

BROAD HEATH SCHOOL PROSPECTUS

2016-2017



JANUARY 2016

BROAD HEATH PRIMARY
Hanford Close, Coventry, CV6 5DP

If you find this document difficult to understand, and would like help in reading it or translating it, please ask the school.

ENGLISH

আপনার যদি এই কাগজ পএগুলো বুঝতে অসুবিধা হয় এবং পড়তে অথবা বিস্তারিত ভাবে মাতৃভাষায় বোঝার জন্য সাহায্যের প্রয়োজন মনে করেন তাহলে অনুগ্রহকরে স্কুলে যোগাযোগ করুন।

BENGALI

જો તમને આ કાગળો (ડોક્યુમેન્ટ્સ) સમજવામાં મુશ્કેલી પડતી હોય, એને વાંચવામાં કે તરજુમો કરવામાં મદદની જરૂર હોય, તો મહેરબાની કરી સ્કુલમાં પુછપરછ કરો.

GUJARATI

यदि आप को इस लिखित को समझने में कठिनाई प्रतीत होती हो और पढ़ने में या अनुवाद करने में सहायता चाहते हों तो स्कूल से सहायता प्राप्त करें।

HINDI

ਜੇ ਕਰ ਤੁਹਾਨੂੰ ਇਸ ਲਿਖਤ ਦੇ ਪੜ੍ਹਨ ਜਾਂ ਸਮਝਣ ਵਿੱਚ ਕੋਈ ਮੁਸ਼ਕਲ ਆਉਂਦੀ ਹੈ ਅਤੇ ਤੁਸੀਂ ਇਸ ਸਬੰਧੀ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਸਕੂਲ ਨਾਲ ਤਾਲਮੇਲ ਕਰੋ।

PANJABI

اگر آپ کو اس دستاویز کے سمجھنے میں مشکل پیش آئے اور آپ کو اسے پڑھنے یا ترجمہ کرنے میں مدد کی ضرورت ہو تو براہ مہربانی سکول سے رجوع کریں۔

URDU

Broad Heath Primary School
Hanford Close
Coventry
CV6 5DP
Tel: (024) 76689558
www.broadheath.coventry.sch.uk

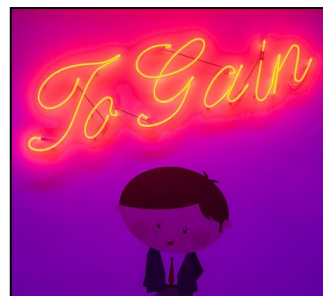
Head Teacher:	Mrs Jane Frankish
Chairman of Governors:	Cllr Abdul Khan
Classification:	Community Primary Mixed
Age Range:	4-11 Years
Number on Roll:	486 + Nursery (52)
Admission Limit:	90* (see notes)
School Hours:	KS1 9.00am - 11.40pm 12.30pm - 3.15pm KS2 9.00am - 12.30pm 1.15pm - 3.15pm Reception 9.00 am - 11.30am 12.30 pm - 3.15pm Nursery 8.30 am - 11.30am 12.30 pm - 3.30pm

SCHOOL GOVERNORS

Mrs Jane Frankish (Head)	Cllr Abdul Khan (Chair)
Miss Lesley Davies	Mrs Nazreen Khan
Miss Emma Eyre	Mr Naeem Arif
Mrs Freda Lambert	Mr Steven Masih
Mr Roger Medwell (Vice chair)	Mr Qumer Riaz
Mrs Tessa Roxburgh	Mrs Marie McAree
Miss Laura Dewar (Observer)	
Miss Jade Redhead	

Broad Heath School is at the heart of the diverse and lively community of Foleshill. The school welcomes that diversity and aims to ensure that all pupils “gain” from every activity they do, from the moment they come through the school gates, to the time to go home.

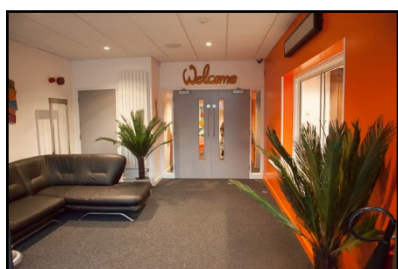
Broad Heath aims to offer high quality education that develops caring, confident children with enquiring minds. We aim to achieve this by:



- Creating a positive, constructive and challenging atmosphere in which children can grow and develop their full potential.
- Giving children a wide range of activities that develops independent skills and furthers their learning.
- Providing children with opportunities to achieve high standards.

Originally, Broad Heath was in an old Victorian building in Broad Street, but in April 2000 the school moved to a modern building in St Paul’s Road with airy classrooms. It has good playgrounds and plenty of grassy areas where the children can exercise and have fun. Activities are provided that encourage physical exercise. The school is small enough to care for the needs of each individual child, whilst large enough to provide a full, rich and varied curriculum

Starting School



Staff and Governors will be happy to help you make arrangements for your child to attend this school. Either telephone (024) 76689558, or call into the school office to put your child’s name on our admissions list.

Parents contacting us for the first time are welcome to visit the school. **Please make an appointment so that we can show you around and answer your questions in a leisurely and relaxed manner.**

We believe that children succeed and make much better progress when parents and children work together. For parents of children starting school, our induction process to being part of the school team includes:

- An open evening in the Autumn Term which will enable parents to meet their child/ren's new teacher and exchange information. These are held over a week as there is an expectation that ALL parents/carers attend.
- A second parents/teacher meeting in the Spring Term, when further targets are set for the children and their achievements and learning are discussed.
- A final parents' consultation whereby parents pick up reports and discuss their child's achievement and attainment over the year.
- Other regular invitations are given to parents to meet their child's teachers, which are set throughout the year via open days' project days and assemblies.
- A **HOME-SCHOOL** agreement that clearly shows our and your responsibilities with the school and your child. This will be explained and there is an expectation that it is followed and agreed to. Both home and school is accountable for all that happens in the learning process.

Parents and School

We wish to have excellent **HOME-SCHOOL** links so that you can help in the development of your child achieving their full potential.

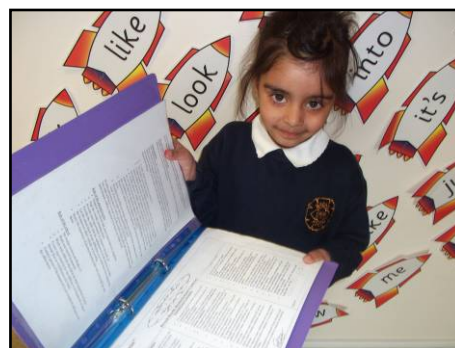
We keep parents informed about the work of the school by sending monthly newsletters about all the things the children have done, as well as informing you about important dates you need to know. Notices are put on the two entrances to the school.

We have an appointed team called our pastoral team that holds meetings, shares key learning opportunities and home visits to ensure protocol and procedures are followed.

The **Home School Agreement** is renewed each September and assessed with new parents. This clearly sets out the expectations of the child, the parent and the school. We do this because we feel it is very important that we understand and are clear about the role that each person is to play in the home/school partnership. Parents who have difficulty following it will be contacted by the school.

All children from Reception onwards are supplied with a homework folder. Each half term parents will be given a forecast about the work their child/ren will cover. Each half term a planner is sent home with specific learning objectives in English and Maths. Homework is set to support these targets, as well as weekly spellings and reading. **The extra practise that you can give is vital to success.**

Your child may also be asked to finish off a piece of work at home, or research an area of study that is being taught at school. The local library has excellent resources including a range of books in other languages including Bengali, Gujarati, Hindi, Punjabi and Urdu and the school regularly visits it.



We encourage parents to ask questions and to give constructive feedback. You can do this by writing, phoning or visiting. You may also wish to comment via the planner which is sent in your child's homework folder. Parents are welcome to visit the school at any mutually convenient time and we will always find someone who is willing to listen, support or receive. You can also visit our website at www.broadheath.coventry.sch.uk which will give you further contact details.

We welcome parental help in school. Some **parent helpers** choose to come in on a regular basis and these will have to be CRB checked, others offer occasional help such as going on school outings. Any time offered is quality time and we will always gratefully receive any help given.

School Uniform

There is an expectation that all children wear school uniform, as we believe the ethos of teamwork is reflected in this shared appearance. Our school uniform is

- A navy blue sweatshirt
- Grey/black/navy skirt or trousers
- White/blue polo shirt
- School shoes not trainers
- Summer dresses in blue and white checks or stripes
- Salwaar Kameez in navy blue.
- Headscarves - If headwear is to be worn for religious reasons it should be in the style of a bandana ensuring eyes and ears are visible.



Further details about how you can order uniform are available from the office.



P.E. per week.

For health and safety reasons, it is important that children have a change of clothes for Physical Education. **PE kit must be sent into school on a Monday!** Children must not come to school wearing the clothes they intend to wear for P.E. lessons. Shorts and a tee shirt are needed for PE and tracksuits are permissible for outdoor games. Plimsolls or flat-soled trainers will be needed for outdoor sessions. All children do at least 2 hours of



All children from Years 2-6 do a weekly swimming lesson at the school and require appropriate clothing for this session.

Parents are reminded that watches and jewellery are dangerous and should not be worn to school. Due to health and safety issues, children are not permitted to wear jewellery. Please remember that children should

never wear glass bangles.

How the School is organised

Children aged 3, 4 and 5 go into the Nursery and Reception classes. This is called the Early Years Foundation stage. This leads on to Key Stage 1, which is years 1 and 2 (for children aged 6 and 7) and then on to Key Stage 2, which is year 3, 4, 5 and 6 (for children 8, 9, 10 and 11).



All children are taught in classes with pupils of their own age.

Group work, is a regular feature of the school day. Each group of children have specified targets to support their learning needs. This way of studying allows children to share ideas and co-operate in solving problems and discussing options available to them. Children who are progressing more slowly in their studies and require extra tuition, or those that are more capable, will be grouped together also. The school recognises that some children are gifted and talented; at Broad Heath we try and recognise those gifts and talents by creating modules of work that are suited to their needs and which are taught each half term.



Our School Day

We offer a free breakfast club 8 – 830am each day Children not attending need to arrive at school between **8:30-9:00 am in the morning**. All children are allowed in classrooms from this time. (There will be no teachers on duty before 8.50 am each day. All the children who come into school before this time will be unsupervised and do so at their own risk). If children go home for lunch they should return by a mutually agreed time depending on key stage. Breaks and lunchtime are supervised, if it is raining all our children come inside into their classes.

- **Morning learning starts at 9:00am and finishes at various times depending on the age of the child.**
- **Afternoon learning starts at various times but Early Years, KS1 and KS2 finish at 3:15pm apart from Nursery which finishes at 3:30pm.**

It is important that children are at school for 9.00 am because the whole school does Basic Skills from 9-9:20 am every day. This is an opportunity to practise reading, writing and maths skills and we believe that these are vital skills that will ensure children gain in all subjects.

For children having lunch in school, we have a choice of healthy meals and can cater for those with special dietary requirements. If parents wish, children may bring a packed lunch provided that secure plastic containers are used for both drink and food.

We do not allow **chocolate or sweets** except on a Friday (Treat Day). We also do not want crisps being brought in every day. We very much encourage children to eat a healthy balanced diet and address the 5 a day requirement.



Meals are paid for weekly on the first day of school. It is important that meals are ordered at the start of the morning school. Meal arrangements must only be changed at the start of a new $\frac{1}{2}$ term **and not each week.**

For more information about free school meals, contact the SCHOOL OFFICE.

At the end of the day, parents wait on the playground and the children go out to them. Teachers are available should you wish to talk to them. The Head teacher can be found on the playground most mornings/nights, wishing parents and children a “Good Morning/Evening.” Parents are welcome to talk and discuss any issues they feel are important with her at this time, or alternatively they can contact her when the need arises.

Curriculum Information

The curriculum is the framework within which teaching and learning happen.

The school curriculum is more than just a list of subjects on a timetable. It is about the way we teach and discovering the best ways for each individual child to learn. Visit us and you will immediately see the wide range of practical work and activities used to help children to learn. Games, drama and Computing are regularly used in each lesson.



Each year, educational visits are planned which support the children’s learning targets. These too are an important part of our whole curriculum.



Governors support the policy of assisting children whose first language is not English by employing bilingual adults, throughout the school. With their

help, tuition can be reinforced, in the child’s preferred language if available, **but we actively encourage all children to be confident as English speakers.**

Personal, Social and Health Education curriculum runs throughout the school and sex education forms part of the work on human development. We believe that children should be prepared for the physical and emotional changes in their bodies, before they occur. This sensitive subject is taught in an appropriate way with a strong emphasis on loving, caring and happy relationships, particularly within the family. Children will be taught how to manage their feelings toward themselves and others at home, in the school and their wider social circle. They will also be taught the importance of responsibility and how their actions have an impact on others.



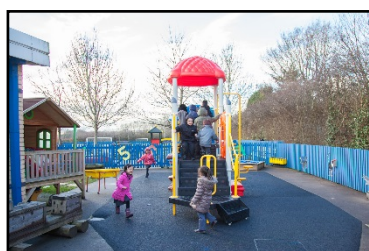
Videos and other materials are used in the classroom to support this sensitive, yet important area of the curriculum. They are available for parents to view if they wish. Governors would urge parents to look at the material used, so that they are aware of their children's learning and can talk to their child about what they have been taught. Parents do have the right to withdraw their children from sex education lessons.

Curriculum Organisation

The school is organised into year groups, wherever possible. Each year group follows a curriculum suited to their needs. All years study the range of subjects in the National Curriculum, but there is an emphasis on cross curriculum links and themes whenever possible, as we feel that this ensures the subjects are not taught in isolation and children are able to see the links in many subject areas.



Foundation Stage



The Early Years Foundation Stage is for pupils aged 3 to 5 years i.e. Nursery and Reception. This is a key phase of children's education. We build upon the basics skills for making our children into successful learners. We value parent's support in helping their children, and the school runs workshops during the year to develop this partnership.

Each Friday afternoon there are 'stay and play' sessions, which parents are invited to and are extremely enjoyable and informative. There are also numerous parental workshops held at the school.

National Curriculum: Years One to Six

Pupils in Years 1 and 2 do work which covers Key Stage 1 of the National Curriculum. Those in years 3, 4, 5 and 6 focus on units of work, which address Key Stage 2 objectives. A major part of our curriculum is English and speaking and listening. The

school develops English skills as part of the Primary National Strategy and within each subject area.

This involves children being interactive in a shared setting, then developing skills in smaller groups and finally reflecting upon their learning targets in a shared session at the end.

The school has an English lesson each day and a further two and a half hours of extra English skills work is taught throughout the week. This could involve drama, speaking and listening opportunities, playing games designed to enhance their writing/reading skills, handwriting challenges, reading newspapers etc.



In Mathematics, the children are taught units of work, based on the national curriculum. Children are taught about numbers and given opportunities to further their mathematical understanding through practical challenges and pencil and paper investigations. Skills are also reinforced through paper exercises.

In Science, children are taught about various subjects and are encouraged to experiment and discover things for themselves, sharing and recording their findings, in a systematic way. We encourage all children to experiment and find things out through observation and interpretation of data.



Curriculum Subjects-National Curriculum Foundation Subjects

There are: History Geography, Art, Music, Technology (including information and Communication Technology,) Physical Education and PSHE.



Our approach to teaching these subjects is similar to the above. All children are taught schemes of work that are appropriate for their age. They are also given a variety of

opportunities to link ideas together so that learning targets are being reinforced in different settings and in a fun and creative way.

Computing

When the school was built in 2000, an ICT Suite was created. This houses computers and printers so that children can be taught as a class, but also pursue their work individually. In 2009 our school was enlarged so we were lucky enough to gain another IT suite!

Interactive Whiteboards have been installed throughout the school. They are used to support the children's learning and bring a sense of fun and excitement in to the lessons.



We also have a Green Room which develops computing skills and allows us to create memorable videos many of which are on our website.

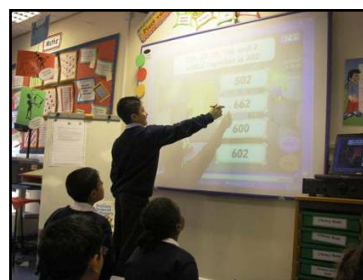
The Arts (Music, Art, Drama)



Classroom work is on display for all visitors to see. We see the arts as something that enriches the whole child. We encourage children to paint, draw and perform. We believe that this approach fosters a child who is confident, a child who is positive and as child who wants to learn. All the experiences provided, whether they are: musical, dramatic or artistic are planned so that the children “gain.”

Information Technology will be used wherever possible, across the curriculum. The School has IT Suites, which are used by all classes as well as numerous iPads.

Each class has its own freestanding PC with colour print facilities. This means that skills learned in the suite can be expanded upon in the classroom context. The whiteboards are also used to broaden learning experiences. Children use them regularly as a class or a small group to support their learning. We also have a green room so that children can make exciting and creative blogs.



PSHE (Personal and Social Health Education)

We have clear schemes of work and we give a lot of time to this subject, we believe that their personal qualities or individuals are worth sharing and reflecting upon. The school spends a great deal of time ensuring that we care for our pupils. Positive attitudes, respect and equality for all are extremely important at Broad Heath and are of high profile in the school. We also believe that Broad Heath pupils should be model citizens in school, in the community and in Great Britain.

MFL (Modern Foreign Languages)

In KS2 we teach another language and this is Spanish. The older children are also encouraged to visit Spain and apply their skills.

Assemblies and Religious education



We offer an invitation to everyone, whatever their personal beliefs, to share in the development of a caring school community by attending a range of assemblies that celebrate various key religious events eg Diwali, Eid, Christmas. Class assemblies are held each term.

We encourage children to think about humanity and how to live in harmony. Assemblies include talks on behaving appropriately and showing respect towards teachers, pupils and adults. We believe we are all equal and that differences do not cause problems, rather they enrich our lives.

Assemblies are important, they set the tone for the whole school as a caring community. We often think about our own behaviour, hear about moral and human issues and share a sense of spiritual togetherness through stories, prayers and songs from **all religions**.



We hope that families will accept our invitation for their children to come to our assemblies and to share in the development of a caring school community. If parents have any worries or doubts, they have the right to ask for their child to be withdrawn from religious education and collective worship. Parents should contact the Head Teacher to discuss acceptable alternative arrangements.

Our school prayer is:

*God is good to me,
God is good to me,
He holds my hand,
He helps me stand,
God is good to me,
God is kind to me,
God is kind to me,
He helps me pray,
He leads the way,
God is kind to me.*

Special Needs

Children differ quite widely in their ability and rate of development. At Broad Heath, we strive to match the children's needs, with the kind of teaching that supports their

development, at every moment of time. This approach to learning supports the gifted and talented children, as well as children whose academic, physical, social and emotional development is giving us cause for concern at any point in their schooling.

Children with Special Needs, are supported by a careful analysis of their requirements. In certain cases, this will involve the expertise and knowledge of specialists- e.g. health adviser or school psychologist. We strive to ensure that all children are supported and not excluded from whole class teaching, although there may be occasions when these children need to be taught individually or in small groups.



Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.

A copy of our full Special Needs Policy is available on the school website under SEND.

Pastoral Care and Behaviour

The school aims to create a happy working atmosphere. The pastoral care of pupils is the responsibility of the class teacher, supported by the Head Teacher.

We have clear rules, which teach children about the need for order, routine and respect of people and property. Ofsted 2014 stated we were outstanding in this area in terms of our practices.

Disruptive anti-social behaviour will be dealt with firmly. Children may lose privileges or be removed from their normal groups.

Parents will be contacted at an early stage, if any child begins to create "problems," which need parental involvement, so that a joint approach for improvement can be agreed. We want children to develop assurance and self-reliance. They are given as much independence as possible within the framework of school organisation, to enable this to happen. The rules that we do have, are mainly for the welfare and safety of all pupils, so that all children "gain."

Good behaviour is rewarded with appropriate responses and praises to the pupils as well as their parents. Rewards are given which include: trips, small presents, sweets and certificates.

A copy of the full behaviour report as well as the care and control policy is available on the school website.

Raising Standards

At school we are constantly concerned with raising the standards of performance of our children. We know that you share our aims and hope that this information will help you to see how we may work together.

To raise standards of work and behaviour our policy is to **reward all children who:**

- Work hard and make efforts to succeed
- Produce good work.
- Are well behaved.
- Show kindness, consideration and are helpful.
- Are good citizens of Broad Heath Primary School.

Rewards include:

- Stickers. Children are often sent to the Head Teacher to show their good work. They will receive praise, recognition and a sticker for their extra special efforts.
- Certificates. Good Work will be discussed in assembly and a certificate of excellence will be awarded. Certificates are also awarded to those children who show a caring attitude towards pupils.
- Extra privileges. These will include the option of choosing an activity they want to do, sweets and extra playtime may also be given.
- Trips.



What happens when children do not do their best? Here are the methods we use:

- Encouragement and targets set to improve on poor work.
- Extra completion time for unfinished in break/lunch or repetition of work may be used
- Letters are sent to Parents/Carers informing them of our concern about their child.
- Constant poor performance is discussed with Parents/Carers.
- Targets are devised to improve performance.
- Behavioural targets are set.

Societies and Activities

Physical Education is taught according to the guidelines in the National Curriculum.

The school enjoys playing a variety of different sports such as football, hockey and basketball. These are taught in PE lessons but occasionally, coaches will come to the school and coach the children. Sometimes these activities are free, but at other times, at a small cost may be incurred for such an experience.



Recorder lessons and drum lessons are given free of charge to children in KS2.

It is our intention to give children an opportunity to develop skills in a wide range of physical activities. In doing so, we hope to develop physical and mental skills, that can be built upon in later life, at Secondary School and beyond.

The school has excellent I.C.T facilities, which include a fully fitted suite of Internet linked computers and whiteboards in each class. Children often use these facilities to support their learning at lunch times and our IT technician is willing to support children and parents if needs arise.

Throughout the year a variety of clubs will be available to KS1 and KS2 children run by staff members. At the moment these are free.

Changes to be made after the school year

No substantial changes are anticipated in the above information. Should any be made, parents will be informed by addition information stapled to the prospectus.

Trips

We feel that trips are vital in developing the child not only educationally but providing them with the opportunity to develop social skills and contribute in the wider community.

The Governing Body of the school has established a charging and remissions policy, which will allow for educational visits to continue. The main points are summarised below:

- Governors have established a fund to which you are invited to make voluntary contributions.
- On any visits requiring board and lodging, full costs will be charged. An exception to this is authorised visits to Plas Doly-y-Moch and Spain, where charges will be current with Council Policy.
- Optional extras or visits- actual cost will be charged.
- Materials used in school (not clothing) - school will provide all materials. In the case of craft lessons, a small charge may be made, if children take the product home.
- Remissions of charges: Where parents are in receipt of Family Benefit or Income Support, under the terms of the Social Security Act 1986 you have an entitlement to free or subsidised places on school trips. Please enquire further at the school. Such remissions will be financed from the School Trip Fund.

The Full policy document is available to parents on application to the Head Teachers office at the school.

ADMISSIONS POLICY FOR LOCAL AUTHORITY COMMUNITY AND CHURCH OF ENGLAND (VOLUNTARY CONTROLLED) PRIMARY SCHOOLS

The School Standards and Framework Act 1998 requires all infant (Years R, 1 & 2) class sizes to be limited to a maximum number of 30. Admission Numbers are therefore based on multiples of 15 and 30, which helps schools to organise infant classes of 30 or fewer.

1. Admission Number

The school's admission number for Year R is: 90

2. Admissions Criteria

The admission arrangements for the school are controlled by the Children, Learning and Young People's Directorate of Coventry City Council. To apply for a primary school place parents should complete the application form contained in the booklet "Primary Education in Coventry 2016" or you can complete an on-line form at the following web site address: www.coventry.gov.uk/admissions

The local authority operates a policy of "equal preference".

Parents will be able to apply for up to three schools. All three schools listed will be looked at as equal choices. However, parents should ensure they list the school they most want their child to attend as their first choice, followed by their second choice and then their third choice. All three schools will be considered against the respective over-subscription criteria for the schools chosen. Should the Authority be able to offer a place at more than one of the schools listed it will decide which single place to offer in accordance with the order in which the choices are listed.

For example:

- If a place can be offered at all three schools listed then a place will be offered at the school listed as first choice.
- If a place can only be offered at the schools listed as choices 2 and 3, a place will be offered at the school listed as choice number 2.

In all instances the Authority will endeavour to offer a place at the school listed first but parents are advised to read the admissions policies of all the schools requested so they can judge the likelihood, or not, of being offered a place at the school they most prefer.

If there are more requests for a school than there are places available within the school's admission number, places will be allocated in Local Authority Community and Church of England (Voluntary Controlled) Schools in accordance with the following criteria and in the priority order shown below:

- to children who at the time of admission are in public care (looked after children);

- to children who live in the catchment area served by the school, with a brother or sister at the school or corresponding Junior School in the case of separate Infant and Junior Schools, **provided that the brother or sister will continue to attend that school the following year;**
- to other children who live in the catchment area served by the school;
- to children with a brother or sister at the school or corresponding Junior School in the case of separate Infant and Junior Schools **provided that the brother or sister will continue to attend that school the following year;**
- to children by reference to the distance to the preferred school. A straight-line measurement will be made from the child's home address to the centre of the preferred school site. The address used must be the child's permanent home address. The shortest measurement will have the highest priority.

Special Educational Needs

If a child has a Statement of Special Educational Needs which names a school, they must be admitted to that school.

Looked after Children

Priority will be given to children who are in the care of the local authority or provided with accommodation by the authority. A looked after child is defined in Section 22 of the Children Act 1989.

Brothers and Sisters

The City Council sees the benefits of children from the same family attending the same school and gives priority to brother and / or sister* connections in its policy for allocating places. However, where schools are over-subscribed no guarantee can be given that places will be available.

*This also applies to stepbrothers, stepsisters, half brothers, half sisters and adopted brothers and sisters living at the same address.

Exceptional Grounds

Exceptional Grounds are circumstances that can only be catered for by one particular school. All Coventry schools are resourced in the same way and have similar facilities, and therefore there are very few exceptional grounds that mean a child can only attend one particular school. For example, all schools are able to cope with common childhood illnesses such as asthma. Although childminding and childcare arrangements are very important to a working parent, it is not possible to take account of such arrangements when allocating school places. They will not be accepted as exceptional grounds.

Applications on exceptional grounds will initially be considered by the Business & Performance Manager and Admissions Manager and referred to relevant professionals where considered appropriate. All applications on exceptional grounds must be supported by independent professional evidence, e.g. report from

consultant psychologist. Head Teachers, Class Teachers Elected Members and other Council employees are NOT permitted to support applications, any information submitted from such sources will be disregarded. Where it is decided that the grounds are not sufficient, or no additional information is submitted, the application will then be considered against the remaining admission criteria.

Distance

If it is not possible to meet all of the requests in any one of the categories described above, the City Council will prioritise the requests within that category by reference to distance. A straight-line measurement will be made, using a computerised mapping system, from the child's home address to the centre of the preferred school site. The address used must be the child's permanent home address. The shortest measurement will have the highest priority.

Deferred entry into Primary School

Legally a child does not have to be educated until the term after their fifth birthday. Parents may feel their child is young for their age, or there may be other reasons for wanting to delay their entry to school. This is called deferred entry.

In this situation applications for a place should be made in the normal way. The authority recommend that the parent / carer contacts the headteacher of the preferred school to discuss the matter in more detail prior to submitting the application form. If the parent / carer then decides to apply, a place will be reserved until the child starts – the Authority cannot allocate it to another child.

Parents / carers cannot assume however that an application for a deferred entry place will be successful. It will be considered alongside all other applications in accordance with the general City Council admissions policy.

Children currently attending Local Authority Maintained Nursery Classes

Parents of children already attending Nursery Classes will also need to complete an application form in order to request a place at their preferred Primary School. The policy of the City Council is not to provide nursery classes at every school, but to provide classes which serve a wider area than the school's catchment area. The number of part-time places available in a nursery class therefore often exceeds the number of places available in the Reception Class in the same school. **The City Council cannot therefore guarantee that a pupil who is admitted to a school's nursery class will be admitted to the same school.**

Late Applications

All applications received up to and including **15 January 2016** will be treated as on time.

All Applications received after 15 January 2016 will only be considered after offers are made to all on time applicants on 16 April 2016. This means that late applicants are only likely to get places at schools which are not full on 16 April 2015.

After 16 April 2016 all late applications will be considered along with applicants who have had a change of circumstances e.g. those who moved addresses too late for their new address to be taken into account. We will then make offers to all those in a second round of offers in May 2016.

Waiting List

The Authority cannot always offer places at a preferred school. If this is the case the child's name will be automatically placed on the Waiting List for community and voluntary controlled schools. If places become available, the Authority will allocate the places to those who best meet the admissions criteria. Applicants may therefore move both up and down the list depending on whether others joining the list better meet the admissions criteria. Voluntary Aided schools will operate their own lists in conjunction with the Local Authority.

Waiting Lists will remain in operation until the start of the 2016 Autumn Term. Thereafter, parents will be required to register their interest in the preferred school every 21 days otherwise they will be deemed to have withdrawn their interest.

Parents whose preference is not met by the Children, Learning and Young people's Directorate can appeal to an independent appeal panel.

If a school place is offered on the basis of an address, which is subsequently found not to be the child's normal home address, the place will be withdrawn.

Full details of the admissions policy are given in the Children, Learning and Young People's Directorates annual publication "Primary Education in Coventry". From September 2013" copies of this booklet are available from Primary Schools or the Children, Learning and Young People's Directorate in Civic Centre 1, Little Park Street, Coventry CV1 5RS or by telephoning (024) 7683 1622 or 7683 2499.

FURTHER INFORMATION

About the curriculum and related matters

1. The following documents are available for inspection either at school or at the Children, Learning and Young People's Directorate, as listed:

Document	Available at
<ul style="list-style-type: none">• "Entitlement & Achievement", the Curriculum Policy Statement of	School or Children, Learning and Young People's Directorate, Civic Centre 1, Coventry City Council, Little Park Street. Coventry CV1 5RS
<ul style="list-style-type: none">• Curriculum Policy Statement of the Governors of the school.	School

2. The following documents are available for inspection at school:

- Circulars and Statutory Instruments sent by the Department for Education & Skills to the school, referring to the powers and duties of the Governing Body and the Headteacher under Acts of Parliament in relation to the curriculum;
- any published OFSTED reports on the school;
- the schools' policy for making provision for children with special educational needs;
- the schools' charging and remissions policy;
- schemes of work and syllabuses;
- the procedure for dealing with complaints about the curriculum;
- statement of procedures on school records;
- The School Profile;
- the agreed syllabus for religious education adopted by Coventry City Council and the school.

Copies of some of these documents can be supplied to parents. Please ask at school, a charge may be made.

[This list is produced to conform to Education legislation and associated regulations].

Disclaimer

Whilst all the information contained within this prospectus was correct at the time of writing, it should be noted that it relates to the Academic Year 2014/15 and that it should not be assumed that there will be no change before the school year in question or in relation to subsequent years.

TRANSFER TO SECONDARY EDUCATION

Parents/carers will receive a booklet explaining the process for the transfer of children from primary to secondary education in the summer term, when their child is in Year 5.

The Government requires every Local Authority to draw up a scheme for admissions to secondary schools. Coventry's scheme covers every maintained school in the Coventry area (Local Authority, Catholic and Church of England schools). The regulations also require Local Authorities to exchange information with their neighbouring authorities, in our case, Warwickshire and Solihull. Coventry therefore consults with other Local Authorities, Catholic and Church of England admission authorities within its area and annually agrees a scheme for the co-ordination of admissions to secondary schools. The main aim of the scheme is to ensure each child receives the **best possible single offer of a place** at a secondary school based on the choices made by parents/carers.

Parents/carers of children living in Coventry will be able to apply for schools in Coventry and outside of Coventry on the application form supplied by Coventry Local Authority.

Parents/carers of children who live outside Coventry may apply for a place at a Coventry Secondary School on the application form supplied by their "home authority" (the authority in which they reside). Their application will be considered alongside those from Coventry residents.

The scheme does not cover Independent Schools.

Detailed information will be forwarded to parents/carers at the relevant time. In the meantime if you have enquiries regarding admissions to Secondary Schools, please contact the Children, Learning and Young People's Directorate, Admissions Team, New Council Offices, Earl Street, Coventry CV1 5RS, Telephone No. 7683 1613.

CHILD PROTECTION

In the interest of safeguarding children there may be occasions when the school has to consult other agencies without a parent's prior knowledge. The school's first concern is the child's welfare and the school has a duty to act to protect the child at all times.

We follow the procedures laid down by the Coventry Safeguarding Children Board and a copy of these procedures is available in the school.

COMPLAINTS PROCEDURE

Your child is entitled to receive a broad and balanced curriculum at school, including all the subjects of the National Curriculum and Religious Education. Schools must also make arrangements for a daily act of collective worship (assembly).

In addition each school must have a charging policy, which explains which school activities will be subject to a charge.

If you feel any matters are not being properly handled as far as your child is concerned, then you may make a complaint.

It is hoped that most complaints can be solved by talking to your child's teacher or Headteacher and making sure there are no misunderstandings. However, parents or guardians have a right to make a formal complaint. A copy of the complaints procedure can be obtained from each school and the City Council's website contains some information and advice. The address is:

www.coventry.gov.uk/ccm/navigation/education-and-learning/schools-and-colleges/complaints-about-schools

BROAD HEATH PRIMARY SCHOOL ATTENDANCE 2013/14

	School Percentage
	(%)
Authorised Absences	2.8%
Unauthorised Absences	0.9%
Attendance	96.3%

Key Stage Cohorts					Percent FSM Pupils					Boys	Girls	SEN	Eth. Min	Abs.	Trans.
2010	2011	2012	2013	2014	Jan-10	Jan-11	Jan-12	Jan-13	Jan-14	2014					
40	56	60	59	60	45%	34%	47%			55%	45%				

Level 2+ Attainment															
Year	Speaking & Listening TA			Reading TA			Writing TA			Mathematics TA			Science TA		
	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-
2010	80%		-2%	83%	85%	-3%	80%	81%	-1%	90%	89%	1%	80%	89%	-9%
2011	82%			84%	85%	-1%	79%	81%	-2%	88%	90%	-3%	89%	89%	0%
2012	88%	88%	0%	85%	87%	-2%	85%	83%	2%	93%	91%	2%	95%	89%	6%
2013	92%	89%	3%	95%	89%	6%	93%	85%	8%	93%	91%	2%	95%	90%	5%
2014	95%	90%	5%	93%	90%	4%	92%	86%	5%	95%	92%	3%	95%	91%	4%

Level 3+ Higher Attainment															
Year	Speaking & Listening TA			Reading TA			Writing TA			Mathematics TA			Science TA		
	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-
2010	10%		-35%	13%	26%	-14%	8%	12%	-5%	13%	20%	-8%	13%	21%	-9%
2011	13%			20%	26%	-6%	14%	13%	1%	14%	20%	-6%	4%	20%	-16%
2012	13%	22%	-9%	22%	27%	-5%	17%	14%	3%	13%	22%	-9%	10%	21%	-11%
2013	14%	23%	-9%	24%	29%	-5%	20%	15%	5%	22%	23%	-1%	12%	22%	-10%
2014	28%	24%	4%	28%	31%	-2%	27%	16%	11%	22%	24%	-3%	20%	22%	-2%

Level 2B+ Attainment								
Year	Reading TA			Writing TA			Mathematics TA	
	Sch.	Nat.	Diff. +/-	Sch.	Nat.	Diff. +/-	Sch.	Nat.
2010	65%	72%	-7%	63%	60%	3%	70%	73%
2011	66%	74%	-8%	64%	61%	3%	68%	74%
2012	80%	76%	4%	80%	64%	16%	75%	76%
2013	85%	79%	6%	78%	67%	11%	85%	78%
2014	87%	81%	6%	80%	70%	10%	87%	80%

Year	Overall APS		
	Sch.	Nat.	Diff. +/-
2010	14.5		-1.7
2011	14.8	15.3	-0.5
2012	15.5	15.5	0.0
2013	16.3	15.8	0.5
2014	16.6		

Sources: School Census (All contextual data), Summer 2014 School Returns (School data), NCER Nexus (National data - note that these are a summary of LA submissions)

Key: SEN: % of pupils with Special Educational Needs (School Action, School Action Plus and Statements), Eth. Min: % of pupils that are non-white British, Abs: % Absence, Trans: Transience, i.e. the percentage of current pupils who changed school after the first term of the Reception year

Key Stage Cohorts				Percent Pupil Premium Pupils				2014 Year 6 Context			
Year	2012	2013	2014	Jan-11	Jan-12	Jan-13	Jan-14	Y6 SEN	Y6 Eth. Min	Y6 Attend	Y6 Trans.
28	35	38	59					47%	53%	91.7%	74.6%
								COVENTRY:	24.9%	43.1%	36.3%

Shading marks that the school value is above (SEN, ethnic minority, Transience) or below (Attendance rate) the city average.

PROVISIONAL

FFT Type A Estimates: 2014 - 2017

Year	RWM 4+	2LP R	2LP W	2LP M
2014	65%	90%	90%	86%
2015	75%	91%	90%	89%
2016	77%	90%	90%	88%
2017	85%	92%	89%	92%

English was based on Reading and Writing Tests up to 2011. In 2012 it is based on a Reading Test and Writing Teacher Assessment. In 2013 the test-based English subject level was abolished and the Grammar, Punctuation and Spelling (GPAS) test was introduced.

2 Writing levels were derived from a Test up to 2011; from 2012 onwards, they are a Teacher Assessment.

Level 4+ (Teacher Assessments)					
Year	English			Diff. +/-	
	Sch.	National			
2011	68%	82%		-14%	
2012	86%	85%		1%	
2013	88%	87%		2%	
2014	85%				
Year	Maths			Diff. +/-	
	Sch.	National			
2011	71%	81%		-10%	
2012	83%	85%		-2%	
2013	87%	87%		0%	
2014	85%	88%		-3%	
Year	Science			Diff. +/-	
	Sch.	National			
2011	71%	85%		-14%	
2012	74%	87%		-13%	
2013	84%	88%		-4%	
2014	83%	88%		-5%	

Raw Points Progress	
Key Stage 1 2010 to Key Stage 2 2014	13.9
KS1 2010	27.9
Difference	13.9

FLOOR TARGETS: Making Expected Progress: Achievement and Attainment Measurements												
Year	Reading, Writing and Maths Level 4+				2 Levels of Progress - Reading			2 Levels of Progress - Writing			2 Levels of Progress - Maths	
	Sch.	National	Diff +/-		Sch.	National	Diff +/-	Sch.	National	Diff +/-	Sch.	National
2011	75%	67%	8%		100%		96%				84%	83%
2012	66%	75%	-6%		81%		77%				71%	87%
2013	79%	76%	3%		76%	88%	-12%	85%	92%	-7%	97%	88%
2014	61%	75%	-17%		92%	91%	1%	94%	93%	1%	82%	89%

Higher Thresholds : Attainment and Making More than Expected Progress													
Year	Reading, Writing and Maths Level 5+				3 Levels of Progress - Reading			3 Levels of Progress - Writing			3 Levels of Progress - Maths		
	Sch.	National	Diff. +/-		Sch.	National	Diff. +/-	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-
2011	4%	13%	-9%										
2012	3%	20%	-17%		20%			23%			13%		
2013	11%	21%	-10%		9%			12%			38%		
2014	19%	23%	-4%		38%			44%			35%		

Level 4+ Attainment												
Year	Reading Test			Writing2			English / GPAS1			Maths Test		
	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-
2011	93%	84%	9%	76%	75%	4%	82%	82%	0%	79%	81%	-2%
2012	88%	87%	-1%	74%	81%	-7%	86%	86%	0%	74%	84%	-10%
2013	82%	86%	-4%	87%	84%	3%	84%	74%	10%	95%	85%	10%
2014	83%	88%	-5%	83%	85%	-2%	71%	78%	-5%	71%	85%	-14%

Level 5+ Higher Attainment															
Year	Reading Test				Writing2				English / GPAS1				Maths Test		
	Sch.	National	Diff. +/-		Sch.	National	Diff. +/-		Sch.	National	Diff. +/-		Sch.	National	Diff. +/-
2011	21%	43%	-22%		4%	20%	-16%		14%	29%	-15%		18%	35%	-17%
2012	29%	48%	-19%		17%	28%	-11%		17%	37%	-20%		20%	39%	-19%
2013	21%	45%	-24%		13%	31%	-8%		17%	48%	-19%		50%	41%	9%
2014	32%	49%	-17%		25%	33%	-8%		49%	52%	-3%		27%	42%	-15%

Level 6 Exceptional Attainment												
Year	Reading Test			Writing2			English / GPAS1			Maths Test		
	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-	Sch.	National	Diff. +/-
2011												
2012	0.0%	0%	0.0%	0.0%	1%	-1.0%	0.0%	0%	0.0%	0.0%	3%	-3.0%
2013	0.0%	0%	0.0%	0.0%	2%	-2.0%	0.0%	2%	-2.0%	0.0%	6%	-6.0%
2014	0.0%	0%	0.0%	0.0%	2%	-2.0%	0.0%	4%	-4.0%	0.0%	9%	-9.0%
2015	0.0%	0%	0.0%	0.0%	2%	-2.0%	0.0%	5.1%	-5.1%	0.0%	9%	-9.0%

Average Points Score														
Year	English Test				Maths Test				Overall (RWM from 2013)				Value Added	
	Sch.	National	Diff. +/-		Sch.	National	Diff. +/-		Sch.	National	Diff. +/-		VA	Significance
2011	26.8	27.4	-0.6		26.8	27.7	-0.9		26.8	27.5	-0.7			
2012	26.8				26.1				26.5	28.2	-1.7		98.9	SIG -
2013					20.5	20.5			28.1				99.3	IN LINE
2014					26.9				27.0					

Overall APS from 2013 onwards is not directly comparable with that published previously, due to the use of Reading and Writing instead of the discontinued English Subject Level. NB: Coventry and schools data includes provisional Overseas adjustments not yet reflected in the National data



School Terms and Holidays 2016/2017

September 2016							
Wk	M	T	W	T	F	S	S
35	29	30	31	1	2	3	4
36	5	6	7	8	9	10	11
37	12	13	14	15	16	17	18
38	19	20	21	22	23	24	25
39	26	27	28	29	30	1	2

October 2016							
Wk	M	T	W	T	F	S	S
39	26	27	28	29	30	1	2
40	3	4	5	6	7	8	9
41	10	11	12	13	14	15	16
42	17	18	19	20	21	22	23
43	24	25	26	27	28	29	30
44	31	1	2	3	4	5	6

November 2016							
Wk	M	T	W	T	F	S	S
44	31	1	2	3	4	5	6
45	7	8	9	10	11	12	13
46	14	15	16	17	18	19	20
47	21	22	23	24	25	26	27
48	28	29	30	1	2	3	4

December 2016							
Wk	M	T	W	T	F	S	S
48	28	29	30	1	2	3	4
49	5	6	7	8	9	10	11
50	12	13	14	15	16	17	18
51	19	20	21	22	23	24	25
52	26	27	28	29	30	31	1

January 2017							
Wk	M	T	W	T	F	S	S
52	26	27	28	29	30	31	1
1	2	3	4	5	6	7	8
2	9	10	11	12	13	14	15
3	16	17	18	19	20	21	22
4	23	24	25	26	27	28	29
5	30	31	1	2	3	4	5

February 2017							
Wk	M	T	W	T	F	S	S
5	30	31	1	2	3	4	5
6	6	7	8	9	10	11	12
7	13	14	15	16	17	18	19
8	20	21	22	23	24	25	26
9	27	28	1	2	3	4	5

March 2017							
Wk	M	T	W	T	F	S	S
9	27	28	1	2	3	4	5
10	6	7	8	9	10	11	12
14	13	14	15	16	17	18	19
15	20	21	22	23	24	25	26
16	27	28	29	30	31	1	2

April 2017							
Wk	M	T	W	T	F	S	S
16	27	28	29	30	31	1	2
17	3	4	5	6	7	8	9
18	10	11	12	13	14	15	16
19	17	18	19	20	21	22	23
20	24	25	26	27	28	29	30

May 2017							
Wk	M	T	W	T	F	S	S
21	1	2	3	4	5	6	7
22	8	9	10	11	12	13	14
23	15	16	17	18	19	20	21
24	22	23	24	25	26	27	28
25	29	30	31	1	2	3	4

June 2017							
Wk	M	T	W	T	F	S	S
25	29	30	31	1	2	3	4
26	5	6	7	8	9	10	11
27	12	13	14	15	16	17	18
28	19	20	21	22	23	24	25
29	26	27	28	29	30	1	2

July 2017							
Wk	M	T	W	T	F	S	S
29	26	27	28	29	30	1	2
30	3	4	5	6	7	8	9
31	10	11	12	13	14	15	16
32	17	18	19	20	21	22	23
33	24	25	26	27	28	29	30
34	31	1	2	3	4	5	6

August 2017							
Wk	M	T	W	T	F	S	S
34	31	1	2	3	4	5	6
35	7	8	9	10	11	12	13
36	14	15	16	17	18	19	20
37	21	22	23	24	25	26	27
38	28	29	30	31	1	2	3

BANK HOLIDAYS

Boxing Day	26 Dec 2015
Christmas Day	27 Dec 2015
New Year Bank Holiday	2 Jan 2016
Good Friday	14 Apr 2016
Easter Monday	17 Apr 2016
May Day Holiday	1 May 2016
Spring Bank Holiday	29 May 2016
Summer Bank Holiday	28 Aug 2016

CONTACT DETAILS

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Term Time	School Starts
Holidays	Non-Uniform Day
Bank Holidays	Teacher Days