

BURTON ROAD PRIMARY SCHOOL



PROSPECTUS

2023/24

BURTON ROAD PRIMARY SCHOOL
OLD MILL,
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INTRODUCTION

Dear Parents/Guardians

Thank you for your interest in our school. We hope that, should you decide to apply for a place at Burton Road Primary School, your child will settle happily into our community and enjoy both the work and social side of school life.

We welcome your partnership and hope to work in close co-operation with you so as to provide with the best possible start to his / her school career.

We look forward to our years of working together. We operate an 'open door' policy and you are welcome to visit us at any time should you have concerns about any matters regarding his / her time here or to see any of the work that we do.

Yours sincerely,

M. Harris (Mr.)
HEADTEACHER.

The prospectus is intended to provide useful and essential information for parents of children at this school.

Please keep the prospectus for future reference.

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ADMISSION ARRANGEMENTS

Admission to Nursery

Children can be admitted to Nursery the term after they become three providing that there is a place available.

We currently offer a choice of 15 hours, or 30 hours for eligible working parents.

The maximum allowed per session is 26, but we are offering a maximum of 16, 30 hour places.

There is currently a waiting list for Nursery. Children are admitted purely by age.

Applications for Nursery places can be registered once your child is two years of age.

Application forms can be obtained from the Headteacher or from Nursery.

Admission to School.

Under new rules issued by the Government parents have the right to apply for a place at any school in Barnsley or the surrounding district regardless of their address.

To enable us to plan effectively for your child's education it would be helpful if parents of pre-school children who would like a place at our school could register their child's name with us as early as possible. Further information & Application forms can be found online using the following link

<https://www.barnsley.gov.uk/media/23007/admission-to-school-academic-year-2023-2024-advice-to-parents.pdf> .

The deadline for applications to school for the academic year 2024/25 is January 12th 2024.

Please note that from September 2011 the admission process has changed so that all children may start school in September, irrespective of their month of birth. For children who were traditionally January starters, this is at the discretion of the parent/guardian who may accept this offer or wish their child to continue to continue with their Nursery provision.

We have a limit of 45 places per year and The Education Authority have asked me to point out that attendance at our Nursery does not automatically guarantee a place in our school. If the number of applications for places exceeds this then the following criteria are used to allocate places.

1. Children in Care
2. Children with Special Educational Needs
3. Children with brothers and/or sisters in school at the time of admission gain automatic places.
4. The distance between the child's normal place of residence and the school - measured in a straight line on a map - closest addresses gain places until the school is full.

When the school is full, applications may be refused. It should be stressed here that should your application be refused you have the right of appeal via the Education Committee to an Independent Appeals Tribunal. In the absence of an appeal you will be expected to approach another school for admission.

All decisions regarding the admission of children rests with the Local Authority..

ABOUT OUR SCHOOL

Burton Road Primary School is a mixed Junior and Infant School with an attached Nursery Unit. At present there are 311 children on roll + 39 Nursery pupils. The school is committed to keeping all class sizes below 30, as part of the personalising learning agenda, and in order to give every child the best possible chance to fulfill their potential.

The children are grouped by age with classes, from September 2023, arranged as follows:-

Yr. 6. Miss M Densley
Yr. 5/6. Mrs N Conway (SMT-Deputy Head)
Yr. 5 Mr J Livesey
Yr. 4 Miss B Gillespie
Yr. 3/4 Mrs C Roe
Yr. 3 Mrs M Brookes (SMT)
Yr. 2 Mrs N Brearley (SMT – Assistant Head)
Yr 1/2 Miss L Wassell
Yr 1 Mrs H Schofield (SMT – Assistant Head) & Mrs A Makings
F2 Mrs R Farrell
F2 Miss L Pearson (SMT)

Other Teaching Staff Include:

Mrs L Garside(MFL)

There are 26 a.m. and 26 p.m Nursery children per session.

Nursery Staff	Mrs H Merrick	Nursery Teacher
	Mrs K Benoit	Early Years Practitioner
	Mrs J Sykes	Early Years Practitioner
	Mrs V Martin	Early Years Practitioner
	Miss W Andrews	Early Years Practitioner

Other Staff at the school are:

Mrs. K Wilson	Business Manager	Mrs K Gillespie	Admin/Finance Asst
Mr W Gaunt	Premises Manager		
Mrs. L Saxton	HLTA	Mr A Hawksworth	– Sports Coach
Mrs X Atkinson	LSA/Cover Supervisor		
Mrs. M Littlewood	LSA/Cover Supervisor		
Mrs V Procter	LSA/Cover Supervisor		
Mrs. J Firth	LSA/Cover Supervisor		
Mrs A Key	LSA	Mrs P Latham	LSA
Mrs J Shevill Wright	LSA	Mrs R Nuckley	LSA
Mrs A Selwood	LSA	Miss H Phillips	LSA

HLTA = Higher Level Teaching Assistant – has responsibility to cover for a class teacher and teach specific groups of children. LSA = Learning Support Assistant – these staff are utilised in roles to helping to support pupils with specific learning difficulties. They also work in close liaison with teachers, in order to strategically help all groups of learners fulfill their potential. Cover Supervisor is a specific responsibility where LSAs provide cover for a teacher so that they can receive their statutory Planning, Preparation and Assessment Time

School Vision

All children at this school have potential and should aim to... 'Follow The Road To Success!'

At Burton Road Primary School we have worked hard to create a positive atmosphere and environment where children can feel; welcome, happy, safe and secure. All children are valued....every child matters, every moment matters and every achievement matters!

We set high standards for academic achievements and for socially acceptable behaviour, instilling a culture of ambition and aspiration. Through the delivery of our dynamic curriculum we encourage enthusiasm, participation and for children to feel inspired to learn. This includes through the daily learning experience, extra-curricular activities, educational visits and partnerships that provide a firm foundation for lifelong learning. We aim for all our pupils to; be willing to accept opportunities, assume responsibility and to move onto the next phase of education with confidence and success.

Nil Satis Nisi Optimum.....

Nothing But the best Is Good Enough!!!

Our School Mission

At Burton Road Primary School we aim to provide the best possible education for all our pupils within a setting which is aimed at the development of the whole child. Everyone involved with the school will promote the children's self-esteem and respect.

We aim:

- to develop successful learners who make progress and achieve
- to provide every child with opportunities to reach his/her full potential through challenging and stimulating experiences, across a rich and relevant curriculum in a caring and positive environment
- to develop confident individuals who are equipped with the skills to cope with the demands of a rapidly changing society
- to help pupils feel safe, secure and lead healthy lives
- to develop responsible citizens who make a valuable contribution to our community, and society in general

We believe:

- that every child should be given the opportunity to develop a sense of their own worth.
- that every child should be given the opportunity to become an enquiring, active and independent learner.
- that learning and teaching at Burton Road Primary School should act to build upon the strengths of every child through the provision of a creative and inspiring curriculum.
- that we are all learners - learning is a lifelong skill and this process is not just something that is restricted to the confines of the school curriculum.

We value:

- personal characteristics such as honesty, fairness, tolerance and perseverance.
- a respect for the feelings and views of others, in addition to a respect for the environment in which we live and work.
- parental support and all positive contributions within the school, or wider, community.
- a diverse range of gifts and talent
- all achievements

It is our intention that the aims, beliefs and values identified permeate every aspect of learning and teaching.

THE CURRICULUM

The EYFS framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

The National Curriculum sets out the programmes of study and attainment targets for all subjects at all Key Stages

All local-authority-maintained schools in England must teach these programmes of study.

The majority of this national curriculum was introduced in September 2014, with English and maths coming into force for all year groups from September 2016.

We believe in each child working to their ability level so that the more able are not held back whilst the least able are not confronted with tasks beyond their capabilities and so become demoralised by repeated failure.

The National Curriculum describes the content of what children are taught in each subject, English, Mathematics, and Science, I.C.T., History, Geography, P.E., Art, Music and Technology. R.E. is also included as a 'core' subject. Children throughout the country should receive the same depth and breadth of instruction at each Key Stage of their education.

Key Stage 1.	is Infant education	(Yrs. 1, 2)
Key Stage 2.	is Junior education	(Yrs. 3, 4, 5, 6)

At Burton Road we strongly believe that children learn best through a dynamic and engaging learning experience. It is experiences such as this where learning sticks and deeper learning takes place. We believe that we are preparing children for life and for the future world that they live in and will hopefully make a positive contribution to. Lifelong learning is a core part of our curriculum aims. For this to happen, children need the opportunity to use and apply skills in a meaningful context. Learning has to contain relevance for children to be motivated to learn and

teachers need to act as a role model, and inspiration, for learning. This means that we embrace thematic learning but do not pursue this in isolation, and it is not at the expense of knowledge. As an essential part of this, our learners must be highly numerate, literate and well equipped for the next phase of education. Our curriculum is designed for pupils to acquire knowledge and steadily gain a progression of knowledge and skills. However, learning needs to go way beyond this so that pupils have profound, rather than shallow, learning experiences. Children must be able to transfer this and use it a meaningful context that demonstrates not only the depth and mastery of it, but also prepares them as global learners who can apply their learning to different contexts and evaluate global issues that develops them as: well informed, well rounded, independent, critical thinking and moral young people.

The 'Foundation Stage' covers the age range 3 – 5yrs. (Nursery and Reception Classes). The work is designed to build strong foundations for future progress in all aspects of school curriculum / life and is based around 6 areas of learning:

- Personal, Social
- Communication, Language & Literacy
- Mathematics
- Knowledge and Understanding of the World
- Physical
- Creative

We believe that the development of skills, techniques and knowledge through first hand experience, wherever possible, is the best way forward in helping children to fulfill their potential. A combination of individual, small group and class teaching, whichever is appropriate to the planned learning experience, is used.

Further details on all our Curriculum Subjects can be found on the School Website, on the 'Curriculum Tab' Each subject details the following;

- Vision
- Policy
- Development Plan
- Writing Progression
- Genres
- Long Term Plan
- Teaching Sequence
- Curriculum in Action

SPECIAL EDUCATIONAL NEEDS Co-ordinator Mrs H Schofield

Should any child have special educational needs or have social/emotional problems, which are cause for concern, then after consultation with parents individual programmes are drawn up by the class teacher to try to meet those needs. If upon being reviewed, this proves insufficient the Special Needs Co-ordinator after consultation with parents will involve Curriculum Support Teachers and the Educational Psychologist. After observation and investigation they will offer advice on how best the child's future needs can be met. Should this intervention be seen to be failing upon review then parental consent will be sought to ask for Formal Assessment with a view to securing additional classroom support for the child.

ASSESSMENT / RECORDS / REPORTS

Children are continually assessed by their teachers through observation, discussion, questioning, marking of work against set criteria, and a variety of exercises and tests to monitor progress, diagnose problems and as a basis for future work.

The Foundation Stage Profile is completed at the end of the Reception Year, Phonics Screening is undertaken in Year 1, and again in Year 2 for children, who do not achieve the required standard in Year 1, Multiplication Checker is undertaken by children in Year 4, and Standard Attainment Tests (SATs) are administered at the end of Key Stage 2 in Year 6. Standardised tests along with Teacher Assessments give levels attained in the National Curriculum. Other standardised tests in Reading, Spelling and Mathematics are used as a guide to how your child is performing in comparison to their own ability level and in comparison to children of the same age throughout the country. Children's progress is continually tracked to ensure that they are fulfilling their potential and their National Curriculum Levels are reported to parents on the School Gateway and on an annual basis in their School Report.

Detailed records of a child's progress in National Curriculum subjects are kept. These form the basis of written reports, which are issued at the end summer term. Oral reports and general discussions can be arranged at mutually convenient times during the year if required.

HOMEWORK

Homework is set on a regular basis and will include a range of tasks/activities linked to Maths and English activities that have been taught during the week. Essential skills, such as reading and spelling, are permanent weekly homework tasks. Additional activities linked to Science or Topic may also be sent home. It is important to remember that, regarding a homework, a balance must be struck between encouraging a good work ethic – and supporting learning – whilst providing life balance and the opportunity to pursue personal hobbies and interests.

HELPING YOUR CHILD TO LEARN AND SUCCEED

Recent research has shown just how vital it is for children to learn nursery rhymes, to have stories read to them and to talk about what they see in pictures in books, what might happen in stories etc. Please try to read to your child every night whilst they are in Nursery and the early years classes. As they move through school it is helpful if you can hear your child read for a short period each night helping with unknown words, asking questions to check their understanding, discussing what they have read and showing by example that reading is important. Seize any opportunity to help teach your child e.g. use shop signs to help early reading. Draw upon life experiences to ask about number skills – eg. ask "How much change will I get?" Help with identification of coins, play listening and counting games, count the number of steps etc. The right start can improve your child's chances of doing well throughout their school life.

Continue to take an active part in your child's learning as they continue to grow older and move

up through school. Learning is a lifelong experience and is not just confined to the school day and hours.

DISCIPLINE & GOOD BEHAVIOUR

We try to encourage self discipline, as this is the most effective form of discipline. We hope to develop home/school links so that we are working towards the same aims and standards and can support each other. We adopt a positive approach preferring to praise good behaviour and trying to minimise situations where 'bad' behaviour results. Our aims and approach are outlined in the school's Behaviour Policy, which is available on the School Website.

Good manners and politeness are expected. We aim to work in close partnership with parents in order to present a clear and consistent message to young children. It is very helpful if you as a parent can promote the same ideas encouraging responsibility and independence (e.g. expecting children to help tidy up) and praising things that they have tried really hard with, for children learn best when they feel good about themselves and have met with some success.

School rules are limited to common sense measures, which ensure the safety and well being of all the children in our care:

- Be kind** - don't bully anyone
- Be honest** - don't steal other people's things
- Be careful and walk in school** - don't hurt anyone by silliness or by running and knocking them down
- Work Hard**
- Be Polite**

Minor breaches of discipline are punished by:

- loss of privileges e.g. miss golden time, lunchtime club, extra curricular activity etc.
- loss of playtime/lunchtime play, having to clear up their own litter etc.

Major breaches of discipline such as persistent bullying, abuse of staff, etc. may lead to exclusion from school. Parents will be asked to attend a meeting at school to discuss such cases should any arise.

Policy Statement for Bullying

The aims of Burton Road Primary School are, amongst others that each child will develop:

- . a sense of their own worth
- . self discipline
- . personal characteristics including honesty, fairness, tolerance,
- . perseverance

For him or her to develop:

- . socially so that they can live and work as part of the community
- . respect for others feelings, views, capabilities and property.

For the school to provide a stimulating, well ordered and caring environment, which by example encourages each child to care about the world, we live in.

For the school and parents to work together to ensure the best for all the children.

Bullying has always occurred in schools as it does in other areas of the wider community.

Whenever it happens it is a frightening and demoralising experience. When it happens in our school we shall always take action.

Bullying occurs when an individual or group of people subject another individual or group of people to threats or actions which prevent them from carrying on their lives normally. Bullying can take the form of words, actions, looks, insinuation and it can even be carried out by proxy. Sometimes a threat can be more devastating to a victim than any physical action. The incidence of bullying may be isolated, one-off or systematic and sustained. In any case it invades other people's space and denies their basic freedoms.

We want to ensure that each child is able to come to school and to enjoy their education without any fear, threat or coercion. We try to identify the bully to correct his or her unacceptable behaviour and to support both the victim and the bully. Other children can often prove helpful in achieving this.

We also want to try to prevent bullying from happening. We are constantly working towards creating an environment in which children feel comfortable and secure individually and collectively.

Our action to create this environment involves all adults who work in school, parents and outside agencies. The principles of good practice apply across the whole school curriculum, taught and applied.

The ethos of the school underpins our action: we are not prepared to accept bullying.

Children and parents can rely on us to take steps to stop it and to try to prevent it.

All adults will treat any incidence of bullying seriously and investigate it thoroughly, fairly and without trivialization.

Issues about bullying may be examined implicitly and explicitly through Circle Time, drama, poetry, literature, P.S.H.C.E. and Religious Education. As a direct result of discussions engendered through the curriculum, it is hoped that:

*Any victim should feel confident to tell someone of their ordeal and have the confidence to respond assertively to the situation by refusing to comply with the bully's demands. In short, say NO! Children who observe bullying can be encouraged to be active bystanders by:

- . not allowing someone to be deliberately left out of a group;
- . not smiling or laughing when someone is being bullied;
- . telling a member of staff what is happening;
- . encouraging the bullied child to join in with their activities or groups;

- . telling the bully to stop what they are doing;
- . showing the bully that they disapprove of his or her action in a non physical way

Serious incidences of bullying are logged on a pupil incident register, which is held by the Head Teacher. Sanctions will be imposed on the bully and the parents will be informed.

Sanctions will include loss of playtimes; delay in going home; loss of Golden Time; exclusion from school visits; exclusion from representing the school in any form. The most extreme sanction will be exclusion from school.

'If two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.'

Message for parents

This section has been compiled to try and give some guidance about bullying if it should affect your child. It offers some pointers to look out for should you suspect any form of bullying and some coping strategies for you and your child. This is not a definitive list, just some ideas taken from a number of sources.

Please remember, never hesitate to contact school if you have any concerns about your child.

- . Contact school and arrange a meeting with the class teacher.
- . Write down everything you can about the bullying including dates, times and names.
- . Listen to any comments and suggestions that may be offered by the class teacher.
- . Try to give the situation time to change and allow us at school to keep you informed about what is happening.
- . If there is no improvement in the situation contact school again and see the Headteacher.
(Take any notes with you)

Please remember none of us want to see any child suffer. If we work co-operatively we must go some way to 'beating' the bully.

EXTRA CURRICULAR ACTIVITIES

This school has an extremely dedicated group of staff who strive to provide a wide range of extra-curricular activities. This has helped the school to achieve the Gold Award where it has been recognized by the authority for its' exceptionally high level of highest participation in Primary School Sporting Events. During recent academic years we have enjoyed a considerable amount of sporting success, re-established a school choir, held a range of high quality dramatic and musical productions, whilst participating in a 'wider opportunities scheme' for tuition in learning a musical instrument. These take place in local competitions or in extra curricular school clubs.

These activities are available to children of differing ages, whilst it is our intention to develop provision that can nurture a wide range of abilities and talents. They usually take place outside of school time, either at lunchtime or after school. From September, 2011, the school has

employed a Sports Coach to ensure that the school continues to have a high level of participation in sporting events, with as many pupil as possible given opportunities to participate in the range of sports listed below::

Football	Fit for Life	Netball
Rounders	Dance Club	Gymnastics
Hockey	Drama	Cricket
Athletics	Golf Skills	Multi-Skills
Cross Country Running	Keep Fit	Tennis
ICT Club	Tag Rugby	Streetdance
Orienteering	Art Club	Choir
Ball Room Dancing	Film Club	Media Buzz
Run a Mile	Cheerleading	Kurling

Children can also pay for personal tuition from music specialists provided by the Local Authority Performing Arts Development Service (PADS)

EDUCATIONAL VISITS AND CHARGING FOR SCHOOL ACTIVITIES

Educational visits are seen as a very important part of your child's school life. They learn more quickly and are more likely to understand concepts through first hand experience. We encourage visits to the immediate locality and further afield. We like everyone to go if possible and so to ease the problem of cost we publicise trips well in advance so that money can be paid weekly.

Charging for education is now covered by the Education Reform Act 1988. The basic principle is that education for pupils in maintained schools should be free if it takes place in school hours. Specialist tuition such as Music etc. will, however, require payment.

On occasions it may be requested that a voluntary contribution is given towards the cost of an activity but pupils whose parents do not make a contribution will not be treated differently. Letters to parents will include this information and will inform that if insufficient contributions are not forthcoming the activity may have to be cancelled. Charges can be made for board and lodging on a residential visit.

We try to provide some visits or activities within school e.g. Theatre Group, Storyteller etc. at no charge so that all pupils benefit.

All visits are organised and conducted according to L.E.A. policy with regards to safety, staffing levels etc. Any activity requires written permission from parents to allow children to leave school premises.

ACADEMIC ATTAINMENT AND ACHIEVEMENT

For the past 5 years the school has consistently attained results that are either above, or significantly above, the national the expectation for children aged 11 years old. Data analysis also shows that pupils make exceptional progress (including SEN) whilst at this school and, once gain, this is a significantly higher rate of progress than the national average.

BURTON ROAD PRIMARY SCHOOL - RESULTS 2022 & 2023

Attainment and Progress of Pupils 2023

Y1 Phonics Screening Check: School 91% National 79%

Y4 Multiplication Check: School 44% National 27% (25/25)

School 22.2 National 20.4 (Average

Score)

Key Stages 1 & 2

	School KS1 (2023)	School KS1 (2022)	National KS1 (2022)	School KS2 (2023)	School KS2 (2022)	National KS2 (2022)	K Progress +/-
Reading - At the National Standard	82%	76%	67%	79%	75%	74%	1.2
Reading - Above	30%	38%	18%	30%	36%	25%	
Scaled Score					105.3	104.1	
Maths At the National Standard	79%	76%	68%	89%	77%	71%	3.3
Maths - Above	9%	27%	16%	30%	33%	20%	
Scaled Score					105.9	103.7	
Writing - At the National Standard	59%	67%	58%	75%	68%	69%	0.3
Writing - Above	2%	16%	8%	14%	14%	10%	-
GPS - At the National Standard					77%	70%	
GPS - Above				37%	41%	24%	
Scaled Score					106.3	104.1	
RWM Combined Exp			65%	72%	58%	59%	
RWM Combined GD			11%	14%	12%	7%	

send/bring your child to school so that the whole morning session is not missed.

Following Government legislation for monitoring truancy, absence, even half day ones, count as unauthorised until either a verbal message or note informs school of the reason for the absence. The school can then, if the reason is acceptable, authorise the absence.

Unauthorised absences can lead to the involvement of the Education Welfare Services.

We also have to include information about unauthorised absences in the school prospectus.

The school rewards excellent attendance with certificates for 100% attendance at the end of every term and academic year.

Annual Family Holidays

Due to the ever increasing numbers of children missing school because of holidays taken in term time the Government has tightened restrictions regarding such absences and the L.E.A. have forwarded the following information regarding this –

In order to ensure that the negative impact of leave of absence is minimised it is recommended that applications for leave of absence **will not be considered** in the following periods or circumstances:-

- During the first half term of a new academic year
- In between February & May half terms for pupils in years 2 and 6 due to the timing of SAT's
- The pupil has internal examinations/assessments near of during the time of the proposed absence.
- If, on granting the request, the pupil's attendance rate falls below 97%

Leave of absence should only be granted **in exceptional circumstances** outside the periods and the restrictions detailed above as well as the following considerations should apply:

- The nature of the trip

Where holidays are planned to visit family members overseas, schools may find it helpful to discuss with parents the most appropriate time of year and point in the pupil's educational career for the visit. This could be timed to minimize the effects of the continuity of the pupil's education. In cases where approval is given for such a holiday, schools may wish to consider making up a study pack or setting assignments for the pupil concerned to complete while he or she is away.

ATTENDANCE FIGURES

The number of absences in the school year 2022/23 as expressed as a percentage of the total number of possible attendances:

A)	Number of pupils on roll September	323
	Yearly percentage target	97.0%
C)	Percentage of half days missed through authorised absence	2.66%
D)	Percentage of half days missed through unauthorised absence	1.76%

Unauthorised absences are where:

1. Parents haven't contacted school to inform us why their child/children were absent
or
2. Pupils may have played truant
or
3. The absence wasn't sanctioned (-e.g. more than two weeks out of school on holiday or the reason given for absence wasn't approved e.g. went shopping -)
as specified by the Department for Education and Employment

SCHOOL UNIFORM

The school uniform consists of:

Boys	Girls
Navy V Necked Sweater/Sweatshirt	Navy V Necked Sweater/cardigan
White Shirt*	White Blouse*
School Tie**	School Tie**
Grey Trousers	Grey skirt or trousers
Black Shoes/Trainers	Black Shoes

* It is expected that children should look smart and that all shirts and blouses are worn tucked in. Polo shirts are not to be worn.

** Ties are compulsory throughout school

In line with our values, vision and ethos the school looks to achieve high standards in all areas.

We promote high levels of academic achievement, excellent behaviour, attendance and punctuality.

This also includes the requirement to have a smart school uniform which now incorporates a white school shirt and school tie and a compulsory smart PE Kit.

In addition please note the following changes to our School Uniform Policy, which will take effect from 4th September 2017:

- Any hair accessory must be in the school colours of navy blue or white.
- Any hair accessory must be of an acceptable size. Large, oversized hair bows are not permitted.
- False nails or nail varnish is not permitted.

Earrings must be a small 'stud' type, and must be able to be removed by the pupil prior to them participating in PE lessons, or in any other sporting activity

In Summer there is a further choice:

Grey Shorts

Blue/White checked summer dress

Sweatshirts and Cardigans with the school logo on are available to order from the school office along with bookbags, P.E. Bags and ties. Our orders are collected every Wednesday and then would be delivered the following Wednesday.

Whilst school uniform is not compulsory we would ask that you support it wherever possible as it can be a great help in preventing designer competition and stop arguments. It also has benefits for you in that it ends the problems/arguments about what to wear. Children also have to wear uniform at Secondary School.

School uniform should be worn on Educational Visits to help supervision.

Please label all your children's clothes even if only by biro on the labels as it makes it much easier to return lost property and thus can save you money.

Please supply an apron/old shirt for Art/clay work etc. to help protect clothing.

PE KIT

P.E. Kit (Indoors)

Boys & Girls
Navy Shorts
Burton Road PE T/shirt (Compulsory)

P.E. Kit (Outdoor)

Boys & Girls
Tracksuit (Navy/Black)
Burton Road PE T/shirt (Compulsory)
Boots or Trainers
Tracksuit top/sweatshirt (Navy/Black)

All jewellery should be removed before doing P.E. This is the L.E.A. policy.

JEWELLERY

Please note that school cannot be held responsible for lost watches, rings, necklaces etc. If your child wears ear rings only studs or small sleepers are permitted on Health and Safety grounds due to the dangers of ear lobes being torn during rough and tumble games in the playground or by clothing catching them.

PASTORAL CARE

This is the term used to describe how we monitor the care and welfare of your child/ren whilst they are with us. Please inform us of any change in circumstances, family problems etc. which may affect your child's happiness, behaviour, ability to work etc. as we may be able to help. Should a child be taken ill or hurt in any way at school you will be contacted and if you are unable to collect the child he/she will be transported home or to an alternative address (e.g. Grandparents etc.) if one is supplied.

If any personal details e.g. Address, Place of Work etc. change please inform us as we may need to contact you in cases of emergency. Should hospital treatment be required as a result of an accident at school I will transport you to Barnsley District Hospital if available or call an ambulance if required.

Should you be moving out of the area please inform us so that your child's records of work and evidence of achievement can be forwarded to their new school.

In the event of unscheduled closure due to such problems as heating breakdown or adverse weather conditions your child will be escorted home by a member of staff.

WITHDRAWAL FROM SCHOOL

If children are to leave school early then a parent or responsible adult MUST collect them. They are not allowed to leave alone on safety grounds.

There have been many unfortunate accidents and incidents involving children throughout the country.

We don't want it to happen at Burton Road Primary School.

INSURANCE

Pupils are not covered against accidental injuries either during curriculum time or in extra curricular activities if there is no evidence of negligence or faulty equipment. Whilst the school will take all reasonable care in relation to pupils safety and to their property we are unable to make any payment in respect of personal injuries or loss of / damage to property that doesn't arise as a result of negligence by the Governing Body, Council or their employees.

The L.E.A. advises that parents take out Personal Accident Insurance to cover their child/ren against such events. Please ask your Insurance Agent for a quote.

COMPLAINTS PROCEDURE

Any parent with a complaint should first consult informally with the staff or Headteacher (if required). If dissatisfied, then a formal complaint in writing should be sent to the Headteacher and a formal response will be issued

If still dissatisfied with this response, then a formal complaint in writing should be sent to the Chair of Governors. The Chair will acknowledge the complaint in writing and arrange for it to be investigated and considered by the Governing Body.

The parent, if they request it, can attend the meeting dealing with the complaint. After thorough investigation the Governors will consider their response and the Chair will write to the parent.

If still not satisfied the parent can refer the matter to the L.E.A..

GOVERNING BODY

Headteacher - Mr. M. Harris

PARENT REPRESENTATIVES

1. Mr N Johnson
2. Mr B Lawson

L.E.A. REPRESENTATIVES (COMMUNITY)

1. Mr D Artly
2. Mr P Robson

CO-OPTED MEMBERS

1. Mrs S White
2. Miss L Pearson
3. Father Darren

STAFF REPRESENTATIVES

1. Mr M S Harris
2. Mrs J Shevill-Wright

All Governors can be contacted in writing via the school.

C/O Burton Road Primary School
Old Mill
Barnsley
S71 2AA
Or by E mail – info@burtonrdps.org

TERM DATES 2023/2024

SCHOOL CLOSURES

FRI 27th OCT 2023

FRI 22nd DEC 2023

FRI 9th FEB 2024

FRI 22nd MARCH 2024

MONDAY 6th MAY 2024 – MAY DAY - CLOSED 1 DAY

FRI 24th MAY 2024

MONDAY 22nd JULY 2024**

SCHOOL OPENS

MONDAY 6th NOV 2023

MONDAY 8th JAN 2024

MONDAY 19th FEB 2024

MONDAY 8th APRIL 2024

MONDAY 3rd JUNE 2024*

MONDAY 2nd SEPT 2024

INSET DAYS*

*** Monday 3rd June 2024 to Friday 7th June 2024 – 5 days**

**** To be confirmed – Monday 22nd July 2024**

*PLEASE NOTE THAT INSET DAYS MAYBE SUBJECT TO CHANGE

Information for future School Holidays are available on line at www.barnsley.gov.uk