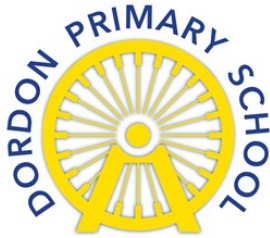




DORDON PRIMARY SCHOOL





Executive Headteacher: Mrs M Cross
Associate Headteacher: Miss S McGroarty

Dordon Primary School

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'Ensuring Excellence'

Dear Parents

On behalf of our pupils, staff and Governors may I wish you a very warm welcome to Dordon Primary School. We look forward to a happy and effective association over the coming years.



At Dordon, our commitment is to create a caring and supportive school where every child matters. We work hard to develop an atmosphere where children are healthy, happy, safe and secure and where all are valued and respected.

We believe that our school should provide rich, stimulating and accessible learning opportunities for every child. We feel strongly that learning should not only be exciting and rewarding, but should also encourage, challenge and extend. It is our belief that successful education relies on a great partnership between school and parents, and is an essential factor in all children's learning activities.

We look forward to working with you and welcoming you and your child to our school and we would be delighted to arrange an appointment for you to visit our school and see us in action.

We are proud of our school. When you visit us, you will see evidence of the happy, caring environment we endeavour to promote.

Our prospectus is intended to introduce our school to you, providing you with information regarding our aims, administration and general organisation. We hope that you find it helpful and that it provides you with all the information you will need. If you have any further questions or would like to visit our school, please do not hesitate to contact me.

Yours sincerely

Mrs M Cross
Executive Headteacher

What are our aims?

Our Vision:

To inspire children to become confident, secure, caring individuals who achieve personal success and develop a love of learning through 'Ensuring Excellence'



Happy in school

Our Mission is to ensure that our pupils:

- Will be central to all we do.
- Will experience 'rich opportunities and memorable experiences', developing a thirst for knowledge and becoming enthusiastic, independent learners.
- Will be highly literate, numerate and articulate.
- Will build self discipline, and a sense of pride and respect for themselves and others.
- Will be highly adaptable to change, equipped for life in a highly sophisticated and technological society.

Our Values

We foster high expectations of all children's behaviour, work and relationships and to celebrate success widely

We provide rich, stimulating and accessible learning opportunities which ensure all children develop as enthusiastic and independent learners.

We build children's self-discipline, and a sense of pride and respect for themselves, their work, peers, school and the wider community.

We develop positive partnerships between school, parents and our community and a shared understanding of our aims.

We create a school environment where children are healthy, happy, safe and secure, where they feel valued and respected.

'...Pupils feel secure because of the good level of care provided'
OFSTED

Understanding other cultures

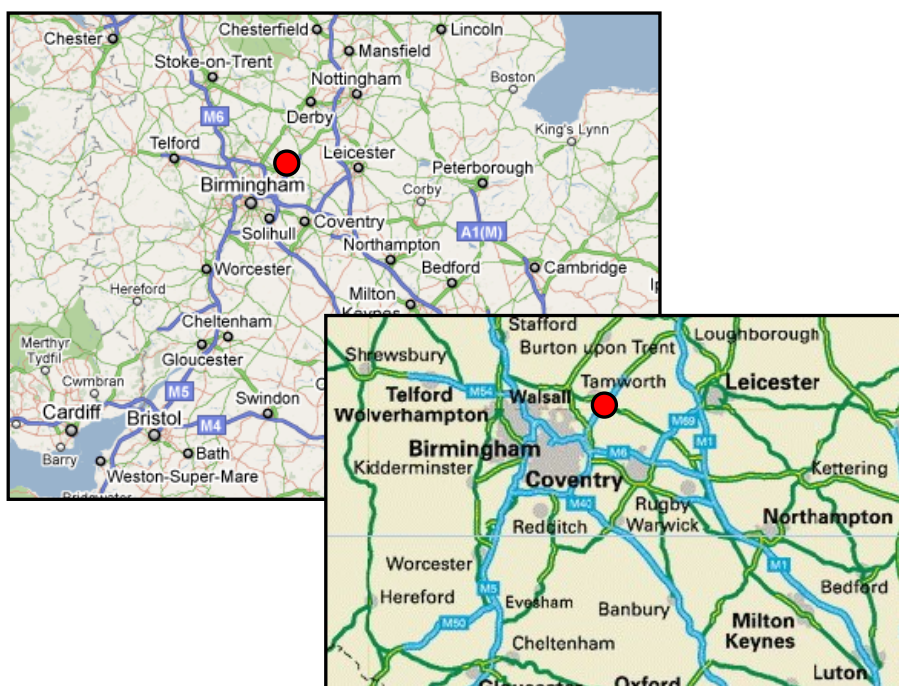


Dordon Primary – Our location and directions



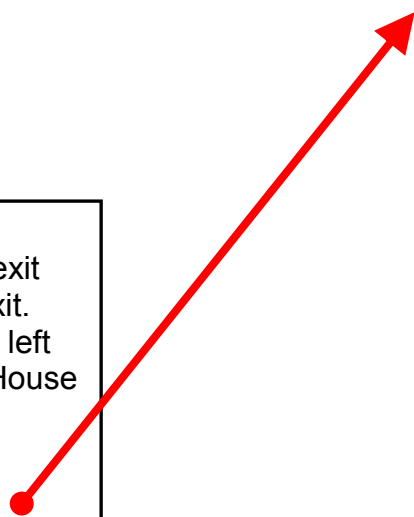
Location

- Dordon Primary School is situated on the Southern side of the River Anker in the village of Dordon.
- The nearest large towns are Tamworth approximately 8 miles to the West and Nuneaton approximately 12 miles to the East.
- The school is conveniently located for road networks. The M42 and A5 are within 5 minutes drive away.
- Dordon is in the North of the County of Warwickshire. It's nearest neighbours are Staffordshire to the North West, Derbyshire to the North, Leicestershire to the North East, Northamptonshire to the South East and the West Midlands to the West.



Directions

1. Leave the A5 at Dordon Island sign posted Dordon. From Tamworth/M42 turn Left, 1st exit From Nuneaton/Atherstone turn Right, 3rd exit.
2. Carry straight on along Long Street and turn left at the mini island at 'Cuckoo's Rest' Public House approximately 0.4 miles.
3. Dordon Primary School is situated to the left approximately 0.1 miles from the roundabout opposite the local library.



Main entrance



- The school car park is situated off Roman Way at the front of the building. For the safety of children, it may only be used by staff.
- Visitors arriving by car should park on the roads, using ample road space surrounding the school.
- Visitors enter via the Main Entrance at the front of the school and must sign in at the School Office however short the visit.
- It would be appreciated if visitors arriving by car did not park across neighbours driveways.

'The school provides a warm and friendly environment. Pupils are well-known and cared for as individuals and, in turn, show care and support for each other.'

OFSTED

Buildings and grounds

- In 2012, Dordon Primary School converted to academy status as part of the Community Academies Trust. We work closely alongside schools who are also members of the Trust.
- Since converting, Dordon has undergone significant refurbishment and the schools offers a warm and inviting atmosphere.
- We have a large playing field with a running track and rounders pitch.
- The playground wraps around the school building and has recently undergone significant improvement with the addition of gym equipment and new playground markings.



Sports Day

A typical day at Dordon Primary School



Dordon is a really exciting school to be a child in; no school day is the same and each day brings with it different opportunities to practise and learn new things.



Arrival at school

- Children arrive on the playground no earlier than 8.30am for an 8.40am start.
- Teachers are on duty from approximately 8.30am; however parents of infant children must bring them onto the playground and stay with them until they go into school.
- An electronic bell sounds for the start of the school day.
- Children enter school quietly.

During the morning

- Between 8.50am and 9.20am children across school are engaged in reading activity.
- Children complete 'Guided Reading' in a group or maybe reading to an adult.
- Other pupils will be completing independent language and spelling activities during this time.
- By 9.20 am we start English lessons in some classes. During English, children might be learning how to spell or punctuate, or may even be drafting an exciting story using our suite of laptops. Most children will be working in carefully differentiated class groups, with one or two dedicated teaching assistants to support them.



Working with an artist

Break time

- Break time is at 10.20 am.
- Children in Key Stage 1 have the opportunity to eat a selection of free fresh fruit or vegetables and a drink of milk, for which there is a small charge. If you prefer children may also bring in a bottle of water to drink.
- Children in Key Stage 2 may bring in a healthy snack. Sweets (including cough sweets) should NOT be brought into school.

Between break and lunchtime



- After break children across school work on their phonics, spelling and grammar skills.
- Following this, the children have their daily, high-quality mathematics session.
- They might also get a chance to use a range of Mathematics games or use a range of support apparatus.
- All classes are supported to a high standard by teaching assistants

Exciting opportunities to learn

Lunchtime

- At approximately 12.00pm children have their lunch in our school hall.
- Children from all classes enjoy eating together from a choice of either their own packed lunch or may have chosen a tasty meal from a range of choices offered our school kitchen.
- After they have eaten, children have time to play, join a club or complete homework at 'Whizz Kids Club'.
- Our playgrounds are marked with games or puzzles for the children to complete. Our older children work as play leaders and offer games for the younger children during this time.



Learning in the local area

Afternoon

- At approximately 1.00pm we start our afternoon activities.
- During the two afternoon sessions, children might be involved in Music, Art, Humanities, Personal Social and Health Education lessons, or even a Physical Education activity.
- Children may ONLY drink water in school during the school day, apart from juice at lunch.

End of the school day

- At 2.40pm we meet for assembly across school
- Assemblies take place as 'whole school assemblies', or in smaller groups.
- Assemblies are also used to share achievement or a time when we welcome visitors.
- Assemblies always end with a moment for quiet reflection.
- At 3.00pm children pack their bags, collect their homework and take home their reading packs.
- Children leave via the Infant and Junior Doors straight onto the playground.
- In Key Stage 1 it is expected that parents will meet their children from the playground.



Class timetables

- Each class teacher issues a Class Timetable to give exact details of your child's day and remind parents of items they may require (e.g. P.E. Kit) each day.



Before and after school activity

Dordon is proud of the range of activities it offers to children.

Previous activities have included:-

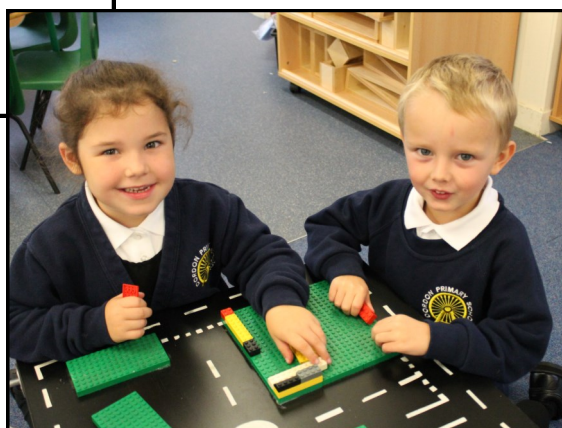
- Choir, Cross Country, Nature Detectives, Sewing Club, Study Centre and Football.
- Clubs are offered to children throughout the school from Year One to Year 6.
- External sports coaches also work with us in school.

Starting school at Dordon Primary

Admission policy

- We are very proud of our school. Parents who are considering applying to the school for the admission of their child/children are encouraged to visit the school with their child/children when it is in session.
- The criteria for admissions are outlined by the Warwickshire School Admissions Service at www.warwickshire.gov.uk/admissions, and in the school's Admission Policy. The service can be contacted on 01926 7420037 / 742047 or via email admissions@warwickshire.gov.uk
- Pupils are currently eligible to enter our school at the beginning of the year in which they become 5 years old.

'Teachers across the school provide many opportunities where pupils can work together in groups or with partners, encouraging their social development.' **OFSTED**



Joining in Reception

- Starting school can give rise to many different feelings in your child. Children are often very excited at the thought of making new friends and meeting new challenges.
- At Dordon we aim to make your child's introduction to school life a happy and memorable one and are delighted that pupils at Dordon always tell us that they love coming to school.
- For children joining us in our Reception class, after filling in the admission form in the Primary Handbook, parents receive a letter from the County Admissions Department offering a definite place at Dordon Primary School. Once your child's place is secure, we will provide you and your child with a preliminary insight and guide to beginning full time education.
- For pupils starting in September, we have an induction programme where the children are invited into school for afternoon sessions. This allows them to become familiar with the environment and the adults they will be working with.
- We are also keen to meet children in their pre-school settings and will visit the majority of these prior to your child starting school and discuss their needs with pre-school staff.

Joining Dordon Primary School in other classes or at other times in the year

- All admissions and transfers between schools are collated at County level. You will need to complete a 'Change of School Application' form.
- Dordon Primary School is keen to help and advise you with this if required.
- We are keen to invite all prospective parents to tour the school with their child.
- Children will also be invited to attend school for a morning, prior to starting so that they have the opportunity to get to know us before they start and maybe make a few new friends.
- Apart from meeting you and your child, we also contact the school your child is coming from to find out more about your child, so that we can best meet their needs.
- At the end of your child's first week, we contact you to check that your child is happy and settling in well. We also like to use this opportunity to reassure parents in case they have any concerns or questions.
- All of our children are given "a shadow", another child to help settle them in and befriend them during their first few weeks. Children also undertake a well planned "induction programme".

'Pupils say that adults look after them well, so that they feel safe and secure.'

OFSTED



'...showed their behaviour to be excellent, often engrossed in their work, showing an enjoyment of the tasks that they are set, and resulting in a buzz of activity.'

OFSTED

Reception class home visits

- We wish to ensure that the partnership between home and school, which is so important to education, gets off to a good start. Home visits for children joining our Reception class take place before your child starts school.
- The aim of this visit is to build up relationships with you, your child and the family in the child's own familiar environment. It also allows you to meet the teacher and support staff, who will be working most closely with your child over the coming 12 months and for us to answer any questions you might have.
- You will also be invited to join your child for one of their induction visits during the Summer Term before they are due to start school. This will allow both you and your child to become familiar with the school environment.

Beginning full time education

- Children in Reception will begin school approximately two/three days after the rest of the school.
- To aid the 'settling in' period the children will be divided into two groups within each class and will start with either three morning sessions (8.50am to 11.50am) or three afternoon sessions (12.50pm to 2.50pm). During the next three school days the children will attend school during the alternative session.
- The next school day is when the children will begin attending school for whole days (8.40am to 3.00pm).
- Parents must come onto the playground with their child at the beginning of the day and wait with them until they enter school. When the school bell sounds the classroom doors are opened and teachers and teaching assistants are there to welcome the children. We would ask that parents allow their children to go into school by themselves to encourage their independence.



Independence and confidence

These are a number of characteristics that we aim to develop with your child right from the beginning. We need your help with these:

- We do ask that you try and allow your child to grow in confidence and self-motivation. This means taking responsibility for their actions and belongings as soon as possible.
- There are also two skills that we expect your child to have mastered in order for them to come to school:
 - ✓ That they are toilet trained and can go to the toilet unaided.
 - ✓ The ability to dress and undress themselves.

Worries and concerns

- We hold numerous Parents' Evening, to which we encourage all our parents to come to.
- If you wish to talk to staff at any other time, you can talk to them on the playground before or after school. Alternatively you can make an appointment at the office to speak to your child's teacher.

What should children wear in school?



We believe that children should wear uniform in school. We would like children to have pride in being a part of Dordon Primary School and in maintaining a well-dressed and smart appearance. Our uniform has been designed so that much of it is easily obtainable from chain stores.

If your child is unable to wear an item of the uniform temporarily, please let us know by letter. We have never yet sent a child home for being improperly dressed, but we reserve the right to do so. If you are not sure about what is appropriate we would be pleased to talk with you.

Pupils from Dordon are very proud of their uniform and people often comment on how smart it looks when we are out in the community. The logo was designed by pupils from the school to reflect our local history.



Smart uniform

Girls:

- Black (charcoal/grey is NOT permitted) 'school type' trousers, shorts, skirt or pinafore
- White polo shirt (logo not required)
- Dordon sweatshirt or V-necked cardigan with school logo (available from the school uniform shop online—link from the website)
- Black school shoes (flat sole/low heels)
- Black/White socks
- Navy Blue check only dresses (Optional-Summer term only)
- Plain navy blue/black hair band if required

Please note full length buttoned shirts/blouses and Summer fashion shoes e.g. flip flops, open toed sandals, canvas shoes etc are **not permitted**

PE

- Black shorts
- Black/white socks
- Plain white round neck T-Shirt
- Plain trainers for outside PE
- Named 'pump bag'
- Track suit in cold weather (limited logos, black/blue) except reception classes

Swimming

- Plain one piece swimming costume
- Towel

EVERY item of uniform MUST be marked with the child's full name

Boys:

- Black (charcoal/grey is NOT permitted) 'school type' trousers or shorts
- White polo shirt (logo not required)
- Dordon sweatshirt with school logo ((available from the school uniform shop online—link from the website)
- Black school shoes (flat sole/low heels)
- Black/White socks

Please note full length buttoned shirts/blouses and Summer fashion shoes e.g. flip flops, open toed sandals, canvas shoes etc are **not permitted**

PE

- Black shorts
- Black/white socks
- Plain white round neck T-Shirt
- Plain trainers for outside PE
- Named 'pump bag'
- Track suit in cold weather (limited logos, black/blue) except reception classes

Swimming

- Plain swim-trunks (no baggy swim shorts)
- Towel

- Jewellery or any make up must not be worn in school at any time.
- We prefer children NOT to wear earrings because of potential for accidents. However, if absolutely necessary, small round 'ball like' silver/gold studs may be worn. These MUST be removed for PE/Games or covered with a plaster provided by home.
- Hair for girls and boys which is longer than shoulder length MUST be tied back.
- Boots are NOT to be worn in school by children.
- Trouser length should not extend beyond the heel.
- Extreme hair styles are not permitted. Hair should not be closely shaved and only natural hair colours are permitted.

Golden rules

- The one word school rule at Dordon is '**Respect**'. The children are taught what this means and it is promoted through all aspects of school.
- Our aim is to create and maintain a happy, positive, learning environment for all. This school has adopted a positive approach to the management of pupils' behaviour in that we actively encourage good behaviour and nurture the children's self esteem. We recognise that good behaviour is a necessary condition for effective teaching, learning and enjoyable socialising to take place
- We have a number of many positive elements to our 'Behaviour Management Programme', both to support and reward good behaviour and work, and to manage the situations where children fall below the standards we set. They provide a fair and secure framework so that both children and parents know what is expected of them.



Young Carers Award



'Pupils' behaviour is exemplary
both in lessons and
around the school.' **OFTSED**

Many positive rewards

The star system

Children receive huge amounts of rewards and praise at Dordon. Children are rewarded for excellence in work or behaviour with a star.

- 100 stars earn a pupil a Star Certificate which is presented in Achievement Assembly.
- 500 stars receives a Headteacher's Bronze Certificate
- 1000 stars receives a Headteacher's Silver Certificate
- 1500 receives a Headteacher's Gold Certificate
- 2000 receives a Headteacher's Platinum certificate

Parents are warmly invited into Friday achievement assemblies where Head teacher's Certificates are awarded.

The Curriculum

The curriculum refers to all the various learning opportunities provided by our school. This includes our timetabled lessons, out of school activities and all attitudes, moral values and styles of behaviour promoted and supported by the school.

The National Curriculum

The structure of the National Curriculum

- Every maintained school is obliged by law to provide a basic curriculum comprising of Religious Education and for pupils of compulsory school age, the National Curriculum. Years 1 – 6, in the Primary Phase and Years 7 – 11 in the Secondary Phase.
- In addition to Religious Education your child will have the opportunity to study the following subjects.

Core Subjects	<i>English, Mathematics, Science</i>
Foundation Subjects	<i>Computing, Physical Education, History, Geography, Music, Art, Design Technology, Modern Languages, Personal Social Health Education.</i>

'The well-planned curriculum provides wide opportunities for the promotion of literacy and numeracy across subjects...'

OFSTED



Learning outside

The school curriculum

The detailed organisation of our curriculum is based upon the following:-

- National Curriculum 2014
- Cornerstones thematic learning curriculum
- Letter and Sounds (phonic programme)
- The preferred reading scheme is Oxford Reading Tree.

Our school provides a **broad, balanced and integrated curriculum** which challenges and extends all children, promoting the full development of each individual according to their age and ability.

- All children experience a range of activities that give them a chance to grow, not only academically, but also socially and physically.
- We provide opportunities for the development of personal skills such as co-operation, tolerance, independence and organisation.
- Some subjects e.g. Maths and Science are taught as discrete areas, whilst others e.g. Geography and Design Technology are integrated into a theme or topic, with teaching methods ranging from class to group to individual.
- The school has adopted best practice approaches from within the frameworks of the National Literacy Strategy and the National Numeracy Strategy.
- The children receive on average twenty lessons per week each of approximately sixty minutes. They also receive 30 minutes reading activity EACH day.
- Our school has its own timetables and policies, which outline how subjects will be taught and when.
- Careful planning, record keeping and assessment by teachers and teaching assistants ensure full coverage and delivery of the curriculum. This is supported by the subject leaders within the school.



Pirate Experience at school

- Each of the National Curriculum subjects has a teacher 'Subject Leader'.
- Subject Leaders extend their skills and knowledge by attending courses, organise resources and monitor work within their subject throughout the school.
- High priority is given to the development of the Key Skills in English, Maths, Science and Information Technology.
- These key skills are used across the school and within all other subjects.

'The half-termly topics focus on meaningful outcomes, including a performance or product, and promote spiritual, moral, social and cultural development well.'

OFSTED

In summary we believe:

- ✓ The curriculum should be broad, but subject to educational priorities of which the highest should be Maths and English.
- ✓ English and Maths should be taught separately, but also applied across the curriculum.
- ✓ A combination of cross-curricular and subject teaching to suit individual age groups should be adopted.
- ✓ The curriculum should be taught through a mixture of teaching styles and methods.
- ✓ Activity based learning and problem solving should be an integral part of the curriculum.
- ✓ School should experience a 'personalised learning' where individual's needs and interests are met.

Assessment

- We believe that assessment is an integral part of the learning process, and its purpose at our school is to support your child and their teacher in evaluating the impact of the learning experiences provided.
- Assessment provides a means of collecting information regarding a child's progress and pin-pointing areas that may need further consolidation.
- A variety of assessment procedures are used allowing teachers to fine tune their teaching and delivery of the curriculum to match individual needs and the needs of the whole class.
- All our pupils are assessed on a daily basis by their class teachers in a continuous informal way, as they go about tackling the various activities on offer that day.
- In addition to this children must be present for these and requests for absence will not be authorised. There are more formal and statutory testing procedures that take place throughout the time your child is in school with us.



Sporting opportunities

Key stages & assessment arrangements

- ✓ The National Curriculum is organised on the basis of four Key Stages. At the end of each Key Stage, pupils are assessed against statements outlining the expected standard. Pupils working beyond the expected standard of attainment will be judged to be working at 'greater depth'.
- ✓ Throughout school, pupils are assessed against age-related expectations which are measured in years and months. Expected progress for a year is 12 months.
- ✓ Assessment in our school will include teacher assessment, diagnostic testing, alongside the relevant statutory testing.

At what level should my child be working?

Through reports and meetings with parents, we use the following terminology to describe how well your child is doing in school:

‘.....is working below the expected standard for their year group’

‘.....is working at the expected standard for their year group’

‘.....is working at greater depth within the expected standard for their year group’

‘.....is working above the expected standard for their year group’

‘Most teachers have high expectations of pupils and ensure that more-able pupils are appropriately challenged...’
OFSTED

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6

How is my child getting on at school?

- In order to answer the question *“How is my child getting on at school?”* at Dordon we offer regular reporting opportunities through a termly appointment system and an annual written school report.
- Naturally you may make an appointment with your child’s teacher at any time should you be particularly concerned or wish to discuss a particular difficulty.
- Parental consultation evenings are held in the Autumn and Spring Terms. These sessions offer parents the opportunity to visit the school, see their child’s classroom, view their school work and discuss their progress.
- A detailed report on all subjects taught will be sent home annually towards the end of the Summer Term and in addition we send home two termly ‘interim reports’ in the Autumn and Spring Terms.
- This report is based on the class teachers’ assessment of your child’s performance throughout the year, where you will be told clearly how your child is performing compared to his/her peers and national standards and of any special educational needs.
- All parents are given the opportunity to discuss their child’s report with the class teacher.

Parents of Year 2 & Year 6 pupils will be informed through their child’s annual school report their child’s attainment and whether they have achieved the government identified expected standard for each Key Stage.

- To assist teachers in reporting progress to parents and relevant agencies as may be required, detailed records of progress and test results are kept on all pupils together with any specific observations made by the teacher or support staff.
- It is hoped that our school records will be of great value to the secondary school and their induction process.

Homework

Why do we set homework?

We see the purpose of homework as being:

- To provide opportunities for pupils to work independently.
- To take responsibility for organising their work.
- To help pupils recognise the link between good study habits and higher standards of achievement.
- To check that pupils have understood classwork.
- To consolidate, prepare for or extend work covered in school.
- To extend lesson time to enable the National Curriculum to be covered in greater detail.
- To help raise standards of achievement.



How can parents support the school?

- We value parents' support in seeing that homework is done conscientiously and in the best possible conditions.
- We recommend that parents try to encourage children to work at their own pace and at the same time leave opportunities for their own interests.
- Many children will need time to get over the school day and others will need company and encouragement before they can establish a routine for themselves.

Working hard in class

Where and when?

- A quiet room with a suitable working surface is ideal for many children, although this is not always possible.
- The rest of the family should respect the time set aside for homework, with disturbances kept to a minimum. It can also be discouraging to be sent to a bedroom with homework, whilst the rest of the family engages in a shared social activity. However, homework that is started late is seldom well done.

How can parents help?

- There are many ways that parents can help.
- They can test what has been learned; listen to children read what he/she has written; check presentation for neatness and accuracy; or direct your child to a suitable reference book or other information.
- If a child is genuinely stuck, parents can provide guidance, sufficient to overcome the problem, rather than to give the direct answer.
- Encouraging children to check that homework is understood when they come home.
- Parents are requested to sign their child's book or sheet when the child has completed his/her homework.

What types of homework will my child receive?

- It is impossible to provide an exhaustive list of types of homework but it may include learning multiplication tables and spellings, undertaking Maths investigations, completing or consolidating class work; practicing basic skills; developing lines of enquiry, or preparing for a lesson.
- The tasks asked of the children may also include revising or learning for a test; making use of reference materials from home or library, and/or factual or imaginative writing.
- In addition children should read on a regular basis and keep to a "reading target" for each week. Please check this regularly because it is updated frequently.



Creative opportunities

How much homework will my child receive?

- On Mondays the children will be given their 'Practice It' tasks. These include spellings, mental maths and maths targets.
- On Thursday, children receive a written task that links closely to the work they have completed in class during that week. It might reflect on learning or prepare them for what is coming next. This alternates between maths and English tasks weekly.
- In addition to the homework tasks set, children are given a reading target of reading between 3 or 4 times per week dependent on their age or stage of reading.
- Enough time is provided for homework to be completed so that it does not impact negatively on activities and interests outside of school which we actively support and encourage.
- Optional projects are set during holiday periods or as part of house competitions. These provide pupils to excel in other areas of the curriculum.

Can computers be used for homework assignments?

- Children will be set online homework through our virtual learning platform - Eschools.
- If pupils wish to do so, they can use the online facilities at Study Centre to complete any work set.



Enjoying being part of the community

Can my child do his/her homework with a friend?

- In many circumstances it will be quite in order for children to work together and thus clarify their own thoughts and pool their ideas. In other circumstances this will not apply: e.g. if the homework involves writing about a personal experience or viewpoint.
- Teachers will keep records of completed homework and inform parents of children who are persistently not completing homework assignments.
- If children are unwell and unable to attend school, the assumption is made that a child is not fit enough to undertake school work. Consequently the school is unable to accommodate requests from parents for extra work for children to complete whilst absent from school except in exceptional circumstances.
- Similarly if parents choose to take their children on family holidays during the school term, school will be unable to provide extra work for children to complete during the time they are on holiday.
- Children who have difficulty completing work on time should be encouraged to attend our Whizz Kids Club. The Homework Club is run by a teacher once a week and is entirely voluntary.

Can I take my child out of school during term time ?

- Attendance at Dordon is well above national averages.
- Full attendance leads to the best educational outcomes for children.
- Non-attendance is extremely disruptive for the school as lessons need to be re-planned and class groups reorganised. We are unable to complete "catch up" lessons for those missing school.
- In September 2013, the Government introduced significant changes to attendance regulations for pupils at school. The regulations will continue to apply during this academic year (2015/2016).
- The amendments set out in Education (Pupil Registration) (England) (Amendment) Regulations 2013, govern all requests for leave within term-time. When considering such requests for a leave of absence, the school are obliged to act within the law.
- Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. If the leave is granted, head teachers are able to determine the number of school days a child can be absent for.
- The Government has not defined 'exceptional circumstances' as referred to in the 2013 regulations. It is for the Headteacher to decide what he/she views as 'exceptional' and it is at their discretion if the circumstances warrant the leave to be granted.
- The school can only consider Leave of Absence requests which are made by the 'resident' parent.
- Each application for a leave of absence will be considered on a case by case basis and on its own merits.
- Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s), by way of a Fixed Penalty Notice.
- Failure to make an application for leave in advance can also result in a Fixed Penalty Notice being issued to the parent(s).
- It is important to note, Fixed Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices in the amount of £120 each, totalling £240 for both children, this is reduced to £60 per child if paid within 21 days).
- Where a Fixed Penalty Notice is not paid within the required timeframe as set out on the notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal proceedings under S444 Education Act 1996.
- Fixed Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices.

We greatly appreciate parental support to reduce the total amount of days lost due to holidays. We are committed to working in partnership with you to enable your child to reach their academic targets and to support their social development. For this to happen we need to keep individual attendance as high as possible - we all need to play our part.



How does the school safeguard my child?

Safeguarding children is taken extremely seriously at Dordon. Not only does EVERY single adult in school require a CRB (Criminal Research Bureau) we have clear procedures to make sure that children are safe and secure at all times.

• 'Under the Education Act 2002 (Section 175 for maintained schools/Section 157 for academies/free/independent schools), schools must make arrangements to safeguard and promote the welfare of children.

- *Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse.*
- *Staff will seek, in general, to discuss any concerns with the parent/carer and, where possible, seek their consent to make a referral to Children's Social Care if that is considered necessary. **This will only be done where such discussion will not place the child at increased risk of significant harm.** The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded.*
- *Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.'*



The School Staff

Headteacher	Mrs M Cross
Management Responsibility	Executive Headteacher, Senior Leadership Team

Assistant Headteacher	Miss S McGroarty
Management Responsibility	Associate Headteacher, Senior Leadership Team
Subject Responsibility	NQTs, Trainee Teachers,

Inclusion Manager	Miss V Lewis
Management Responsibility	Inclusion Manager, Senior Leadership Team
Subject Responsibility	Special Education Needs, Gifted and Talented,

Senior Teacher/Class Teacher	Mrs L Hopkins
Management Responsibility	Senior Leadership Team
Subject Responsibility	Maths,

Class Teacher	Subject Responsibility
Mrs T Ellis	Science
Miss D Williams	
Miss A Coward	NQT
Miss K Thorpe	NQT
Miss E Rutter	NQT
Miss T Wise	
Mrs R Potter	

Teaching Assistant Team
Mrs M Price
Mrs A Dean
Mrs K Clarke
Mrs A Langham
Mrs F Shaw
Mrs E Shorney
Mrs T Marven
Mrs A Thompson
Miss L Povey

Site Staff
Mr N Kettle (Site Manager)
Miss A Shelton
Mrs M McGrath
Mrs L Jenkins

Midday Supervisors
Mrs C Jackson
Mrs M McGrath
Mrs L Jenkins
Mrs S Haddon
Miss G Banks
Mrs E Reynolds

Administrative Team
Mrs F Hinds (School Business Manager)
Mrs A Genge

Catering Team
Mrs M Shorey (Head Cook)
Mrs J Moore
Mrs P Miller



General Information

The School Governors

Chairperson	Mrs L Grinham
Category	Appointed Governor
Elected as Chair	December 2012

Vice Chair	Mr N Horbury
Category	Parent Governor
Elected	February 2014

Headteacher	Mrs M Cross
Category	Executive Headteacher

Clerk to the Gvs	Mrs J Woodward
Address	c/o Dordon Primary school
Tel. No.	01827 892422
Email	J.woodward@communityacademiestrust.org

Staff Governors	Term of Office Ends
Mrs K Clarke	May 2017

Parent Governors	Term of Office Ends

Appointed Governors	Term of Office Ends
Miss B Garratt	October 2019
Mr T Gulliver	December 2019

General Information



Contacts

School Address	Dordon Primary School Roman Way Dordon Tamworth Staffordshire
Postcode	B78 1PJ
Telephone	01827 892422
FAX	01827 892422
E Mail	Email: admin2018@welearn365.com
Executive Headteacher	Mrs M Cross
Chair of Governors	Mrs L Grinham
Chair of PTA	Mrs A Genge
Education Office	Saltisford Office Park, Ansell Way, Warwick.
Postcode	CV34 4UL
Telephone	01926 410410
Web Site	http://www.warwickshire.gov.uk/learning
LA School Officer	Mr T Howram
Telephone	01926 742256
Email	timothyhowram@warwickshire.gov.uk
County Music Service	General enquiries: Office Supervisor 01926 412803
Email	cms@warwickshire.gov.uk
Free School Meals Info	General enquiries: Office Supervisor 01926 742543
Fax	01926 742067
Transport Services	01926 412330
Web site	www.warwickshire.gov.uk/schooltransport
Admissions Service	Mrs J Waterhouse
Telephone	01926 742056
Fax	Fax: 01926 412002
Email	Email: admissions@warwickshire.gov.uk



'Rich opportunities and memorable experiences'

Head of School: Mrs M Cross

Dordon Primary School
Roman Way
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Tamworth
Staffordshire
B78 1PJ

T: 01827 892422

E: admin2018@we-learn365.com
www.dordonprimaryschool.co.uk

OFSTED REPORT FOR DORDON PRIMARY SCHOOL

I am pleased to confirm that Dordon Primary School is:

'A good school with outstanding features'.

Dordon has achieved 'Good' grades or above in ALL areas. We achieved 'Good' for 'Achievement of pupils', 'Quality of Teaching', 'Leadership and Management' and a quite extraordinary 'Outstanding' grade for 'Behaviour and Safety of Pupils'.

In particular OFSTED said:

- **'Pupils make good progress in reading, writing and mathematics'**
- **'Teaching is good. Lessons are lively and interesting...'**
- **'Teachers encourage pupils to do well'**
- **'Pupils' behaviour is exceptionally good'**
- **'Pupils feel safe and understand how to keep themselves safe in different situations'**
- **'New pupils are supported by other pupils when they arrive'**
- **'The Headteacher has ensured rapid improvements in teaching and achievement'**
- **'The strong senior leadership team checks rigorously how well pupils are doing'**
- **'Pupils spiritual, moral, social and cultural development is promoted particularly well'**
- **'Governors are very supportive, but make sure they hold senior leaders accountable'**

We are particularly proud that OFSTED graded our pupils' behaviour as 'outstanding'. This is the highest grade achievable and speaks volumes about our incredible pupils who care a great deal for each other, their school and its staff. We are also grateful for the incredibly supportive comments that parents offered the inspectors during inspection. OFSTED commented that our parents spoke in 'glowing terms about teaching, pupils' behaviour and children's progress'. Parents also told the inspector that 'children are very happy to come to school.'

Dordon Primary School is now a thriving, successful school which is growing rapidly, with a fantastic OFSTED grade confirming that it is a great school. We are absolutely delighted with the result which is a real credit to the children, staff, parents and governors.



Chosen Charity



Map of Dordon Primary School

