's name, date of birth and school/college

Please see website below for more details and a link to the application form:

<http://www3.hants.gov.uk/hc3s/freeschoolmeals.htm>

If you have any questions or need assistance completing the application please speak to a member of the school admin team who will be happy to help.

