



Burghill Community Academy

"Learning for Life"

School Prospectus



Contents Page

Page No.	Content
3.	Welcome
4.	Vision & Aims
5.	General Information
6.	The Curriculum
7.	Special Educational Needs & Disability
8.	Safeguarding and Child Protection
9.	Early Years — Including Muddy Boots Pre-school
10-12.	Curriculum Subjects
13.	Extra Curricular Activities & Wrap around care
14.	Trips & Parental Involvement
15.	Term Dates and Attendance
16.	Admissions
17.	Behaviour
18.	Home/School Agreement & Uniform
19.	Attainment & Progress
20-21.	Guidelines for Parents



Welcome

I am very proud to welcome you to Burghill Community Academy. I hope this prospectus, along with our website, will give you a flavour of our school and its vision; painting a picture of the opportunities offered to our children as they develop into creative, resourceful and resilient learners.

We are lucky that our school is set in the heart of the beautiful Herefordshire countryside within fantastic grounds and facilities. We generally have between 90 and 100 children on roll, taught in 4 classes in a safe friendly and welcoming learning environment by a talented staff team with the highest expectations for every child. We also have on site our very own pre-school (Muddy Boots) in their purpose built classroom, accepting children from the age of 2. We strive to teach a creative and varied curriculum, enriched by a range of opportunities and experiences both and in and out of the classroom.

We follow the principles of a Values Education school and are proud that our children demonstrate good manners and respect at all times; recognising their responsibilities in contributing to a successful wider community.

It is our aim to develop resourceful and responsible young people who have successfully acquired the essential learning skills that they will need for life. We look forward to welcoming you and your children to our happy and popular school.

The children are divided into classes as follows:

Apple Class	Reception	(ages 4-5)
Beech Class	Yr. 1 and Yr. 2 children	(ages 5-7)
Willow Class	Yr. 3 and Yr. 4 children	(ages 7-9)
Sycamore Class	Yr. 5 and Yr. 6 children	(ages 9-11)

The Staff

Mrs Ben Caldicott	Executive Head Teacher DDSL	
Mrs Liz Potter	Head of School, DSL	Beech Class
Ms Cath Astley	EYFS lead	Apple Class
Mrs Lauren Price		Willow Class
Mr Nick Locke	Deputy DSL	Sycamore Class
Mrs Emily Howells	Business Manager	
Ms Jakki Francis	Administrator	

Teaching Assistants

Becky Wilcocks
Linda Robson Tull
Amy Bradbury
Carol Rowland
Nicky Southall
Jordaan Osborne Barnes
Cath Lloyd
Denice Coles
Veronica Preece

Additional Info

Learning Mentor

Lunchtime Supervisor/ASC
Breakfast Club Lead
After School Club
Lunchtime supervisor



Muddy Boots Pre-School

Leann Howard Manager
Zoe Williams
Laura Simpson



Vision & Aims

Mission Statement

Burghill Community Academy provides pupils with a rich learning environment, where the whole school and its community are valued and supported through the broad and balanced curriculum. The governors, staff and parents encourage the children joining them in creating a caring and professional atmosphere, in which all realise their fullest academic, physical, cultural and moral attributes. Children are helped to make positive contributions to all aspects of school life, to develop individual interests and to recognise the abilities and needs of others and to behave as caring citizens within, and outside, the school community. At all times, the school offers equality of opportunity regardless of wealth, gender, race or religion.

Burghill Community Academy's Vision aims to develop the key areas:

Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness

These skills allow our children to grow into successful, confident individuals, who are well prepared for the next stage in their academic and future lives.

Vision & Aims

- Our aim is to encourage all our children to be inspired and challenged by global issues, and be respectful of others through clear understanding of people's beliefs.
- We aim to preserve and develop the schools community character and foster this through our creative curriculum planning and celebrating our local area and history.
- We aim to have a happy school. We aim to create a stimulating, secure, caring environment for all our pupils, for all the adults who work in the school and for all members of the school community.
- We aim to provide our pupils with a broad and balanced curriculum, nurturing their creativity through the performing arts, as well as catering for their academic needs.
- It is our aim that all our pupils adopt a healthy life-style, with opportunities to engage in a variety of physical pursuits.
- It is our aim that all our pupils develop lively, enquiring minds, giving them the ability to think and reason, and to question and argue rationally.
- It is our aim that all our pupils have respect for other people and for themselves and to have tolerance for other races, religions and ways of life.

"Learning for Life"



General Information

Burghill Community Academy
Primary School for pupils aged 2 - 11

The School Day

7.30 a.m.	Breakfast Club opens
8.45 a.m.	Doors open for pupils—Class teachers (or TAs) will attend their classroom door.
8.55a.m.	Register
12.15p.m.	Lunchtime
3.10 p.m.	End of the school day for Apple and Beech
3.15 p.m.	End of the school day for Willow and Sycamore

Staff are available at the end of the day to discuss any issues with parents.

At the end of the day children are handed over to their parents on the top playground as stated below:

- Muddy Boots – from their classroom.
- Reception – through fire exit door from their classroom.
- Yr1 & 2 – door onto top playground.
- Yr3 & 4 – fire exit at the rear of the building.
- Yr5 & 6 – side door onto drive.

After school club starts at 3.15pm and ends at 5.30pm (Meet in the hall or Core)

Extra-curricular clubs start at 3.15 and end at 4.15 – unless otherwise stated.

Address:	Burghill Community Academy Burghill Hereford HR4 7RP
Telephone:	(01432) 760240
Email:	admin@orchardmat.org.uk
Website:	www.burghillacademy.com
Executive Head Teacher:	Mr Ben Caldicott
Head of School:	Mrs Liz Potter
Advocates:	Mrs Corrie Porter; Mrs Ginn Downes (Governor for Safeguarding); Mr David Thomas; Darin Truluck; Mrs Amy Kingdom; Mrs Jessica Harrison (Governor for SEND; LAC; and PLAC)
Clark to the Governing body	Mrs Emily Howells



The Curriculum

As an Academy we aim to teach a creative, topic-based curriculum that enthuses and inspires children to develop a love for learning.

The school delivers a broad and balanced curriculum for Key Stages 1 & 2, the Early Years Foundation Stage Framework, together with Religion and World Views. More details on the curricula can be found published on our school website. The Early Years Foundation Stage curriculum is built around children's interests and uses Development Matters to ensure progression.

The National Curriculum is taught in two stages –

Key Stage 1 (KS1) for ages 5 -7 yrs, Year Groups 1 and 2.

Key Stage 2 (KS2) for ages 7 - 11 yrs, Year Groups 3 to 6.

The school is currently split over 4 classes:

Apple Class	Reception
Beech Class	Years 1 & 2
Willow Class	Years 3 & 4
Sycamore Class	Years 5 & 6

We seek to engage and support the learning of all children through 'quality first' teaching through differentiation, personalised learning, using a range of teaching styles and a selection of resources. By the end of each 'Phase', children will have covered all key areas relating to their Key Stage.

The curriculum covers the 'core' subjects of **English, Mathematics and Science**, and the 'foundation' subjects of **History, Geography, Computing, Design & Technology, Art & Design, Languages, Music and Physical Education**. We look closely at all of these areas and have established engaging, knowledge-rich and progressive curriculums and lesson plans for each, along with developing children's awareness and appreciation for life in modern Britain.

The children are assessed and tracked in a variety of ways. We use formative assessment at the beginning of each unit of work to find out what pupils know and understand and use responsive teaching to add to their knowledge. In addition we assess progress against the key skills set out in the programme of study for each subject.

The curriculum is adapted so that each child can achieve to the best of their ability. Data is updated termly and all children are tracked to ensure they are progressing and on target to achieve their end of year expectations.

Most subjects are taught by the child's class teacher, but with some input from other teachers in the school who have specialist skills and interests (i.e. Computing and P.E.)



Special Educational Needs and Disability

Statement of Intent:

Burghill Community Academy is an inclusive school, and we aim to ensure that every child is offered the opportunity to achieve their full potential, no matter what their needs may be.

The school is required to work in line with the Special Educational Needs and Disability Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

At Burghill Community Academy, we believe in the importance of every child achieving their 'best', making good progress and enjoying their learning experience through Quality First Teaching. As a school when we plan any learning opportunity, our learners and their needs are the central focus.

However for some of our learners, there are occasions when additional support is required so they are able to take the next steps in their learning journey. Additional support may be given for a set period of time or for a longer period to ensure every learner can access the curriculum effectively and are fully included in learning opportunities and school events. Our parents are informed, included and supported throughout such periods of provision.

If a learner's needs are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special or Additional Educational Needs.

Their needs may be in the area of:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Social or Emotional
- Physical or Sensory difficulties

The school takes a graduated approach to identifying and meeting the needs of all learners. Ranging from quality first teaching to a child with lifelong difficulties having an Educational Health Care Plan (EHCP).

More information regarding our Local Offer can be found on the schools website.

Executive Headteacher: Mr Ben Caldicott bcaldicott@orchardmat.org.uk

SENDCO : Miss Beth Bowen bbowen@orchardmat.org.uk

Special Educational Needs Governor : Mrs Jessica Harrison



Safeguarding & Child Protection

The school has a duty to do its best to provide a safe and secure environment for all pupils, free from the threat of neglect, physical, mental or sexual abuse. The designated officer responsible for child protection is Ms Cath Astley and the deputy designated officers are Mr Nick Locke and Mr Ben Caldicott. There is a **Safeguarding & Child Protection Policy** available for parents to consult along with an information leaflet, both available from the school office or website. The following poster is displayed throughout the school, giving information on all the relevant members of staff for Safeguarding, Looked After Children and also SEN.



Safeguarding & Child Protection

Designated Staff

Title	Named Person
Designated Safeguarding Officer	Liz Potter
Deputy Designated Safeguarding Officer	Nick Locke Ben Caldicott
Governor responsible for safeguarding & Child Protection	Ginn Downes
Key point of contact for Prevent	Liz Potter Ben Caldicott
SENCO (Special Educational Needs Coordinator)	Bethan Bowen
Governor responsible for SEN	Jessica Harrison
Designated Teacher for LAC (Looked After Children & Previously LAC (PLAC))	Liz Potter
Governors Responsible for LAC & PLAC	Jessica Harrison / Ginn Downes
School Learning Mentor – for SEN and Pupil Premium	Becky Willcocks
EHA (Early Help Assessment) Practitioner	Liz Potter
Staff lead for Mental Health & Wellbeing	Cath Astley
Governor for Mental Health & Wellbeing	Ginn Downes

All staff receive regular training on Safeguarding
The Designated and Deputy Designated Safeguarding Officers receive
National refreshers at least every 2 years

Our Safeguarding and Child Protection Policy is reviewed and
updated annually and can be found on our school website.

www.burghillacademy.com/policies



Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years -old.

All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school Reception classes.

There are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests for the child; the assessments are based on EYFS practitioners' observations. In addition a Reception Base-line Assessment is completed on entry to Apple Class.

Information from these assessments is used for parents, practitioners and teachers to support children's learning and development.

Early years learning concentrates on 7 areas split between prime and specific areas of learning.

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design



Teaching is often done through play, where the child learns about subjects and other people through games.

Early Years Foundation Stage Profile

At the end of the academic year when a child turns 5, the practitioner records each child's development by watching the child playing and in the classroom. The completed assessment is known as the 'Early Years Foundation Stage Profile'. This is used to help the Year 1 teacher plan lessons for the children.

Muddy Boots Pre-School

In January 2017 the school opened a new preschool to cater with children from the ages of 2. Those children attending at least a year before they are due to start school are given preference on the school admissions policy. For more information, please enquire at the school office.





Curriculum Subjects

English

The school places great emphasis on the early acquisition of English skills: spoken language, reading and writing. The school ensures it covers all of the targets set out in the 2014 National Curriculum, whilst interlinking the subject through a creative, topic-based curriculum.

Oracy

Burghill Academy reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar as well as their understanding for reading and writing.

Reading

We use a variety of methods to teach the children to read. 'Whole Class' and 'Group/Guided' reading approaches are adopted, as well as an individual approach, using a variety of Reading Schemes. As the children progress, they are encouraged to develop as enthusiastic, independent and reflective readers. They are introduced to a wide range of literature and are given opportunities to read extensively, for interest and pleasure. The Programmes of Study for Reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

The school also uses Accelerated Reader. This is an online tool that tracks and monitors children's reading of books and awards them on their knowledge of these books.

Writing

The Programmes of Study for Writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Our aim is to give the children the 'tools' which they will need to enable them to write effectively and imaginatively. We teach spelling and phonics from Year R across the whole school, and encourage a high standard of presentation from an early age.



Curriculum Subjects

Maths

Every class has a daily Maths lesson. Great emphasis is placed on the importance of mental strategies. Children are encouraged to learn number facts and tables to enable them to calculate with ease and confidence. We also emphasise the importance of problem solving and of applying concepts learnt in practical applications. The school is well resourced with maths equipment, including Numicon, which we update on a regular basis. We have recently introduced White Rose Maths across the whole school which focusses on the Maths Mastery approaches to deepen the children's skills and knowledge.

Science

A high-quality Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of Science.

Across the whole school we ensure that all pupils:

- Develop scientific knowledge and understanding: observing, studying and explaining the physical world.
- Work scientifically: using different methods of scientific enquiry to understand the world around us.
- Understand Science in action: how science can be used and its impact on our day-to-day lives.

Computing

The school has wireless laptops and a set of iPads that can be used anywhere in the school. They are networked to the Internet, with protection software installed. We use a variety of programs both to teach computing skills and to enhance the curriculum. Our Computing curriculum teaches key knowledge and skills including Digital literacy, Online safety, Computational thinking, Computers and hardware, Cross-curricular application and Coding. **E-Safety** is high on our agenda when teaching computing. A dedicated E-Safety page is featured on our school website and allows users to 'flag' any problems they may see or face.

Languages

All children from Years 3 to 6 take part in learning a foreign language, specifically Spanish. Children are encouraged to speak with increasing confidence and fluency, along with being able to respond to spoken and written forms of language. Our aim is to lay a solid foundation so children have a good grounding of languages before they enter high school.

Music

All children participate in class music lessons where listening, composing and performing skills are taught alongside the history of music. Inter-related dimensions of music such as pitch, duration, dynamics, tempo, texture, structure, timbre are explored across the school. All children are encouraged to take part in school productions, where they have the opportunity to use their performance skills, including music, drama and dance. Peripatetic guitar and piano lessons are available to the children.



Curriculum Subjects

Geography

The Geography curriculum aims to develop the children's interest in both their own surroundings and in the variety of physical and human conditions in the wider world. In the early years, the children will be investigating the school and its community, progressing to a greater awareness of its place as part of the United Kingdom. Later, the children will study communities in greater depth. They will also investigate geographical themes such as the weather, population and settlements. Throughout their studies, the children will be gaining geographical skills in map work and using sources of evidence. Whenever possible, the children will undertake fieldwork, and the emphasis will be on practical activities to enhance their studies.

History

Who am I? How am I making History? How have things changed? These are some of the questions we hope to address in our History curriculum and teaching. In the early years, the emphasis is on familiar situations, home and families, and the changes that have taken place. As the children develop a greater understanding of chronology and time, they study more specific units such as the Romans, Vikings and Greeks. Whatever the topic, the emphasis is on participation, looking through documents, checking source material, studying artefacts and bringing the past alive.

Design and Technology

Through the teaching of this subject, we aim to prepare children for the demands of the changing world in which they live, and to encourage both originality of design and the practical skills necessary for making, constructing and evaluating. All children have experience of a wide range of materials, such as wood, clay, food and textiles.

Art and Design

We engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are able to think critically and develop a more rigorous understanding of art and design.

Physical Education

The areas of activity covered in the school's curriculum are Gymnastics, Games, Dance, Athletics, Team Building and Swimming. Throughout the curriculum, the children are involved in three processes Planning/Performing/Evaluating. They are also required to consider their lifestyles, well being, safety and attitudes. Primarily the school promotes personal physical development but recognises the need for honest competition, therefore club activities and matches are arranged on a regular basis.

Personal Social and Health Education (PSHE)

The many aspects of PSHE are covered in a variety of ways. We have a comprehensive PSHE curriculum in place across the school exploring themes such as Families and relationships, Health and wellbeing, Safety and the changing body, Citizenship and Economic wellbeing. Other moral and emotional issues are dealt with sensitively in a class or individual situation. Assemblies also have a moral theme, and issues are dealt with in a sympathetic and caring manner. We are involved in the Healthy Schools Partnership, which promotes the well-being of pupils within the school environment. Our School Council is run by our pupils, recognising the importance of the children's voice in the running of our school. Relationship and Sex Education is taught in all year groups.



Extra Curricular Activities

The school offers the children a variety of after-school or lunchtime clubs, including:

- Football
- Netball
- Tag Rugby
- Cricket
- Rounders
- KS1 Multi Skills
- Choir
- Craft Club
- Running club
- Lego Club
- Doodle Maths Club
- Wellbeing Club
- The list goes on....

Homework

The school recognises the enormous contribution that parents can make to the educational development of their child, by actively helping at home either with reading or with tasks set by the school. We have recently subscribed to 'Doodle', enabling all children to continue their own bespoke learning at home. Throughout the year, each class will set homework to be completed. At the very least we would expect children to read at home for at least 10 minutes each night. Time spent learning times tables and number bonds is expected, along with children learning the spellings.

Breakfast and After School Care—Club Burghill

Currently the school provides wrap around care through our own Breakfast and After School Club, 'Club Burghill'. The breakfast club takes place from 7.30 am in the school hall. The after school care also takes place in the hall (sometimes in the library) and finishes at 5.30pm. Please see our school website for information on Club Burghill or speak to a member of the school office team.





Educational Trips & Visits

All education during school hours is free. At Burghill Community Academy we do not charge for any activity undertaken as part of the National Curriculum.

The Governing Body recognises the valuable contribution that the wide range of additional activities, including trips and residential experiences can make towards pupils' personal and social development.

When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary.

If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity.

If we do not receive sufficient voluntary contributions, we may cancel the trip. Sometimes the school pays additional costs in order to support the visit. The Governors have decided that, should the level of support fall below 80% of costs for all pupils, then the trip or activity will not take place.

Parents have a right to know how each trip is funded. The school provides this information upon request.

Parental Involvement

Parents' Evenings are held twice a year to discuss pupils' progress and to inform parents of targets set. In the Spring Term, a comprehensive Report is written which may be discussed with the class teacher on request. This is for children in Year 1-5, the reports for Reception and Year 6 are written for the end of the year. Teachers are normally available for quick consultations with parents at the end of the school day. However, parents who are worried about their child's progress should contact the school and make an appointment to meet teaching staff at any time during the term.

The **Parent Teacher Association (Friends at Burghill School—FABS)** is actively involved with the school and arranges social and fund-raising events. All parents are regarded as members of the FABS and a committee is appointed each year to organise FABS activities. The team have helped to fundraise for new playground equipment, school trips, class laptops, a minibus and much, much more.

The school encourages and welcomes parents to come into school and help with various activities throughout the week. We are eager to use any skills or knowledge that the parents or families of children may have. Please contact the class teacher if you would like to help in this way. Help can be in any form: helping with listening to readers, organising the school library or talking about your profession if linked with the class' topic.





Term Dates & Attendance

The dates for school terms and half-terms are printed below. We will endeavour to inform parents as soon as possible if there are changes to the holidays and Staff Training Days.

Term dates for the school year 2023-2024

	Autumn term 2023		Spring term 2024		Summer term 2024	
Term starts	Wednesday 6 September	38	Tuesday 9 January	24	Monday 8 April	34
Half term	Monday 30 October - Friday 3 Nov		Monday 12 - Friday 16 February		Monday 27 May - Friday 31 May	
Term ends	Thursday 21 December	34	Friday 22 March	25	Friday 19 July	35

Training Days:	Additional Info:
Monday 4 Sep – Teacher training at own schools	Good Friday: 29 March 2024
Tuesday 5 Sep – All staff training – Safeguarding at own schools	Easter Monday: 1 April 2024
Monday 8 January – Behaviour management training	May Day: 6 May 2024
Monday 22 July	Spring bank holiday: 27 May 2024
Tuesday 23 July	

Term dates for the school year 2024-2025 (provisional)

	Autumn term 2024		Spring term 2025		Summer term 2025	
Term starts	Wednesday 4 September	38	Tuesday 7 January	29	Monday 28 April	20
Half term	Monday 28 October - Friday 1 Nov		Monday 17 - Friday 21 February		Monday 26 May - Friday 30 May	
Term ends	Thursday 19 December	34	Thursday 10 April	34	Friday 18 July	35

Training Days:	Additional Info:
Monday 2 September	Good Friday: 18 April 2025
Tuesday 3 September	Easter Monday: 21 April 2025
Friday 20 December	May Day: 5 May 2025
Monday 6 January	Spring bank holiday: 26 May 2025
Friday 11 April	

Please refer to the schools Attendance Policy for more detail. Schools will only allow holidays during term time if they are seen as extenuating or exceptional circumstances, they will not be authorised. An extract from the policy of authorised absences is below. We are fully in our rights to fine parents who take their children out of school without authorisation. The current fine is £60 per child, per week or part of.

Absence will be authorised in the following circumstances:

(a) where leave has been granted by the school in advance, for example –

- a pupil is to participate in an approved performance for which a licence has been granted by the Local Authority
- a pupil is involved in an **exceptional** special occasion – in authorising such an absence the individual circumstances of the particular case and the pupil's overall pattern of attendance will be considered
- in **exceptional** circumstances, permission has been granted for a family holiday for which the parents have sought permission in advance

(b) where the school is satisfied that the child is too ill to attend

(c) where the pupil has a medical appointment (although parents should be encouraged to make these out of school hours wherever possible, and to return their child to school immediately afterwards – or send him / her to school beforehand)

(d) where there is an unavoidable cause for the absence which is beyond the family's control, eg extreme weather conditions

(e) the absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parents belong

(f) in other **exceptional circumstances** (eg a family bereavement) and **for a very limited period**



Admissions

The school can take as a total 105 pupils, where 15 pupils may be admitted to the school each year.

The parishes of **Burghill and Tillington** have been designated as the school's catchment area. The school publishes a composite admissions policy each year. The Local Authority gives information about how parents can apply for a place in the school of their choice through the Herefordshire Website. Parents have a right to express a preference for the school of their choice and they should do so on the application form. Expressing a preference does not, in itself, guarantee a place at this school. From the 2010-2011 academic year all applications for places must be made through the LA.

Information line on school admissions: 01432 260926 or 01432 261574

Email: schooladmissions@herefordshire.gov.uk

Website: https://www.herefordshire.gov.uk/info/200144/schools_and_education/251/primary_school_admissions

Please consult our **Admissions Policy** for further information on admissions, found under 'Policies' on the school website.

Children enter Reception class the September after their 4th birthday. The children initially attend school on a part time basis for the first 2 weeks, building up to full time by week three. Home visits take place during this week with the class teacher. We will discuss with you the best arrangements to suit your child when we hold our Parents' Induction Meeting in the Summer term, prior to your child's admission in September.

Parents are asked to **register their child for admission well in advance**, and will be asked to complete an admissions form when their child is admitted to school. All parents requesting an admission are invited to visit the school to meet teaching staff and to view the facilities available.

Children are invited into school for a number of afternoon sessions during the half-term prior to their admission.

The Reception teacher holds an open event prior to your child's admission, that will ensure that they are ready for school in the September. Again this will be held in the Summer term and a letter sent out accordingly.

The school should be **notified immediately** of any changes that may occur during the child's stay, e.g. change of address, telephone number, parents' places of work, medical information etc. In addition, **all parents** are asked to update information on the school's data information sheets at the start of each academic year. Additional information is required, including photograph consent.



Behaviour

Our Behaviour Policy and Code of Conduct have been drawn up in order that:

1. A safe, secure and effective learning environment is created.
2. The school can function as an orderly and happy community and so that pupils can become responsible members of society.
3. The pupils can develop self-discipline, self-control and independence.
4. To ensure equal opportunities for all.

The Burghill Standards:

- Show respect to everyone and everything
- Do as you are asked by all adults straight away
- Always try your best to learn and achieve
- Be kind, thoughtful and helpful to everyone
- Move around the school and classrooms safely and calmly



These standards are discussed, explained and reinforced in assemblies and other whole school events. The rules were devised through discussion with children in class, which were then passed onto the school council members to finalise.

Go for Gold Rewards and Sanctions System

It is important that there is consistency across the school in the way we sanction poor behaviour and reward good conduct. We run a "Go for Gold" system across the school.

We developed a system that will allow parents, children and staff to clearly understand what behaviour is acceptable and what behaviour is unacceptable. Our Go for Gold system is based on Class Rules (devised by each class) and our School Standards.

Our aim is to encourage children to behave "sensibly". Every child will be aware of our School Rules and will have a Conduct Card. At the end of the day, after discussion with their class teacher, each child will colour in the box for that day according to conduct.

More information on the school's conduct system and an example of a conduct card can be found in our Behaviour Policy.



Home/School Agreement

All parents are asked by the school to sign a Home/School Agreement. A copy can be downloaded from the school website under the Policies section. This agreement has been drawn up after consultation with parents, staff, pupils and governors and has been designed to further enhance dialogue and understanding between home and school. Children entering the Junior Department of the school are asked **to sign** the pupils' section of the document, after discussion both at school and at home.

Further details regarding the school's policy for rewarding good behaviour, and the agreed procedures for dealing with unacceptable behaviour, are available on the school's website.

Our School Aims

We are determined to create an inclusive culture of learning, where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respectful citizens, enabling them to make valuable contributions locally, globally and contributing to our world's sustainable future.

This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our Home/School Agreement.

School Uniform

Our current uniform policy can be found on our website on the page:

<https://www.burghillacademy.com/policies>

Please contact the school office for our current supplier for branded uniform.





Attainment & Progress

2023-2024 Results

We are hugely proud of all our achievements for the academic year 2023-2024. Areas that are in grey are last year's national as at the time of publishing, these figures were not available.

KS2

B 2024 KS2 Results

Last year's

	EXS+	National	Diff Nat.	GDS	National	Diff Nat.
Reading	82%	74%	↑8%	36%	29%	↑7%
Writing	73%	73%	In line	18%	13%	↑5%
Maths	73%	72%	↑1%	46%	24%	↑22%
SPAG	82%	72%	↑10%	46%	30%	↑16%
Science	82%	81%	↑1%			

Average Scaled	Reading	Maths	SPAG
Out of 14 pupils	107	106	106
National	105	104	105
Compared to National	↑2	↑2	↑1

	EXS	National	Diff Nat.	GDS	National	Diff Nat.
RWM Comb.	73%	61%	↑12%	18%	8%	↑10%

EYFS

Burghill GLD	73%
Herefordshire	71%
National	65%

Phonics

Phonics	School	National	Diff.
Yr 1	100%	79%	
Yr 2	100%	89%	



The essentials...

Arrival and Departure from School

Please time your child's arrival at school between **8.45 a.m. and 8.55 am**.

The school does not accept responsibility for children before 8.45 a.m, unless they are booked into Club Burghill.

A member of staff is on duty from each of the classroom entrances from 8.45 a.m. Children organise their equipment and enter their class from 8.45am

Parents arriving or departing **by car** are asked **not to park in the lay-by** at the front of the school, as it obstructs visibility. The carpark is cramped, so we ask that people drive carefully and sensibly.

Pick up at 3.10pm for Apple and Beech Classes, 3.15pm for Willow and Sycamore.

The school playground and play equipment must be vacated by 3.30pm at the latest. This is to ensure the safety of the children who attend any after school clubs, along with Club Burghill, wrap around care.

In the interests of health and safety, please do not bring animals into the playground. If you must bring a pet, please keep it on the bottom playground and do not bring it up to the school building or onto the school field.

Talking to Staff

The school does run a tight timetable, there are always members of staff to take messages for class teachers before the start of the school day. Consultations requiring more time may take place after school by arrangement with the class teacher. Please report through the office if you wish to speak to a member of staff. Generally these appointments will be done on the same day as they are made where possible.

Lateness

All late arrivals have to be recorded on our school system. Please ensure that your child is **on the premises by 8.55 a.m.** If you are late for any reason, come to the school's main entrance and we will let you in. Children need to be accompanied by a parent so we can log the reason for lateness.

Absence from School

Please either **ring the school, inform the school via our Arbor parent app** or **email the office** on the day your child is to be absent. Or if your child is likely to be absent for a prolonged period, please phone the school to let us know. In many cases, if we haven't heard from the parent by 9.30am on the first day, we will ring to check that everything is okay.

Consent Forms

We ask all parents to **complete and return an annual consent form**, giving the school permission to take their child out of school on organised trips for the duration of that year. Parents will still be informed by letter of any trips that are taking place within school hours.



The essentials...

Medication

We are able to administer medication at school as long as a consent form is signed and it has been prescribed by a doctor. If a child is on an antibiotic course they should return to school when they are well enough to do so— we are able to administer medicine that requires 4 daily doses, once during the school day. All children, including infants, must take responsibility for their own inhalers and epi-pens, and should carry them on their person, possibly in a purse belt or box. To try and help parents we realise that sometimes children will feel under the weather but with some 'Calpol' generally feel well enough to stay in school. A consent form is sent at the beginning of each academic year and a phone call will always take place before administering any drugs.

Minor Accidents

All accidents, even minor abrasions, are logged in the School Accident Book, and a note informing the child's parents of the nature of the injury is sent home with the child. Parents will be contacted directly if the accident is considered to be more serious.

School Uniform

PLEASE! PLEASE! mark all items of school uniform clearly with your child's name (not initials). This saves us hours of searching and sorting identical looking items of clothing. Information on buying and ordering school uniform can be found out from the school office.

Playtime Snack

This is now a 'FRUIT ONLY TIME'. KS1 children are provided with a piece of fruit every day through the government's Fruit Scheme. Children are **not allowed** to bring either sweets or chewing gum etc to school. This also includes fruit products that come in wrappers. Whole fruit only. Children are also permitted to eat cheese or plain rice cakes.

Water Bottles

Children are encouraged to bring in a water bottle to drink during lessons and throughout the day. Fruit juice and squash is not allowed in the classrooms; a separate bottle for lunch and playtimes can be brought in if necessary. Tooth decay is a big problem in Britain and in particular, Herefordshire. This is our attempt to minimise the impact on the children we care for every day.

Lunches

You have the option to either send in a packed lunch with your child (no fizzy drinks) or order a hot meal. The children eat in the school hall at staggered times from 12.15pm. We currently provide Universal Infant Free School Meals for all the children in Reception, Years 1 and 2. We also offer Junior children the option to buy a hot dinner. Our provider is Golden Cross, who provide the hot dinners from their public house kitchen in Sutton St Nicholas. Information and menus can be viewed on our website or from the office.

Money

We are a cashless school, where payments for trips etc are done through our Arbor account. Details can be obtained from the office.

Letters Home

We try to keep you informed of everything that is happening in the school. Please help by replying promptly to letters, invoices etc. The vast majority of letters will come through our Arbor account, so no letters will get lost on their way home! Please ensure we have an active email address so that we are prompt in providing important information regarding trips and any changes to the diary.



Burghill Community Academy



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