

Elmstead Primary School

PROSPECTUS 2011 - 2012

ELMSTEAD PRIMARY SCHOOL

Elmcroft, Holly Way, Elmstead Market, Colchester, Essex CO7 7YQ

Tel No: 01206 822889 Fax No: 01206 827219

www.elmsteadprimary.co.uk

Prospectus

Headteacher:	Mr. C. A. Middleditch
Deputy Headteacher 1:	Mrs. E. Hardman
Deputy Headteacher 2:	Mrs. J. Grotier
Bursar:	Mrs. J. Vaughan
Chair of Governors:	Mrs. S. Brakenbury
Status of School:	Foundation Primary School for boys and girls, aged 4 - 11
Number of pupils at Autumn Term 2011:	215
The Published Admission Limit for Academic Years R, 1 and 2:	30
The Published Admission Limit for Academic Years 3, 4, 5 and 6:	32

Elmstead Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Visit our website

www.elmsteadprimary.co.uk

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Elmstead Primary School
Elmcroft
Holly Way
Elmstead Market
Colchester
Essex
CO7 7YQ

Autumn 2009

Dear Parents and Carers,

Welcome to Elmstead Primary School. We look forward to a happy and successful partnership with you in the coming years. Choosing a school for your child is a very important decision and we hope that this prospectus provides you with the necessary information to make an informed choice.

As a primary school, catering for children from 4 – 11, we are able to develop relationships over a period of seven years. This is valuable and beneficial for both the children's education and the school as a whole, with the home-school partnership being all important.

Our aim is to create a happy and secure atmosphere where your child will always be encouraged to do their personal best. We provide a broad and balanced education and place a great deal of emphasis on the traditional values of hard work and good behaviour.

As parents you are always welcome to come into school whether it is to share your concerns, help in the class areas or to generally lend a hand. We firmly believe, that by working together, we can ensure your child receives the best education and upbringing that you as parents or carers, and we as teachers, can together provide.

We want you to know and understand what happens within school and you are invited to visit and see us at work. We are very proud of what we achieve, as reflected in the OfSTED grade of outstanding in all areas in October 2006.

Yours sincerely,

C A Middleditch
Headteacher

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns faith.

If a child lives with approval,
He learns to like himself.

If a child lives with experience and friendship,
He learns to love the world.

Welcome to Elmstead Primary School

Elmstead Primary School moved into the existing building in 1973. It was then of an open plan design, however during the 1990s it was altered to provide independent classrooms for each year group. In addition there is a central assembly hall, a library, an ICT Suite with 16 PC's – upgraded in 2011 - and a music room which is also used for group teaching. Each classroom is also linked to the Internet, with the use of interactive whiteboards an established part of everyday practice. In 2010, following a four year programme of school refurbishment, a new school office was opened, greatly expanding our administration area and representing the final phase of re-building.

Outside we have a large playing field, a quiet sitting area and a playground which is zoned so that the children can choose their play activities. Elmstead Primary School Association has funded extensive development of the play facilities, particularly for both Key Stages 1 and 2.

On September 1st 1993 Elmstead Primary School became Grant Maintained, with funding coming directly from the Secretary of State and the school becoming entirely self-governing. In September 1999 under the School Standards and Framework Act 1998 our status was changed and we became a Foundation School. However the new Framework enabled us to preserve the key characteristics of being Grant Maintained, with greater control over our own destiny. At the time of writing the education system is going through a period of dramatic and unprecedented change. We are investigating academy status, but no firm decision as yet been made. The key consideration is what is best for the school in the long term.

The Aims of the School – Our Philosophy

We aim:

- to provide, through a broad balanced curriculum, an education that challenges each child according to their age, ability, aptitude and needs irrespective of gender, race or disability;
- to help our children develop lively enquiring minds and a positive attitude towards learning;
- to encourage standards of excellence in work and behaviour by having high expectations;
- to encourage confidence and a sense of self worth so that our children are proud of their own achievements and successes and those of others;
- to encourage the qualities of initiative, co-operation, independence and resourcefulness in each child;
- to help children to develop an understanding of their own culture and traditions and to foster tolerance by promoting respect and understanding of the religions, beliefs and customs of others;
- to prepare the children for life in a diverse society;
- to maintain the present links with the Colne Community School to which the majority of our children transfer and with other schools in the Colne Cluster of Schools;
- to create an environment within which parents, governors, staff and the community work with each other for the benefit of all our children.

A Vision for the Future

That every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard, so that all, for the benefit of all, are able to shape their destinies and create a better world.

Essex LA 'Every Learner'

A General Statement

We believe that children benefit from access to a curriculum which is rigorously planned to ensure breadth, depth and relevance and to enable progression for the learner. It must take account of the needs and aspirations of the individual and that it should have value and build on the unique experiences of each child.

Essex LA 'Every Learner'

Curriculum Organisation

Elmstead Primary School provides a stimulating, well resourced learning environment which encourages children to enjoy and actively take part in their educational development as they journey through school. The emphasis, throughout the curriculum, is on the children working with meaning and understanding. The schemes of work are carefully planned to provide a balance in each subject area and provide opportunities for children to work at a level which is appropriate for their ability.

We place a great deal of emphasis on the development of the child's literacy and numeracy skills, and during the academic year 98/99, we introduced both the Literacy and the Numeracy Hours to the curriculum. Throughout 2009 we conducted a curriculum review, in addition to continuing with the cycle of reviewing and re-writing all the curriculum policies in line with the Safeguarding and Every Child Matters Agenda. A curriculum map is now available on request, but can be downloaded from our website. Between 2009 and 2011 we also took part, as a pilot school, in the Achievement for All Project, enabling us to refresh our approach to teaching and learning.

The love of literature and the skills of reading and writing are carefully nurtured and monitored throughout the children's time in school. As they progress they are taught the grammatical rules of writing, which is important if the children are to achieve quality in their work. Joined handwriting is taught from the earliest stages and the children are encouraged to develop a clear and legible style.

Our Mathematical and Science work is achieved through first hand practical experiences which give the children a firm understanding on which to build their knowledge bases. Investigational activities play an important part in developing their understanding and encourage questioning and curiosity. Proficiency in number and agility in the use of mental maths are stressed and are combined with work in shape, space, measures and handling data.

In the core subjects of English, Mathematics and Science the children are grouped and work is planned according to their ability, thereby recognising the importance of differentiation.

There is a computer system in each class area, linked to the Internet and we have an ICT Suite which has 16 PC's and a server. An ongoing programme enabled us to install interactive whiteboards in each classroom, with regular renewal of hardware. The children are taught computer skills as a class and each year group has a minimum of 45 minutes in the ICT suite every week. Before Key Stage 2 children are allowed access to the Internet at school, a Code of Practice is explained to them which sets out rules for safe and responsible use of this facility. Parents are required to sign a protocol which sets out the precautions we take to ensure children use the internet without exposing themselves to any risk. During 2009 – 2010, the Deputy Headteacher took over as ICT Subject Leader, completing a full review of our provision, whilst introducing a new Access and Users Policy.

Thoughtful planning and teamwork ensures that the National Curriculum is covered in a relevant and thematic way. The head teacher monitors planning, and samples the children's work, every Tuesday afternoon. We pay particular attention to the process of learning and units of work are often linked together so that they are more relevant to the children. However, at Key Stage 2, most areas of the curriculum are taught as separate subjects, but again links are made wherever it is possible. Planning of the curriculum ensures that the needs of the children are met by differentiated activities. It is in this way and by setting targets with the children that we try to ensure that they achieve their personal best. Both the junior and

infant aged children also have the opportunity to speak and to learn basic Spanish. This exposure to the language, albeit at a very basic level, gives them an important start to secondary school studies.

We encourage all the children to take a pride in what they do, and we show by creating an artistically pleasing and well ordered environment that we value their work. A strong emphasis is placed on the displays of the children's work and the quality of presentation. The work in art, design and technology arises from the on-going classroom experiences where children creatively reflect the environment in a variety of media, such as paint, clay, pastels, dyes, fabric, wood and other materials. Music is also a very important and enjoyable part of school life. There are opportunities to listen to and take part in musical activities at every level. The children have opportunities to learn to play musical instruments and all the children are encouraged to participate in our concerts as they gain so much from performing in public.

Teacher assessment takes place at the end of Key Stage 1 (7 years), with formal testing at the end of Key Stage 2 (11 years) and these are National Tests. They are known as the Standard Assessment Tasks (SATs) and are combined with the teacher's assessment to give a level at which the child is working. The SATs have now become part of school life as have the annual tests in English and Mathematics that the children take in May of each year when they are in Years 3, 4 and 5. The SATs and the formal and informal assessments are part of the all round profile that we are accumulating on each child and help us to plan for their individual needs. We also use Target Tracker – a computer programme – to chart individual progress and allow predicted outcomes, using national performance data.

At regular intervals, to effectively monitor progress, each class teacher has a dialogue with the Headteacher to discuss every child, the levels they are currently working at and where they should be academically at the end of the year. Progress is then monitored every term by discussion between the Headteacher and the class teacher. Children are grouped according to their abilities and work is planned to match their needs, those who learn quickly are given more challenging work while children who experience difficulties are given extra help and work which is suited to their ability.

At Key Stage 1 the amount of time spent on teaching is 21 hours 25 minutes. At Key Stage 2 it is 23 hours 30 minutes.

Parents receive a detailed written report annually, describing their child's achievements in each area of the curriculum, and giving the levels at which their child is working in all subjects.

At various times, throughout the academic year, the Leadership Team and each class teacher discuss the progress of each child – particularly in Key Stage 2 – monitoring the levels that the child is hoping to achieve during the Summer Term assessments. These are then discussed with the parents at individual interviews and what has to be achieved to ensure that the targets are reached. During the Spring Term, the teacher, the parents and the child discuss the progress that has been made towards achieving these targets. We feel that it is in this way that both parents and child are very much part of the educational process.

Parents may also view our curriculum map which enables them to see what their child will be covering in each National Curriculum subject throughout the academic year. It is again another way in which we hope that you as parents will be well informed and feel very much part of your child's education.

It is important that you share with us any queries, anxieties or suggestions that you may have about your child. Your involvement as a parent is invaluable and will add to the knowledge that we have of your child and help us to be effective educators.

Following recommendation by the local authority and the DfES we were awarded Beacon Status, in September, 2002, for a period of three years. Our beacon activities, now embedded in the traditions of the school, involved these strands:

- the encouragement of greater creativity in writing through a range of stimuli;
- encouragement of greater awareness of the skills of using and applying mathematics, particularly involving the use of ICT;
- looking at some of the problems involved in transition from primary to secondary school;
- the development of teaching modern languages in the primary school;
- how to manage a school library;
- the effective deployment of teaching assistants and the management of SEND;
- the effective work of leadership teams;
- investigations in Science.

The purpose of the Beacon status was to share and disseminate good practice amongst local schools, and a variety of courses and resources were made available both to our teachers and to those of other schools in our cluster. This spirit has been maintained through involvement in the Achievement for All Project, whereby we worked closely with schools locally and further afield.

The Governors

Our school has a Body of Governors, who are wholly responsible with the head teacher, for the running of the school. The Governors are parents, teachers, community representatives and people from diverse backgrounds.

The Parent Governors have an important role to play and are elected by the parents of pupils at the school. They participate fully in the decision making process of our school.

Pastoral Care and Discipline

The school is a community in which behaviour is based on mutual respect and consideration for others. The staff have responsibility for all the children in the school as well as the more particular responsibility for the children in their own class. We believe that it is most important that while they are at school, the children feel secure, know that they belong, that their views are valued and that at all times they can turn to adults for help. We are fortunate in that we have few discipline problems at Elmstead, but obviously, from time to time, children lapse and any problem is quickly dealt with. Should a serious behavioural problem arise we would contact the parents immediately. In exceptional cases the head teacher may exclude a child from school for a fixed period, or propose permanent exclusion. Parents have the right to make representations to the Governing Body at the meeting called to consider permanent exclusion.

A copy of the School Behaviour Policy is available on request and can be read and downloaded from the school website.

Our School and Religion

Our school assemblies and teaching set out to emphasise the belief that children should live together in harmony. Our assemblies are important to us as they are closely integrated with the life and work of the school. They are a community experience and so naturally reflect the wider community and promote a greater understanding of other people's beliefs and faiths. Religious Education is taught according to the Authority's Agreed Syllabus. Parents who wish their children to be withdrawn from RE and assembly should consult the head teacher and alternative arrangements will be made in consultation with them.

Sex Education

The teaching of reproduction is an integral part of our Personal, Social Health and Citizenship Education Policy. We try to ensure that throughout the school questions are answered honestly and at the right level of the child's understanding. The programme – revised in 2010 – begins in Class 5, dealing with human reproduction and puberty. Parents are always fully informed and an opportunity is given for them to discuss the programme before it is begun with the children. In teaching sex education the emphasis is very much on caring relationships and is set within the context of family life. A copy of the Policy is available on request and can be accessed on the school website.

Provision for Sporting Activities

The school follows the National Curriculum for Physical Education. We offer the children the opportunity during their primary schooling to learn unihoc, football, netball, basketball, rounders and swimming. These games are taught and played during school time and as extra curricular activities. A fixtures list is organised so some of these games are played competitively within the Colne Cluster of Schools. Athletics is taught during the Summer months and the children participate against other schools at every opportunity. We are fortunate in that we have a school field, a netball and a basketball court.

At Key Stage 2 the time spent in each year on Physical Education is 57 hours, as we have allocated an extra nine hours from the 20% of unallocated time for games which we are entitled to do. The time given to extra curricular physical education activities is as follows, during of course, the appropriate seasons:

- Netball 45 minutes
- Football 1 hour
- Rounders 1 hour
- Athletics 1 hour

All the staff have the skills, knowledge and competence necessary to effectively and safely plan a programme of physical activities for the children they teach.

Extra Curricular Activities

There are a number of extra curricular activities available for the children to participate in - these normally take place after school. After school clubs include football, netball, basketball, rounders, athletics, science, reasoning, art and choir. The clubs tend to change from term to term.

School Organisation

In this academic year and for the foreseeable future Elmstead School has seven classes, one for each year group. The class sizes are as follows:

- Reception Class: 30
- Class 1 30
- Class 2 30
- Class 3 32
- Class 4 32
- Class 5 32
- Class 6 32
-

During their time at Elmstead children may be taught individually, as part of a group or as a class. The teacher uses his/her professional judgement to decide the most effective way to teach a particular subject.

Children with Special Educational Needs and Disabilities (SEND)

Children with Special Educational Needs and Disabilities are given additional support in the classroom by the Special Educational Needs Co-ordinator (SENCO), SEND LSA's and by the teaching assistant, allocated to each particular class. Help is given individually or in a small group. Parents are informed of the work being undertaken with their children and there are opportunities to talk to the SENCO. The school benefits from the advice and expertise of an Educational Psychologist. A copy of our SEND Policy is available from the school office and school website. It gives information on the allocation of resources, the identification and assessment arrangements for Special Needs pupils and the criteria for evaluating the success of the school's Special Educational Needs Policy. Three days each week, with the support of staff and parents, the Headteacher leads a Wide AWake Self-Help Club, which is held before the start of school and seeks to prepare those children – with certain difficulties – for the day ahead.

The school places great emphasis on the acquisition of reading skills and the testing of each child's reading age is done once a year, and reported to parents. Support is always given if we have a concern about a child's reading and this too is discussed with parents.

School Sessions

- School opens at 08.40. (Wide Awake Club begins at 08.25)
- School starts at 08.50.
- Morning break is at 10.30 - 10.45.
- Afternoon break (Key Stage 1 only) 15 minutes at a time chosen by each class teacher.
- Lunch is at 12.00 - 13.00.
- Home time is at 15.15. (Clubs normally end at 16.15, unless otherwise stated).
- Terms dates for the academic year are posted on our website, with reminders published in the weekly Newsletter, with a regular diary feature.

School Uniform

The school expects every child to wear school uniform, which may be purchased at many of the main chain stores. Some items are available for sale from school at cost price.

Homework

Elmstead Primary School first introduced a formal Homework Policy in the academic year 97/98, and parents are informed at the beginning of the school year what will be expected of their children. This was updated in 2008. Transition meetings between each class, are held in July and reinforce this.

They will also be given spellings / multiplication tables to learn each week and they will certainly bring books home to read. We welcome your involvement and expect your help in ensuring that the children do their homework.

Arrangements for Parents to Visit the School

In 2009 the children all entered the Reception Class in September, for the first time, with virtually all having attended Elmstead Nursery. Each child, in the Nursery, now regularly spends time each week coming over to the main school - this they enjoy and proves very successful. There is also an evening meeting when parents are invited to look around the school and hear more from the Headteacher and the Reception Class teacher about Elmstead School Policies and our approach to education.

During the academic year there are formal opportunities for parents to come into school to discuss the education and welfare of the children. In October and March we have parent / child consultation meetings, whilst parents are encouraged to come into school for class assemblies and other events. There is also the opportunity, after arrangements with the class teacher concerned, for parents to come in after school on one day during the week – between 15.15 and 15.30 – to look at the work of their children.

Parents are always welcome and if there are any worries or concerns it is important that they come in and discuss them straight away.

School Admission Arrangements

We admitted our rising fives in September and January for the last time in 2008. From 2009 we moved to September entrance only. Their entry into school is gradual, but they were all in full time education by the half term. Each child completes an Early Years Foundation Stage Profile assessment – a process they start in the Nursery – as they progress through their first year. It enables us to compare individual performance with national data, therefore it a useful guide in planning the Early Years Curriculum for each child.

The number of registered pupils at the beginning of the current year 2011 was 215.

**School Admissions Policy – with effect from September 2012
Policy and Numbers**



(a) Reception

As required by law, this school provides for the full-time admission of all children offered a place in the Reception year group from the September following their fourth birthday, without reference to ability or aptitude.

Children are admitted as follows:

September - those children who are five between 1st September and the 31st August of the following year.

Again, as required by law parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in the school year. Where entry is deferred, the school will hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. Parents can also request that their child attends part-time until the child reaches compulsory school age. For parents opting to take up a part time place this would be mornings only. Where parents choose to defer entry, the school may reasonably expect that the child would start at the beginning of a new school term/half term.

The Governors have decided that in line with Government legislation the planned admissions limit for the Key Stage 1 classes will be 30 pupils for the academic year 2012 / 2013.

Parents wishing their children to be admitted to the school from September 2012 should make an application on a common application form in accordance with Essex LA's scheme for co-ordinated admissions. These forms will be available from the school or from the LA. The closing date for the applications is in line with Essex LA's published arrangements for admissions during the coming year. Parents will also be asked to submit to the school a supplementary information form, which can be obtained from the school office.

Governors cannot guarantee a place for any child from either the catchment area or for a sibling, who is out of catchment. All applications are handled centrally by Essex County Council Planning and Admissions following their published guidelines on co-ordinated arrangements.

Statemented pupils whose statement names the school will be admitted irrespective of our admissions criteria.

(b) Over-Subscription

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

- i. Looked after children.

- ii. The children who live within the boundaries of the existing catchment area who have a sibling currently attending the school.
(A map of this area is available from the school)
- iii. Other children living within the catchment area.
- iv. Children living outside the catchment area with a sibling attending the school.
- v. Children who attend Elmstead Nursery
- vi. Remaining applications

(c) Note

In allocating places, proximity of the child's home to the school, with those living nearest being accorded the highest priority will be the determining factor. Distances are calculated by the Local Authority by use of a Geographical Information System which accurately measures the distance from the home address to the school.

Admissions Years 1 - 6

The Governors have determined that the present admission limit for Years 1 and 2 should be 30 pupils; this is in accordance with Government Legislation. For Years 3, 4, 5 and 6 it will be 32.

Any applications, to take up a place from September of the next academic year, will be dealt with after the 31st May.

Over Subscription Years 1 - 6

The policy set out above will be applied in the event of over subscription to any of the year groups 1 - 6.

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Elmstead Primary School Association

We have a very active School Association which arranges many social functions and fund raising activities for the benefit of the school. All parents automatically become members when their children join us. The Association provides funds for a great deal of the equipment and their support is very important to the well being of the school. Information is available on the school website.

Attendance

Summary statistics

Percentage of pupil sessions (half days) missed through authorised absence, for 2010 – 2011:	5.1%
Percentage of pupil sessions (half days) missed through unauthorised absence, for 2010 – 2011:	0.3%
Target percentage for pupil sessions (half days) missed through authorised absence, for 2009 – 2010:	4.3%

Key Stage 1 Standard Assessment Tasks

These tables show the percentage of eligible children at the end of Key Stage 1 achieving each level in the school in 2011.

The number of eligible children is 30
Figures may not total 100 per cent because of rounding

TEACHER ASSESSMENT									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking & Listening	0%	3%	63%				30%	0%	0%
Reading	0%	13%		3%	30%	20%	30%	0%	0%
Writing	0%	10%		13%	30%	27%	17%	0%	0%
Mathematics	0%	7%		27%	23%	23%	17%	0%	0%
Science	0%	3%	77%				17%	0%	0%

W represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1.
P levels 1-8 may be recorded alongside the 'W' as 0.1 – 0.8

Key Stage 2 SAT Results

These tables show the most recent statutory assessment results of Year 6 children, at each level in the school in 2011.

The number of eligible children is 32.
Figures may not total 100% because of rounding.

TEST RESULTS							
Subject:	Percentage at each level:						
	Below Level 3*	3	4	5	6	Pupils Disapplied	Pupils Absent
English	0%	25%	38%	34%	0%	0%	0%
Reading	0%	13%	25%	59%	0%	0%	3%
Writing	0%	28%	56%	9%	0%	0%	3%
Mathematics	0%	25%	38%	38%	0%	0%	3%

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

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

Details of the Complaints Procedure in Respect of Curriculum Matters

There is an official complaints procedure should any parent feel that the school is not fulfilling its duty in delivering the legally required curriculum. This can be initiated by a formal letter to the Chair of Governors. Full details of the procedure are available from the School Office.

Since the school always tries to maintain good relationships with parents it is hoped that any problems or difficulties can be resolved by talking to the Headteacher.

Policies

1. Charging and Remissions Policy for Activities in School Time

This Policy which has been agreed by the Governing Body is available online or from the school office.

The Education Reform Act 1988 establishes the basic principle that the education provided by any maintained school should be free of charge. This requires that there should be no school admission charge and no charging for any related activity which takes place during school time. However, there are exceptions to this which are included in the full Policy Statement.

The value of school visits is accepted as educationally sound and good practice. Within the Education Act it is possible for a school to ask for voluntary contributions from parents, therefore the Governors have approved a number of amendments which are contained in full in the Policy.

2. Curriculum Statement Policy

The Governing Body accepts the Local Education Authority's Policy Statement and our school curriculum documents are reflective of this Policy. They are available for inspection from the school office or on the school website.

All school policies - Instruments of Government, the Minutes and Agendas of Governors Meetings and termly curriculum planning for all classes are available to parents at any time, from the school office. Should parents want to see circulars sent by the DfE and the OFSTED Report on the school, or any documents relating to the curriculum, do ask at the School Office.

The Future of our Children

Together as parents and teachers we are preparing our children to face the challenge of the future, they need our encouragement to develop the flexibility and the skills to deal with and succeed in a world which is becoming increasingly complex in its demands on individuals.

We want our children when they leave Elmstead School to:

- feel prepared to take on the challenge that secondary school offers;
- have a real enjoyment of learning;
- be able to make informed choices and decision about matters that concern them;
- be aware and sensitive to the beauty of our world;
- feel a sense of responsibility to those around them, and
- feel good and confident about themselves

Above all as teachers and parents we are responsible for encouraging our young to give of their very best and we could do no better than follow these words which were said of Michelangelo before he began painting the ceiling of the Sistine Chapel in Rome,

'his nature is such that he requires to be drawn out by kindness and encouragement. If love be shown to him and he be treated really well, he will accomplish things that will make the whole world wonder'

Safeguarding

Elmstead Primary School
fully adheres to the National Policy of Safeguarding all children,
particularly in respect to the appointment of new members of staff, voluntary
helpers and school governors.