

# Bramley Church of England Primary School



*Compassion, Friendship & Respect*



Prospectus 2025-26





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# 1. The Bramley Vision and Mission Statement

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## Our vision:

At Bramley, we are a COMPASSIONATE, nurturing school which enables everyone to flourish feeling confident in their uniqueness, being FRIENDS with others and showing RESPECT for all, whilst making a positive contribution to God's world.

## Our values:

Our vision is underpinned by the Christian values of **Compassion**, **Friendship** and **Respect**. 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

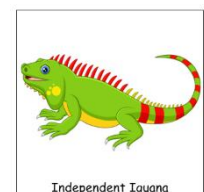
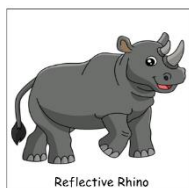
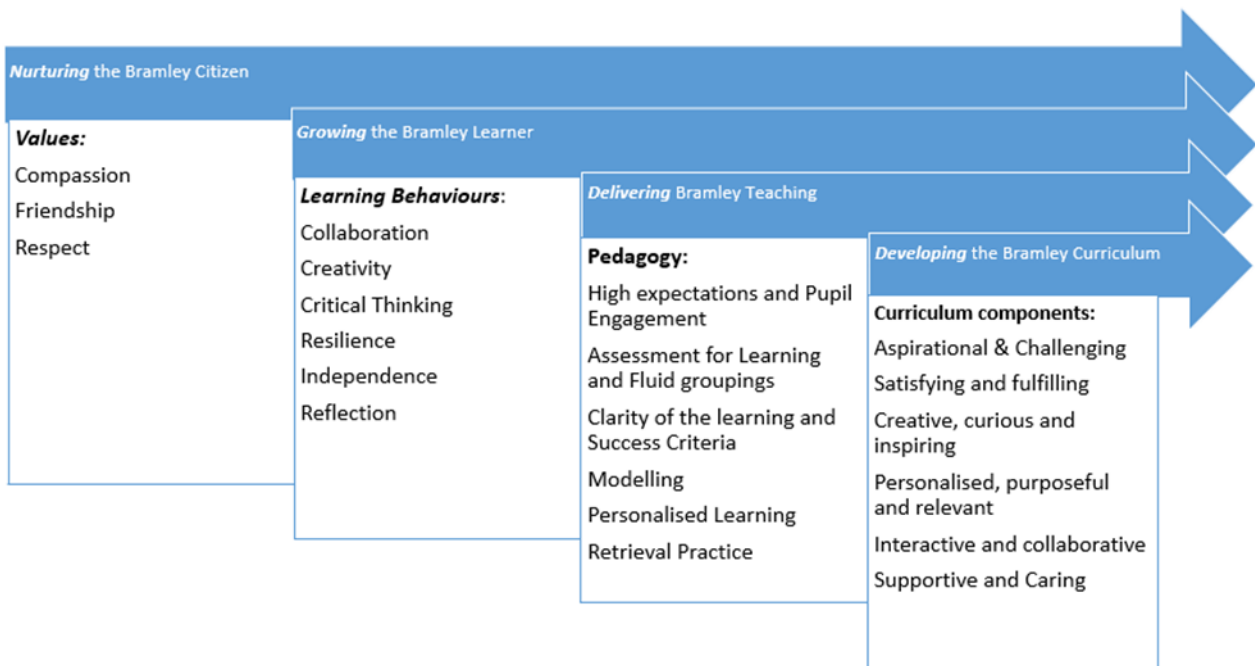
## 2. The Bramley Curriculum

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 *Compassion, Friendship & Respect* 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.



## **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.

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## 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.

Children in reception 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. There are three prime areas that are particularly crucial for building their capacity to learn, form relationships and thrive. These are:

#### Communication and language

The statutory framework for the early years foundation stage is clear when stating just how crucial it is for early years children to develop effective communication and language skills - 'The development of children's spoken language underpins all seven areas of learning and development.' 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 life. We support children's language development with activities, such as role play, allowing children to share their own ideas and again allowing us to support those ideas whilst modelling appropriate vocabulary.



#### 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 alongside resolving conflicts effectively, to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups, to have confidence in their own abilities and persist when challenge occurs. This area also includes helping children to gain an understanding of how to keep their bodies healthy, including healthy eating and managing their personal needs.



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. These specific areas are:

### **Literacy**

Encouraging children to link sounds and letters and begin to read and write, whilst also supporting the physical skills to write recognisable letters. Children are given access to a wide range of reading materials to ignite their interest and develop a love of literature.

We use the Little Wandle Letters and Sounds programme to enable children to acquire the phonic knowledge and strategies they need for reading and writing.

### **Mathematics**

Children are provided with opportunities to develop a strong grounding in number in order to develop the building blocks needed for them to excel mathematically. They are taught skills in counting with the support of practical materials and to develop their ability to subitise. Children are supported to look for patterns and spot connections, being encouraged to 'have a go' about the things they notice.



### **Understanding the world**

Guiding children to explore the natural world around them, how it has changed and how they can make a positive impact towards it. They are also encouraged to understand that different people have different beliefs and celebrate special times in different ways, alongside giving children the opportunity to notice differences between life in this country and life in other countries.

### **Expressive arts and design**

Encompasses a wide breadth of creative areas, such as listening and responding to music, singing, dancing and performing, experimenting with colour mixing and different textures, creating models, small world play, building and construction and role-play activities. Taking part in these activities allows children to gain many valuable skills as these types of activities help to support children's creativity and imagination, allows children to explore different materials, media and sounds, as well as helping to build children's confidence in their own ideas and opinions.

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 for the children to thrive 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. We aim to foster a love of reading.

Phonics and Early reading simply means the stage of reading where children are learning to become fluent readers through the use of phonics. The government has recently introduced some new guidelines regarding the teaching of reading, which means there are some changes to the way that we teach phonics and reading.

We have recently developed our phonics teaching to follow the Little Wandle Letters and Sounds scheme. We use these resources to teach phonics and reading predominantly from Early Years Foundation Stage through to Year 2, but into Key Stage 2 where needed. Children learn the individual sounds, develop their blending skills, practise reading fluently and with intonation every day. This is also supported with work on word meaning, recognising tricky words which cannot be phonetically decoded and comprehension discussions. The Little Wandle scheme also supports the use of these skills into writing: teaching the children how to apply the sounds when spelling.

Children on the Little Wandle scheme will bring home books each week that match the phonics they are learning at school, helping them to put into practice the skills they have been developing. Books will no longer be organised by colour book bands. Although practising key phonic skills by

reading the Little Wandle books is really important, so is reading for pleasure. Sitting and enjoying other books with your child is incredibly valuable.

We are passionate about developing a love of reading at Bramley. As well as our main school library, we have our Early Years reading zone and classroom reading corners where 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.



Reading is an essential element of all learning, 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. We also welcome volunteer readers into school to listen to the children read for additional practise.

## Writing

The Bramley writing experience drives the growth of the Bramley learner. Whether it be to communicate meaning or entertain, the Bramley Author adapts their style in order to effectively meet the given purpose. Through the immersion in rich texts and topics, the children are inspired to write for a range of styles and outcomes.

The Bramley Author is passionate about using ambitious language to grip their audience, make their purpose clear and evoke emotions in their reader.

Throughout their journey, the children are taught a range of grammatical skills to develop the sophistication of their writing and to make their meaning clear. A range of support strategies are in place to allow them to develop their language and creativity, and then organise them confidently and clearly on the page.



## Mathematics

Confidence, fluency and understanding 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, to reason mathematically and can solve problems by applying their mathematics to a variety of contexts.
- 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 the Early Years Foundation Stage, mathematics is taught through songs, rhymes, stories and practical activities. Over-learning is used to help the children become fluent in basic number concepts, manipulating low numbers with ease and confidence to then be applied later on.

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. Our curriculum focuses on engaging children in being active and enjoying physical exercise. We set challenging expectations, whilst allowing all children to achieve success through fun group games - we aim to develop positive attitudes towards team games, encouraging others and developing our own 'personal best'.

Bramley Athlete's will also be exposed to the thrill of competitive sport through House Cup events and in Upper School will look at key skills and rules of different sports.

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.

We also hold a range of 'theme' days and weeks throughout the year in order to encourage the children's understanding of cultural groups, diversity and abilities/disabilities. Supporting our children to flourish into accepting citizens of 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, 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 EYFS – Year 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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### Pupil Voice Opportunities

At Bramley Church of England Primary School, we believe that our children's voices are important and we endeavour to give them opportunities to share their thoughts and opinions and play an active role in the decisions that affect their learning and well-being. We work hard to promote a pupil voice in our school and we have many ways that the children can do this through a variety of groups: Eco-Council, Play Leaders, Equalities and Rights Advocates (EARA) group, Junior Road Safety Officers (JRSOs) and Bramley Librarians.

The role of Pupil Voice and the variety of opportunities we have for our pupils to share their thoughts and opinions in School, as well as contributing to our new Christian Vision and Values: Being confidently me, Showing kindness to all and Making a difference.

### 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.

House Captaincy is one of the highest accolades of our school – they are the role models for learning behaviours and positive attitudes. Each house has two Year 6 pupils as House Captains. In order to become a House Captain, the pupils have to deliver a presentation to all children in their house. The children then vote for who they would like to lead them.

House Captains have an important role to play in the daily life of school, supporting the smooth running of events, assisting in whole school worship and are always on hand when needed. They reflect our core values **compassion**, **friendship** and **respect** through and through, and work with senior leaders to ensure we are living our vision.



Ainslie



Austen



Brunel



Nightingale



## 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 Cater Link. Children choose daily whether to have a school meal (hot meal: meat, vegetarian option, jacket potato OR a sandwich) or children are able

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 *Compassion*, *Friendship* 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
Trousers, Shorts or skirt	Grey or black
Summer Dress	<i>For the summer, blue and white gingham check dress</i>
Shirt or Polo Shirt	White
Jumper/Cardigan	<i>Preferably</i> - School sweatshirt/cardigan (not fleeces) <i>Alternatively</i> – plain royal blue sweatshirt or cardigan
Socks or Tights (with shorts, a dress or a skirt)	White or Grey
Footwear	Plain, sensible, black, low-heeled shoes If children wear trainers, they must be entirely black
PE Kit	Light blue T Shirt or polo Black or navy shorts Trainers Bramley hoodie/fleece or school jumper Black or blue jogging bottoms in colder weather
Jewellery	<p>Under Health &amp; 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.</p> <p>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.</p>
<b><i>All clothing and shoes should be clearly marked with the child's name.</i></b>	

***We have a large stock of 'pre-loved' items which have lots of life left in them in the school office. Please ask if you are in need of items.***

## Behaviour

We promote high standards of behaviour at all times in our school through our values of *Compassion, Friendship* and *Respect*. 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.

Within our school community we encourage our children 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.

The range of 'Pupil Voice' roles that we have provides an excellent learning experience and a fantastic opportunity for our pupils to take responsibility and gain knowledge and skills that will benefit them and develop their confidence to make a positive difference.





## 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

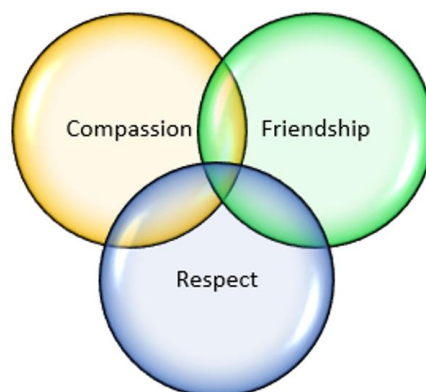
The Bramley Out Of School Club provides wrap around term time care for the children of Bramley C of E Primary School in Hampshire. The club is owned by Bramley C of E Primary School but is managed by Julie Wilson and her team of experienced Play Workers.

In addition to a breakfast and after school club, the club provides a Summer Holiday Club for four weeks in the summer.

For further information on booking, prices and hours, please contact Julie on:

Phone: 07513826657 (Monday to Friday 7.30am-6.30pm)

Or email: [bosc@bramley.hants.sch.uk](mailto:bosc@bramley.hants.sch.uk)



## 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 (PP) / Free School Meals (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

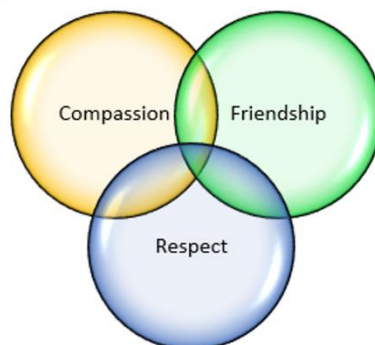
When concerns are expressed regarding a child's progress, discussion takes place between the parents, the class teacher and the Special Educational Needs Co-ordinator (SENCO). Diagnostic assessment can be undertaken if required. If a special need is identified, then the child's name is placed on the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



consultation with all concerned. The plan includes targets for improvement, identifies the help required and who will provide it. Additional parents' evening meetings are offered in order to discuss progress against targets and any further provision needed to support achievement. Advisory services, including the expertise of our own Education Psychologist, the district 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	
Glen Golding	Executive Head Teacher	
Steve Moore	Executive Head of School	
Kylie Thomson	Deputy Head Teacher	
Sian Hanson	Assistant Head Teacher	
Phase Leadership Team		
Becky Bellemere	EYFS Leader	
Erin Oliver	Key Stage 1 Leader	
Lyndsey Denham	Lower Key Stage 2 Leader	
Kate Polden	Upper Key Stage 2 Leader	
Fern Meads	ECT Leader	
Chloe Tomkinson	Special Educational Needs Co-Ordinator	
The Teaching Team		
<b>EYFS and Key Stage 1</b>	<b>Key Stage 2</b>	<b>Cover Teachers</b>
Becky Bellemere	Luke Elkins	Lorna Bigrave
Juliet Barbour	Andrew Taylor	Wendy Davies
Sally Stickland	Libby Taylor	Deb Wood
Jane Derry	Lyndsey Denham	
Emily Jupp	Alisha Windeatt	<b>SCITT</b>
Rowan Porter	Charlotte James	Ellen Tungate
Erin Oliver	Jacqui Knight	
Alysha Duquemin	Fern Meads	
	Harry Devon	
	Kate Polden	
The Learning Support Team (* HLTA)		
Luke Allaway	Sabrina Gerber	Tracey Mardell *
Izzy Apperley	Karolina Hartwell	Tracey Merryweather
Mel Armstrong	Amanda Harvey*	Kate Mitchell*
Elena Barcena	Kate Howarth	Alison Pitch
Natalie Buckingham	Becky Kirby*	Marta Sebre
Lizzie Chard	Molly Kirby	Claire Smith
Leanne Day	Clare Jones	Lakshmi Smithers
Steph DeRedenat-Strange*	Jenny Large	Suzanna Tabaku
Fiona Draper*	Helen Macgourlay*	Felicity Tiley
The Office and Site Team		Lunch Team
Karen Orriss McArthur	Senior Administrator	Lisa Ball
Tracey Hellier	Senior Administrator	Carla Charlton
Ellie Hoskins	Admin Assistant	Jenny Durrant
Jerir Toumi	Site Manager	Toni-Jade Fisher
		David Halgoa
		Jenny Neilson



## 7. 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
- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)



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.

