

SCHOOL PROSPECTUS



Believe to Achieve

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Welcome to Osborne

Dear Parents and Carers,

May I extend a warm welcome to you and your child as they begin their learning journey with Osborne Primary School. Our school is now judged to be a good school with outstanding leadership and management (Ofsted May 2014.)

This prospectus is aimed to give you a flavour of our caring school and a reference point for vital information in order to ease your family's transition into the Osborne family.

We pride ourselves upon discovering every child's unique strengths and abilities, in order to challenge and assist them in achieving their personal potential, whilst also developing an enthusiasm for learning through a fun, stimulating curriculum. This commitment enables all children to become successful learners, confident individuals, responsible citizens, effective contributors and creative thinkers whilst at Osborne and in their future.

All decisions made at Osborne have to meet one criterion - Is it in the best interest of the child / children? So, it was pleasing to see Ofsted report in May 2014 that "the children are at the heart of everything this school does."

With this knowledge, a good partnership between home and school can be nurtured which is essential in the development of each child.

Therefore, we look forward to meeting you and please contact the school with any queries.

Michelle Gay
Head Teacher



A Letter from the Governors

www.osborneprimary.co.uk
enquiry@osborne-pri.bham.sch.uk

On behalf of the Staff and Governors, I would like to take this opportunity to extend a warm welcome to Osborne School. It is the aim of everyone at Osborne to work in partnership with families and carers to create a happy and safe learning environment for your child.

We trust that the school prospectus contains all the information you might need, but please do not hesitate to contact us if you need any further help, guidance or support.

*Mrs Rona Gorton
Chair of Governors*

At Osborne, we strive to enable all our children to achieve their full potential and be happy, successful, independent and confident lifelong learners, equipped for life in a multicultural society as responsible individuals.

We aim to:

- Support each child to develop a personal vision for their future following our school values of respect, fairness, self-control, forgiveness, persistence and courage.
- Ensure each child enjoys varied, exciting learning experiences within a well-planned, broad and balanced curriculum.
- Provide a stimulating, challenging, interactive work environment conducive to learning.
- Promote an ethos that values democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Maintain high expectations of behaviour.
- Support children to keep themselves safe.
- Develop self-esteem and social skills, enabling them to form positive relationships within school and the wider community.
- Involve children, parents, governors and the local community as active partners in school life.

Safeguarding Children

Governor Statement:

The appropriate safeguarding of children is an essential element of the work of the governing body. It is a pre-requisite to the effective development and well being of the children who attend Osborne Primary School, and should be seen as an underlying principle in all that we do.

In order to safeguard our children, governors are also committed to:

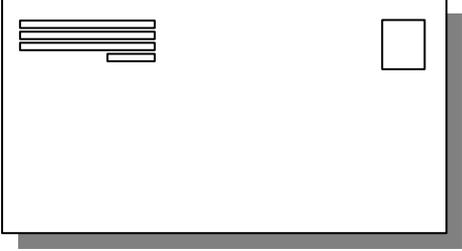
- Regular review of all practice
- Appropriate induction and supervision
- Regular and appropriate training
- Sustaining the professional ethos which is open and supportive of staff, which puts children's safety and protection at its core
- Ensuring that Parents are aware of the school's commitment to this work

Statement to parents

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. Such consultation may result in a formal referral which could prompt visits from Social Care and/or the Police.

We fully understand that this can be a very distressing set of circumstances, but we can only assure you that we follow the procedures laid down by the Birmingham Safeguarding Board; a copy of which is available in school; as is a copy of our own Safeguarding Policy (updated in May 2015.)

School Contacts

	<p>Osborne Primary School Station Road Erdington Birmingham B23 6UB</p>
	<p>Our telephone number is: Main Office: 0121 464 3346</p> <p>Farzana Wahid (Parent Support Adviser): 07860920185</p>
	<p>Our email address is: enquiry@osborne-pri.bham.sch.uk</p> <p>The school website is: osborneprimaryschool.co.uk</p>

Under reconstitution in May 2015 the Governing Body consists of:

Chair of Governors:

Governors:

Rona Gorton (Co-opted)

Becky Overton (Local Authority)

Meryl Graham (Co-opted)

Louise Holland (Parent)

Simon Davies (Parent)

Sonia Griffiths (Teacher)

Michelle Gay (Head Teacher)

The School

All classes are situated in our main building on Station Road close to the centre of Erdington, whilst our other building on Osborne Road (2 minutes walk) houses our library, Art room, D&T room, hall for extra class or group activities plus our Parent Room.

Osborne is a Community Primary School under Birmingham City Council. We are an oversubscribed school and have a maximum of 210 children, with our admission limit equalling 30 children per year group.

The Staff - from September 2015

Head Teacher: Michelle Gay		Deputy Head Teacher: Mrs H Simon	
Assistant Head Teacher: Mr R Faris			
Inclusion Leader (Special Educational Needs/Disabilities Leader): Mrs S Griffiths			
Class Teachers: Miss L Axford Miss H Briginshaw - Y4 Mrs J Davenport - Y6 Mrs E Davis Mr J Heathershaw - Y2 Miss K Morris - Y3 Mr A Roberts - Y5 Miss H Salt - YR (Reception) Miss L Tredaway - Y1		Teaching Assistants: Mrs J Ashen - YR Mrs P Bonner - Y3 Mrs E Cox Mrs A England - Y1/YR Mrs T Lakin - Y4 Mrs L Mallen - Y2 Mrs J Smythe - Y6 Miss S Whiteshaw - Y1 Mrs K Woodcock - Y5 Mrs M Arkininstall	
School Business Manager: Jane Taylor			
Office Manager: Sharon French			
Clerical Assistant: Chris Barnes			
Learning Mentor: Steph Kelsall			
Parent Support Adviser: Farzana Wahid			
Site Buildings Manager: Mr B Allen			

School Timetable and Attendance



School Hours

Children are supervised in the playground from **8:45**.

Classes enter the school building with their teacher at **8:55**.

Learning begins promptly in class at **9:00**.

School End Time:

Key Stage 1 and YR (4-7 years old): **3:25** - children to be collected from the playground

Key Stage 2 (7-11 years old): **3:30** - children to be collected from the front of the school.

Punctuality is essential to ensure the children do not miss any part of the vital **learning** process, as this can delay their understanding and cause them distress. Therefore, parents **MUST** ensure their children arrive and are collected at the correct time. Parents are required to give a reason for their lateness and the lateness slips will be monitored. From September 2015, it is likely, that any patterns of children being collected late will incur a charge.

Attendance

Inform school by letter, telephone or in person, explaining the reason for your child's absence by 10.00am on the first morning of absence. School will rigorously follow up any cases of unexplained or frequent absence.

We firmly believe that we cannot educate children effectively unless they are in school on a regular basis. Therefore, the children earn attendance tokens which can be used to purchase various privileges.

We aim for our children to achieve a target figure above 97% attendance during the year. Under new laws, authorisation **CANNOT** be given for any holiday absence during term time and this year, several parents have been fined for taking holidays during term time and for regular poor attendance. From September 2015, poor attendance is considered to be any figure below 90% (10% missed = 19 school days, or 4 weeks, or 100 lessons). Y6 children must be in school when statutory testing takes place in May.

A copy of the school's attendance policy is contained within the prospectus and is available on the website.

Break Time:

Key Stage 1 (5-7 years old): 10.30 to 10.50

Key Stage 2 (7-11 years old): 11.10 to 11.30

Lunch Time:

Key Stage 1 and YR (4-7 years old): 12.00 to 1.10

Key Stage 2 (7-11 years old): 12:30 to 1:30

Uniform

Governors have approved an acceptable dress code demonstrating that school is a special and important place not to be confused with sporting or leisure activities. The uniform choices consist of:

White, blue or grey shirts / blouses (**named**)

Blue, black or grey school trousers / skirts (**named**)

Dark blue jumpers (**named**)

Sensible (low heeled) shoes (**named**)

Jumpers, cardigans, polo shirts, t-shirts, fleece jackets, shower-proof fleece jackets and heavy duty school bags embroidered with the school logo can be ordered from Tesco online or School Trends, please see the school office for more details.

Please ensure all uniform is named so we can instantly return items to the correct child. Searching for lost property, especially if unnamed, loses valuable learning time and is a detriment to the children.

It is vital for safety and hygiene reasons that children have the following suitable **named** clothing for P.E. which is kept in a **named** drawstring bag in school during the week:

T-shirt and shorts

Pumps for indoor use

Trainers for outdoor use

A one piece swimming costume / trunks or close fitting shorts (not knee length) will be needed in Years 3 to 6.

Please ensure **all** uniform is named so we can instantly return items to the correct child. Searching for lost property, especially if unnamed, loses valuable learning time and is a detriment to the children.

Jewellery

For health and safety reasons the children are **NOT** permitted to wear any jewellery apart from a watch and stud earrings which must be removed during swimming or PE lessons. If your child wears jewellery as part of religious traditions, they may be asked to remove it or place tape over the item, if it may be hazardous during an activity.

Lost Property

Please ensure **all** uniform is named so we can instantly return items to the correct child. Searching for lost property, especially if unnamed, loses valuable learning time and is a detriment to the children.

Children are encouraged to be responsible for looking after their own property and will be asked to look for any missing / lost items. Parent/carers can also ask to check the cloakroom, classroom, playground and hall. At a term break any lost property not claimed will be disposed of.

The Curriculum

We follow the National Curriculum guidelines and teach the core subjects of: English (Literacy), Mathematics (Numeracy), Science, Computing and Religious Education

Religious Education (RE)

RE is offered to all children and there are daily acts of collective worship that follow set social, cultural, emotional or moral themes. Although assemblies are predominantly Christian other faiths and cultures are frequently included.

Our R.E. curriculum follows National Curriculum guidelines and meets the requirements of the Birmingham Agreed Syllabus. Parents have the right to withdraw their children from assemblies or RE lessons but should discuss the arrangements with the Head Teacher, in advance.

In order to offer a broad, balanced, and stimulating education we teach the skills of all subjects through a central theme suggested by the children. They are then assessed and subsequently challenged to achieve their greatest potential across the whole curriculum which includes the following subjects/areas:

Art; British Values; Design & Technology; Geography; History; Music; Physical Education; Modern Foreign Language (in KS2 only) plus P.H.S.E. (Personal, Health and Social Education) including Safeguarding (How to keep themselves safe.)

A termly curriculum overview can be found on the school website for each year group, so parents are aware of the themes being taught.

Special Educational Needs/Disabilities (SEND)

Teachers are aware that each child is an individual with differing abilities and diverse rates of development. If a teacher is concerned about the progress of any child they will consult the parent and Inclusion Leader in order to identify a programme of support, within school, enabling each child to achieve their learning potential. In September 2014, new laws were introduced governing the provision of support for children with SEND. Initially, all extra support will be from within the school or via identified agencies, with parental consent. However, an Education Health and Care Plan will be set up for those with the most severe needs. Both forms of support will be reviewed at regular intervals with parents.

Achievement for All

As part of our consistent efforts to continually improve further, Osborne is working toward achieving a quality mark in Achievement For All. This organisation has a vision of an Education System that raises the aspirations of all pupils supported by parents, teachers and professionals, provides access to schools that inspire, drive and inform learning for all pupils so that there is, Achievement For All. Underpinning this vision are the three 'A's needed to encourage this practice in schools: Aspiration, Access and Achievement. Achievement For All is designed as a two year programme, during the first year we have focused on pilot groups within school but as this is a whole school approach to improving teaching and learning, during the second year we will roll out the good practice to all other years in school. Osborne has already been predicted to gain the quality mark earlier than usual thanks to the high standard we already achieve in these areas.

Safe Use of the Internet

We are keen for all children to develop their computing skills as they are an essential element of the twenty first century life plus, a crucial tool for securing employment. The children will be taught how to access appropriate information from the internet via e-safety rules and all visited sites will be monitored by a Senior Leader (as set out in the E-Safety Policy which is available on the website.) Filtering systems are in place, reviewed and improved constantly to restrict access to unsuitable sites. Parents will be informed of any inappropriate conduct or access made by children and support is offered to parents on how to keep their children safe whilst online via letters, websites and workshops.

Transition between classes and schools

Secondary School

During July, Year 5 children receive the Secondary transfer request forms and although this may be a difficult process for parents, each of the secondary schools will send out literature and have open evenings to enable the correct selection for each child. We are happy to offer and secure support for any parents experiencing difficulties in this selection process.

Also during July, the Year 6 children will experience an Induction day at their allocated Secondary School.

New Classes for September

All the pupils of Osborne school, including the new Reception children, will spend three sessions with their teacher and teaching assistant for the next school year, aiming to ensure a smooth transition.

Pastoral Care

At Osborne, the development of the whole child is essential, not just their curriculum abilities. So your child's safety, happiness and emotional and social developments are of equal importance.

Great emphasis is placed on promoting good relationships, independence, confidence, sound values, self control, personal and collective responsibility plus an awareness of environmental issues. Therefore, each class has a full time teacher and teaching assistant and the children are well supported by an Inclusion Leader, Learning Mentor, Assistant Head and non-class based Deputy Head.

Occasionally, families experience difficult circumstances eg a bereavement, financial issues, break up of a partnership and these issues will affect your children's capacity to learn. Therefore, we would ask you to let us know of any difficulties so we can offer support to your child and the family through our own Parent Support Adviser or the Inclusion Leader.

Over the last year parents / carers have requested these groups to be set up; Crochet, Feeling Good, ASD / ADHD, Art & Craft and Gardening. It is important that we continue to offer this support and welcome your ideas for new groups. Please contact Farzana for details of either an existing group or an idea for a new group.

Assessment

Every lesson will contain a learning objective and challenging success criteria so your child knows what they are learning and how well they have learnt. Their work will be marked:

- in green to show they have achieved the success criteria and
- a small but significant area highlighted in pink to identify an improvement prompt which may refer to an inappropriate strategy being used or to challenge the child to attempt a more difficult task.

Staff then use these daily assessments to plan appropriate learning activities for children of all abilities in the next lesson and gauge each child's immediate and termly progress.

On occasions, your child will be given specific tasks in Literacy, Numeracy or Science to assess their application of appropriate strategies over time. The outcomes of these tasks help teachers to plan suitable learning opportunities for all children and gauge their progress.

This year, assessment procedures have changed:

Y6 and Y2 children will be required to undertake Statutory Assessment Tests (SAT's) in reading, writing, spelling and grammar plus maths in May. The results are shared with the children, included on their report and the school's performance can be seen on the Ofsted Data Dashboard (a link is available on the school website.)

Y1 children have to undertake a phonics assessment (plus any of the Y2 children that did not reach the expected standard in Y1) in June

YR, Y2 and Y6 end of year assessment results are also reported to the Department for Education as a further measure of the education the school is providing.

Educational Visits

We believe that children should be familiar with as wide a variety of stimuli as possible to engage them in their learning and future life experiences eg trips to the theatre, art galleries, museums etc. Therefore, all of the visits are linked to our curriculum themes.

Attendance at educational visits during curriculum time is statutory and all children must participate.

Signed consent slips (for visits outside of Birmingham) are to be returned as soon as possible and **before the day of the trip** or children will not be allowed to leave the school site. Not attending the visit will seriously harm the children's learning because the curriculum is specifically planned around these trips.

Contributions

The school allocates a percentage of the budget to subsidising educational visits (including some for Pupil Premium Funding for disadvantaged children) but it would be impossible to pay for all the invaluable experiences we identify. Therefore, on occasions parents will be asked to make a voluntary contribution towards costs such as transport, insurance, fees, board or lodging. Where sufficient contributions are not forthcoming, the activity may have to be cancelled.

The Extended Hours Curriculum

After School Clubs

There are a variety of clubs that we actively encourage children to attend throughout the year. All we ask is that parents sign a consent form, pay a minimal fee and inform us of who will pick their child up. Parents are asked to collect children promptly at the end of these sessions. We are also part of a Sports Partnership Cluster of schools which enables many children to engage in competitive sports.



Instrumental Tuition

Through the National Curriculum, all children have access to some form of instrumental tuition, i.e. Guitar

The school will loan instruments but we ask that parents take the responsibility for their maintenance and repair in the event of a breakage. A small charge, subsidised by the school, is made for this tuition. If your child shows a particular musical talent, you will receive a letter giving you further information about future costs and arrangements.

Breakfast Club

Breakfast Club is open between 8.00am and 8.45 am. Parents can leave their children in the schools supervision or alternatively stay with them.

School subsidises Breakfast Club which includes the following;

- One breakfast option for each child (different choices each day)
- One drink for each child
- Participation in daily activities by a trained coach

Current charges are;

- Daily rate of £2.50 per child for each day of attendance. If attending for the whole week you can pay a discounted charge of £10.00 per child.

Holiday Clubs

School works with an independent provider of holiday club activities. These are available during all the school holiday breaks with the following exceptions;

- Summer holiday club is only during the first three weeks
- No club available over the Christmas holiday

There are a variety of activities on offer and these are varied during the year. Application forms which will detail the activities available, the dates and times available and the charges to be applied are available from the school office.

Home Learning



The Home Learning Policy was reviewed after consultation with children, parents, staff and governors and is an essential tool in our teaching and learning process, which aims to challenge expectations and raise standards. It is also an integral part of the positive, learning partnership between the child, family and school. Home learning will consist of a:

1. Project Learning Task

Each class receives a research project with specific criteria based upon the curriculum theme of that term. Each child will then be encouraged to apply their curriculum skills to this independent project following their personal interests within the curriculum theme and preferred medium for their presentation. At the end of the half term, the children will then present their project task to children in a different class.

2. Weekly Learning Task Sheet

Each child will receive a weekly, home learning task sheet on a specific day of the week including with guidelines to parents and children on how each task should be successfully completed.

As reading is the vital key to learning, we ask all our parents to spend some time reading WITH and TO their children in order to:

Explain new vocabulary

Talk about the pictures

Discuss the characters or events in the story

Enjoy the reading experience.



We encourage parents to support their children in completing home learning activities independently or with support as it further improves the children's learning capacity.

Parent/School Partnership

A good partnership between home and school is vital to ensure your child learns to their full potential. This collaboration begins the moment your child is awarded a place at Osborne and our task is to discover from you and your child about all the valuable skills and experiences they have encountered, so we can develop their learning further.

Home School Agreement

We consulted with children, parents, staff and governors to construct an approved Home School Agreement identifying prioritised ways to support your child, together. We ask all parents to sign this agreement when their child starts Osborne.

We want your child to be happy, feel safe and achieve at Osborne School. Please feel free to approach us with any concerns you may experience. No problem is too small or too difficult. You could talk to the:

Class teacher before 8:45, as they receive your child on the playground or after school;

Parent Support Adviser - Farzana Wahid

Inclusion Leader - Mrs Griffiths

Assistant Head - Mr Faris

Deputy Head Teacher - Mrs Simon

Head Teacher - Michelle Gay

Reports

We believe school reports present the information in a manner that is more easily understood by children and parents, so that you have a clear picture of your child's many strengths and the next steps (targets) they need to undertake in order to further improve their learning.

Friends of Osborne

The Friends of Osborne have previously supported the school with fundraising events and in the past has helped us to buy the school minibus, extra library books, curtains, school signs, playground equipment and book bags. The main fundraising event is usually held in November (Christmas Fair) to raise funds to buy larger items e.g. Tyre Park, audio-visual equipment for the hall, Parent Shelter, maintain the mini bus and subsidise school trips. New members are always welcome - please ask at the school office if you would like to help in any way or have any suggestions for different fund raising events.

Learning Consultations

Termly consultations are arranged so you, the teacher and teaching assistant can discuss your child's progress; agree targets for future learning which you can support at home and to celebrate the recording of their learning journey in their books. If parents cannot attend one of these evenings then class teachers will arrange an alternative time, as these meetings are vital to celebrate and develop the child's full potential.

Communication

A newsletter is regularly sent home to inform you of dates, future events and to share activities that your children have enjoyed participating in. If events are particular to just one class eg class assembly then an extra letter is sent home only to those families.

Contact Information

If you change telephone numbers (particularly mobiles) address, or e-mail address you **MUST** inform the school office immediately so we can contact you in an emergency (for example taking your child to hospital or collecting your child when sick) and also send text messages via our communication system called GroupCall. Not providing school with these details, can be seen as a sign of neglecting your parental responsibilities.

Medical conditions policy

This policy exists for children with acute medical needs (such as peanut or fish allergies, epilepsy, asthma or diabetes) to ensure that, in terms of both physical and mental health they are:

- properly supported so they can play a full and active role in school life, remain healthy and achieve their academic potential.
- effectively supported in consultation with health and social care professionals, their parents and the pupils themselves.

Please let the school know of your child's specific care needs so the appropriate support can be given.

Medicines

If you feel your child is well enough to return to school but they still require **prescribed** medication, we are very happy for you to call into school and administer the dose personally or if circumstances prevent this, then you can fill in and sign a form stating the specific medicine, dose and time required. The Teaching Assistant working with your child will then administer the specified dose at the stated time.

Publicity

Occasionally, children appear in the local papers as we celebrate our achievements with the local community. Most families are thrilled to see their child's photograph in a newspaper but occasionally we know it can present difficulties with religious beliefs or safeguarding issues. Therefore, we ask parents to sign a document annually stating their preferences re publicity, enabling us to consult the document and carry out the parents expressed preferences.

Local Visits

Similarly, parents are asked to complete an annual permission slip for any visits made by the children in Birmingham, as these can be frequent and we do not want to pester you or waste paper.

Consultation

For the parent/school partnership to be successful it is vital to frequently acquire your opinions and act upon them. In the past two years, as a result of parental consultations we have altered assembly times so children leave school punctually; reviewed and improved the school dinner menu which now includes halal meat; Breakfast Club is now open from 8am and the School Motto, School Values, Home School Agreement and Home Learning Policy have all been reviewed and updated. All suggestions are gratefully received at any time.

School Meals

Children may have a school meal cooked on the premises or bring a packed lunch. ALL children in Reception, Year 1 and Year 2 classes are currently entitled to a Free School Meal. (Universal Infant Free School Meal - UIFSM)



The school office can give confidential advice on whether a child is entitled to have free school meals and how to apply. It is very important that all parents register their qualification for free school meals as the school receives an extra £1300 of Pupil Premium Funding for each of these pupils. This can be registered even if you want to provide a packed lunch so that school and your child benefits from the Pupil Premium Funding.

Children who pay for their meals are asked to bring the money into school on **Monday** morning for the whole week, in a named, sealed envelope. The money has to be paid in advance of the meals being taken.

Cheques can no longer be accepted and the school has no facility to accept card payments.

The current price is £2.05 per day.

Special Dietary Requirements

If your child has specific medical or religious needs please inform the class teacher and school office, in writing, so the kitchen staff can then meet your child's requirements.

Healthy Diet

The Senior Catering Officer has to balance the school menu each week in order to ensure that the children eating school meals are receiving adequate amounts of vegetables, carbohydrate, protein, fats etc and limit the amount of restricted foods such as processed meats.

Therefore, we ask parents providing lunches to not include chocolate or sweets as part of their child's packed lunch.

Tuck Shop



Healthy snacks are on sale every day for both Key Stage 1 (4-7 years old) and Key Stage 2 (7-11 years old.)

Currently;

KS1 are charged 30p per day for toast and a drink. This should be paid on Mondays (in a **named**, sealed envelope) In addition every child in KS1 will receive a free piece of fruit provided by the Local Authority.

KS2 are requested to bring their own tuck money in and look after it until morning break. This will increase their independence and responsibility. At morning break they can purchase from a range of healthy snacks.

Money

Dinner money and KS1 juice/toast money should always be sent into school **at the beginning of the week**. All money should be in a sealed envelope (available from the main office) and be marked with your child's name, class, the amount of money enclosed and the reason for the payment, i.e. Dinner money. Your child should place these envelopes in the security box located outside their classroom, this will encourage independence.

Ofsted Report

The school was most recently inspected in May 2014 where the school was judged as a good school with outstanding leadership and management.

Strengths included:

- The head teacher, supported by senior and other managers has driven through dramatic improvements in teaching and learning since the previous inspection. As a result, teaching and learning are consistently good or better.
- Support staff make a valuable contribution to pupil's learning.
- Staff have risen well to the high expectations the school leadership has of them. They in turn, have high expectations of the children.
- Behaviour is good.
- Pupils feel safe in school and feel valued and listened to.
- Children are justifiably proud of their achievements.
- Pupils enjoy learning.
- Attendance has improved significantly.
- The school promotes equality of opportunity well by ensuring that every pupil has the option to join in everything on offer. It works hard to eliminate all forms of stereotyping and discrimination.
- The school is vigilant in helping pupils and, where necessary, their families, to help pupils to learn well.

A full copy of the documents can be found at www.ofsted.gov.uk or on the school website.

We hope that you have found this prospectus useful. However, if you have any further questions we will be happy to help you, so please do ask.

We look forward to working together in partnership with you to enable our children to achieve their full potential and enjoy their learning journey.

Osborne Primary School

HOLIDAY & TEACHER TRAINING DATES

	SCHOOL CLOSES	SCHOOL OPENS
2015		
Spring Term		(Mon 5th January) Tuesday 6 th January
HALF TERM	Friday 13 th February	Monday 23 rd February
EASTER	Friday 27 th March	Monday 13 th April
MAYDAY	Monday 4 th May	
HALF TERM	Thursday 21 st May (Friday 22nd May)	Monday 1 st June
SUMMER HOLIDAYS	Friday 17 th July (Mon 20th July)	
2015/2016		
Autumn Term		(Thurs 3rd/Fri 4th) Monday 7 th September
HALF TERM	Friday 23 rd October	(Mon 2nd Nov) Tuesday 3 rd November
Christmas	Friday 18 th December	
Spring Term		(Mon 4th Jan) Tuesday 5 th January 2016
HALF TERM	Friday 12 th February	Monday 22 nd February
Easter	Thursday 24 th March	Monday 11 th April
MAYDAY	Monday 2 nd May	
HALF TERM	Thursday 26 th May (Fri 27th May)	Monday 6 th June
SUMMER HOLIDAYS	Friday 22 nd July	

Osborne Anti-Bullying Policy

Osborne Primary School is committed to providing a caring, friendly and safe environment where pupils feel able to talk openly and honestly within a relaxed and secure atmosphere.

What is bullying?

Definition of Bullying

Bullying may involve one person or a group. It can take many forms:

- Physical - hitting, kicking, pinching, taking belongings, unwanted physical contact.
- Verbal - name calling, insulting, racist remarks or taunts, extortion, threatening remarks, sarcasm, teasing, spreading stories about someone.
- Indirect - excluding someone from a social group, emotional sneers, looks and gestures.

Bullying is different from unacceptable behaviour because:

- It is deliberately hurtful behaviour aimed directly at an individual or group and it is repeated over a period of time.
- It is difficult for those being bullied to defend themselves physically or verbally. Bullying is unprovoked behaviour which intimidates or causes fear.
- It may have been occurring over a period of time and is usually carried out deliberately when no witnesses / support are around.

Osborne School will not tolerate bullying.

Bullying will be taken seriously and dealt with quickly and promptly.

DEALING WITH BULLYING BEHAVIOUR

Teaching and Non Teaching Staff:

- All staff will encourage children to talk openly. Staff will listen to children's concerns without prejudice
- Any report of bullying behaviour will be acted upon promptly.
- Staff will intervene if bullying behaviour is observed.
- Staff will report all bullying to the class teacher. In serious cases or if bullying behaviour is repeated, the Deputy Head / Head teacher will be informed and parents of those concerned will be informed.
- All staff have a role to play in creating a climate which does not sustain bullying. Staff treat each other and pupils with consideration and respect.
- Strategies will be employed to:
 - Change the bully's behaviour
 - Support the victim and pupils concerned
 - Gain the support of parents.

Pupils

- Anyone who knows or believes that bullying is occurring must tell a teacher or another adult.
- By telling, you are helping to make the school a better place.
- All pupils will be given class time for open discussion to talk through difficulties and worries.

Parents

- If you hear about bullying, or suspect bullying, please inform the school and talk to the appropriate teacher.
- Take bullying seriously - do not agree to keep it secret.
- Support your child by being prepared to work together with the school in carrying out agreed strategies.
- Encourage your child to be assertive rather than aggressive in countering bullying behaviour.
- A child who has friends is less likely to be bullied. Parents have a role to play in helping their children to develop friendships.
- All families have a role to play in creating a climate which does not sustain bullying.

ANTI-BULLYING INITIATIVES AND STRATEGIES

- All classes agree their own code of conduct.
- The school praises appropriate behaviour and through P.S.H.E. reinforces good conduct and anti-bullying policies.
- Classroom assemblies, discussion periods and circle time offer opportunities to develop self-confidence and self-esteem and all curriculum areas encourage teamwork and group activities to build co-operation.
- The school ethos encourages a caring environment. Children are encouraged to speak out about bullying behaviour.
- Playground games and activities are organised by lunchtime staff.
- Dinnertime staff are made aware of this policy.
- Children are encouraged to resolve conflict situations with support from a teacher, friends and family.

Monitoring and Evaluation of this Policy

This policy will be monitored and evaluated regularly alongside the behaviour policy.

Equal Opportunities

All children will be treated equally regardless of gender, race, and ethnicity and without prejudice.

Osborne Attendance Policy

1. Rationale

- 1.1 Osborne Primary School Attendance Policy is based on Guidelines set out by Birmingham LA.
- 1.2 Whilst the legal responsibility for regular school attendance rests with Parents; Governors and Staff at Osborne share responsibility for encouraging good attendance and improving poor attendance.
- 1.3 Children are expected to be at school, on time, every day, unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is an offence by the parent.
- 1.4 Any problems with regular attendance are sorted out between the school, the parents and the child.

2. Aims

- To maximise the attendance of all children.
- To provide an environment which encourages regular attendance and makes attendance and punctuality a priority for all those associated with the school.
- To monitor and support children whose attendance is a cause for concern and work in partnership with parents/carers to resolve any difficulties.
- To implement an effective system of rewards and sanctions.
- To promote effective partnerships with other services and agencies.
- To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

3. Targets

- 3.1 Osborne School is required by law to agree annual attendance targets. The school's attendance target for 2015/ 2016 is 97%.

4. Roles and Responsibilities

- **Governors**
 - To set and monitor progress towards annual targets for attendance.
 - To evaluate the effectiveness of the Attendance Policy.
 - To decide not to authorise requested periods of absence.
- **Head Teacher/Deputy Head Teacher**
 - To ensure that effective systems are in place to accurately record individual pupil, group and whole school attendance patterns.
 - To monitor individual pupil, group and whole school attendance and punctuality.
 - To make a judgement whether an absence that has not been requested is authorised or unauthorised.
 - To work in partnership with key agencies if attendance and/or punctuality is an issue.

- To provide *Governors* with information to enable them to evaluate the success of policy and practice.
 - To write to parents/carers regarding their child's attendance, at least termly, and more often for those whose attendance is causing concern.
 - To arrange meetings with parents/carers to discuss support and set targets for those experiencing attendance difficulties.
 - To implement rewards fairly and consistently
- **Class Teacher**
 - To complete the register accurately twice daily at the designated time.
 - To promote good attendance and punctuality and to include these themes in the curriculum
 - When requested, to organise work to be sent home for children in their class who are expected to be absent for an extended period through sickness.
- **Office Staff**
 - To prepare, manage and co-ordinate the use of *Attendance in Progresso*
 - To prepare relevant attendance reports, when requested
 - To contact parents/carers on the first day of their child's absence to establish the reason.
 - To ensure that a satisfactory reason for every absence has been established for each child at the end of each week, preparing letters on behalf of the Deputy Head Teacher where a satisfactory reason has not been established.
 - To prepare and post out attendance letters each term.
 - To follow the guidelines of the *Spotlight* programme and if necessary take legal proceedings against parents who fail to send their child to school regularly.

5. Strategies for Improvement

5.1 We follow the Local Authority's 'Wise Up' approach towards school attendance. This campaign aims to raise awareness of what level constitutes 'good' attendance and demonstrates the impact on attainment of varying levels of absence. The following benchmarks are used termly to update parents/carers and children about their attendance.

GOLD	97% or higher	Excellent Attendance
SILVER	96% - 97%	Good Attendance
BRONZE	95% - 96%	Take Care
RED	90% - 95%	Be Alert
WISE UP!	Less than 90%	Immediate Action Required

Children achieving Bronze, Silver or Gold Level are awarded badges termly, with parents/carers of Gold Level children being invited to the Awards Assembly.

5.2 Class attendance is announced in assembly and published in the newsletter.

- 5.3 Work is undertaken in all classes, emphasising the importance of regular school attendance.
- 5.4 A clear policy regarding holidays during term time has been established.
- 5.5 First day absence calls are made by office staff, via GroupCall to establish reasons for absence.
6. Reasons for Absence
- 6.1 Every half day absence from school has to be classified by the school as either AUTHORISED or UNAUTHORISED.
- 6.2 The authority has listed the following as authorised absence - temporarily educated in another establishment, court appearances, bereavement, exclusion for medical or behavioural reasons, illness or medical treatment, day of religious observance.
- 6.3 Unexpected Absence:
Parents/carers are asked to contact the school on the first day of absence to provide the reason for the absence and where possible on each subsequent day of absence. Where office staff are not made aware of the reason for a child's absence they will contact parents/carers by Groupcall text message on the first day of absence.
- 6.4 Appointments:
Routine or non-urgent medical appointments should be made outside of school hours. If it is necessary to make an unavoidable appointment during the school day, an appointment card or letter must be provided in order for a child's absence to be authorised.
- 6.5 Holidays During Term Time:
Holidays during term time are no longer authorised.
- 6.6 Informing the School:
When an absence is known about in advance parents/carers should contact the school as soon as possible.
7. Punctuality
- 7.1 Pupils arriving after 8.55 am must report to the School Office to be signed in and will be given a slip, recording the reason for lateness.
- 7.2 Pupils arriving after 9.30am will be recorded as an unauthorised absence unless a satisfactory reason, with accompanying proof, is provided - eg hospital appointment, verified by a letter.
8. Administration
- 8.1 The School uses Progresso to submit registers online.
- 8.2 Registers are a legal document and teachers are required by to take an attendance register at the beginning of both the morning and afternoon sessions. Registers are submitted to the School Office after the closure of the registration period.

8.3 Registers must be completed carefully and accurately, as they provide a record of a pupil's attendance. Failure to complete a register accurately leaves the school vulnerable to complaint from parents or carers and constitutes a risk if an emergency evacuation has to take place.

9. Monitoring and Evaluation

9.1 Attendance data will be collected regularly by the Deputy Head Teacher and Designated Liaison Person (Mrs French) to establish patterns of irregular attendance. This will include children with: incomplete weeks; Monday and Friday absences; lateness; periods of extended absence; periods of unauthorised absence and all children with attendance below 90%.

9.2 The Head Teacher, Deputy Head Teacher and Designated Liaison Person will discuss the impact of the School's Attendance Policy and the strategies used to promote good attendance annually and will recommend an attendance target to the Governors, who will set an annual target of attendance and unauthorised absence and review this annually.

10. Review

10.1 This policy will be reviewed according to the School Policy Review Plan except:

- where Government or LA changes necessitate an earlier review
- where a request has come from the Governors or Head Teacher

Osborne Behaviour Policy (currently under review)

Mission Statement

At Osborne, we seek to create an atmosphere of mutual respect for all pupils and adults. To promote, encourage and maintain positive behaviour, self discipline and courtesy at all times, so that everyone feels valued and can achieve their best in a calm and safe environment.

Our school and class rules underpin and promote that at Osborne:

We are gentle and considerate

We are kind and helpful

We listen

We respect others

We are honest

We work hard

Promoting Positive Behaviour

We are a Framework for Intervention School and operate the Behaviour Intervention Strategy which aims to prevent misbehaviour before it happens. In order to maintain a safe and secure environment, Osborne has a number of school rules and they are displayed prominently around the school. The rules are all phrased in a positive manner in order to reinforce their purpose of promoting good behaviour rather than conforming to rules.

Through this behaviour policy we aim to identify and promote excellent standards of behaviour.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place we act immediately to prevent further occurrences. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that children attend school free from fear. (See anti bullying policy)

We treat all children fairly and apply this behaviour policy in a consistent and fair manner.

Our Rewards System

Praise is an excellent motivator and we feel it should be given frequently for all forms of positive behaviour. We have a variety of rewards systems in place to promote and maintain positive behaviour in class and around school.

Our rewards are given within a carefully structured system, including:-

Class rewards

Awards Assembly

Team Points

Pulse Points

Special Awards

(See Appendix A)

Our Attendance is Important

We recognise the importance of attendance and believe it has a role to play in relation to promoting and maintaining positive behaviour.

At Osborne we aim to reward good attendance by awarding:-

- Class trophy/teddy for highest attendance rate weekly
- 100% attendance certificate and gold badge, above 97% gold level certificate and badge, 96-97% attendance certificate and silver badge, 95-96% attendance certificate and bronze badge and an attendance raffle prize termly.
- Prize vouchers for 100% attendance throughout the school year.
- Tokens for treats or to be spent in the school's Attendance Shop each half-term
- Any strategies identified in an Individual Behaviour Plan

The Role of the Parents/Carers

Children are more secure and successful when the adults supporting them work together with a common purpose. The School will always seek to work collaboratively with parents/carers so that children receive consistent messages about expectations for behaviour. Parents/carers are aware of the School rules and sign a home-school agreement to say they will support the School Behaviour policy.

At Osborne, we will always seek to build a supportive and constructive dialogue with the home and will inform the parents/carers immediately if there are concerns about a child's welfare or behaviour.

If the school has to use the sanctions outlined in the Behaviour policy in order to maintain positive behaviour, then the parents/carers should support the actions of the School. If a parent feels that their child has been unfairly treated, they should raise their concerns firstly with the class teacher. If the concerns remain then they should contact the Head teacher. If the matter can still not be resolved then contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeals procedure can be implemented.

Consequences/Intervention Strategies

All children are aware of the school rules and the consequences of breaking them. Our discipline system is based upon Lee Cantor's model of assertive discipline and seeks to ensure that all incidents of misbehaviour are dealt with in a positive, firm and consistent manner.

All adults employed by the school are aware of our sanctions and apply them in the same way. (See Appendix B)

- All adults operate a warnings system into which is built the opportunity for children to reflect on their behaviour and to discuss it.
- For children whose behaviour is persistent, a report book system may be operated. Parents/Carers will be invited into school to discuss ways in which the School can work with them to improve their child's behaviour.

Exclusions

Whilst we are a positive school, in order to maintain appropriate behaviour, if the circumstances require it, we may need to operate the following procedures:-

- Children may be isolated from their class for a period of time if their behaviour endangers either the learning or the safety of the other children.
- The school reserves the right to exclude a child from an off-site activity should their behaviour threaten the health and safety of themselves or other children.
- All members of staff are aware of the regulations regarding use of force by teachers. In no circumstances do teachers use corporal punishment. Staff only intervene physically to restrain pupils where a child may be at risk of hurting themselves or others or if behaviour of the child seriously disrupts good order in the school or causes damage to property, in line with the government guidelines. (See Care and Control Policy) Training is updated regularly so staff are aware of the latest restraint techniques.

The Role of Adults in School

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

At Osborne all staff aim to:-

- Model good practice
- Support and maintain the Rewards System consistently and fairly
- Recognise that the IBP/IEP is a working document and support the use of intervention strategies identified in the IBP.

Whilst we do not tolerate incidents of poor behaviour, we do recognise that some children have a special educational need and may need additional rewards to promote positive behaviour. To this end we also reward children where there is evidence of improved behaviour and this improvement is sustained.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that their children know and understand the school rules and that they are enforced within the school environment. The teacher will treat all children with respect and understanding and ensure that the discipline system is enforced positively, consistently and fairly.

The class teacher will operate a rewards system within their own class that promotes excellent standards of behaviour. He/she will identify children for positive recognition in assembly each week and for termly and annual awards.

Sometimes pupils do not present appropriate behaviour. As a positive school we aim to identify and support those who are displaying inappropriate behaviour.

The class teacher will keep an accurate record of incidents of misbehaviour and apply sanctions fairly.

The class teacher will report to parents/carers about the progress of their children in line with whole school policy. They may contact parents/carers if concerns about their child's behaviour or welfare arise.

The class teacher will work co-operatively with other members of staff, where necessary, in order to try to improve a child's behaviour.

Class Warning System

The system is operated as per Appendix B

In an emergency situation a member of the Senior Leadership Team can be summoned.

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition procedures will be put in place to ensure that appropriate support is provided for staff, and that following an incident pupil/staff relationships are rebuilt and repaired, to ensure that a positive learning environment is maintained.

All techniques used take into account a young person's

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

They should also provide a gradual, graded system of response.

The Role of Senior Staff

The Head Teacher, Deputy Head Teacher and Inclusion Team Leader are responsible for overseeing standards of behaviour and discipline in the whole school. There is also an Inclusion Team, which meets regularly in order to discuss and plan support for the particular needs of pupils who give cause for concern.

If a class teacher raises significant concerns about a child's behaviour or welfare, the senior member of staff will discuss the situation with the class teacher. Advice will be offered concerning the environment or intervention techniques, an individual target sheet may be drawn up for a pupil with an opportunity for the pupil to discuss targets for improving their behaviour with the class teacher and Inclusion Team Leader on a weekly basis. The parents/carers will be invited to discuss these targets and any ensuing Individual Behaviour Plan (IBP) and the pupil will be encouraged to contribute to his/her own targets. The IBP will be regularly reviewed and their effectiveness monitored.

The School employs a Learning Mentor to support children whose behaviour is specifically linked to social, emotional or family circumstances. These children are offered one-to-one counselling and support programmes and parents will be invited in to discuss their child's difficulties.

The Role of the Inclusion Team

In order to ensure that all pupils' needs are catered for, an Inclusion Team, consisting of the Inclusion Team Leader, Deputy Head Teacher, Learning Mentor, Teaching Assistant representative and Teaching Assistant responsible for EAL support, meet regularly to discuss, refer, review and plan targeted support for the pupils who are most in need.

The Role of Outside Agencies

Occasionally the School will consult external agencies, such as Behaviour Support Service (BSS) to get expert advice on intervention work that can be done with children. (See C for full list of external agencies). This will sometimes involve experts from these agencies coming and observing and/or working with the children on the school site, or the children being given appointments off the School site.

A permission slip for some agencies is signed on entry to our school but parents will always be informed of any work with these agencies and parental permission sought separately for any other external agencies to work with a child.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the School Behaviour policy consistently throughout the school and to report to governors, when requested, about the effectiveness of the policy.

It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the School. The Head Teacher will support the staff by setting the standards of behaviour and supporting the staff in the implementation of the policy.

Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed term periods, for up to 45 days in any school year. The Head Teacher may exclude a child permanently. It is also possible for a Head Teacher to convert fixed term exclusion to a permanent exclusion if the circumstances warrant this.

If a pupil is excluded, then the parents will be informed immediately and given reason(s) for the exclusion. They will be informed of their rights of appeal and the procedures for carrying this out.

The Head Teacher will inform the LA and the governing body of any exclusions.

The Role of the Governing Body

The Governing Body are responsible for agreeing the discipline policy and supporting the Head teacher and staff in its implementation. The Head Teacher has the day-to-day authority to implement the behaviour policy, but the Head Teacher must take into account any advice given by the Governing Body when making decisions about matters of behaviour. The Governing Body itself can neither exclude a pupil nor extend the exclusion period made by the Head Teacher.

The Governing Body has a disciplinary committee which is made up of three members. The committee considers any exclusions appeals on behalf of the Governors. The Governing Body has the authority to overrule exclusion and reinstate a pupil.

Policy Review

The Head Teacher and the Governing Body will review this policy in line with the rolling programme for policy development. The Governors may review the policy at any time the government introduces new regulations.

Appendix A

Class rewards

Class teachers and lunchtime supervisors operate a variety of rewards with their own classes.

These may involve:-

- Stickers
- Stamps
- Reward charts
- Letters home (praise pads)
- Certificates
- Golden time
- Table points
- Class points
- Negotiated treats

Awards Assembly

Public knowledge of achievement is made weekly in an awards assembly. Some awards are to celebrate individual achievements, others require working as part of a larger team:-

- Pupil of the Week
- Special Skills Award (2 pupils nominated by class teacher)
- Team points added to chart
- Pulse points added to chart
- Extra curricular e.g. sports (badges, trophies, certificates)

Team Points/ Pulse points

A 'Team System' is operated across the whole school. Children are placed into one of four teams when they are admitted to the school. All members of staff may award team points for excellent work, effort or behaviour and these are recorded according to the teams the children belong to. Individuals are rewarded with certificates for accumulating 100+ team points. Pulse points are awarded specifically for sports activities, as with team points children are placed in teams on entry to the school and points can be awarded by all members of staff.

Special Awards

Sometimes children are rewarded for the ways in which they behave around the school or towards others rather than for academic work:-

- Improved Behaviour certificate (termly)
- Special treat for the children with no warnings for the whole year
- Citizenship Award (Once at the end of the year)

Appendix B

Sanctions

All sanctions are carried out after full and fair investigations of incidents not witnessed by adults.

All Consequence and Reflection times (CR), lunchtime incidents and more serious incidents are recorded in a school behaviour book. Any racist or homophobic language used or incidents of this nature are recorded in appropriate books.

Classrooms

Warnings System

Recorded on a tracking sheet. Children given a fresh start each day.

1-2 warnings -in the classroom

3 warnings -time to reflect in another room. 'Put it Right' sheet to be completed

4 warnings -recorded in behaviour book and Consequence and Reflection time (CR)

5 warnings - contact with home

3 lots of 3 warnings per week - CR time and parents/carers informed

Target Sheets

If persistent inappropriate behaviours occur, the class teacher, Inclusion Team Leader and pupil draw up a target sheet where specific targets are monitored each session in class and discussed with ITL weekly. Rewards for achievement can be negotiated and targets updated at any time or target sheet removed.

Home/School book

Set up if appropriate with the agreement of Parents/Carers

Assembly

1 - move to end of row

2+ - may be removed from assembly, appropriate consequences given by member of staff e.g. CR time.

Playtimes

1 incident -cool off time by the wall

Repeated incidents- incident sheets and detention

Lunchtime

Any incidents reported to Senior Lunchtime Supervisor - given verbal warnings, recorded in behaviour book, incident sheets recorded, CR time

If persistent inappropriate behaviours continue - Eat lunch separately from other pupils, alternative activities at lunchtime play.

If appropriate, class target sheets are completed by lunchtime supervisors.

In all cases, serious one-offs that put pupils or a member of staff at risk go straight to HT/DHT

Appendix C

Outside Agencies

Behaviour Support Services (BSS)

Pupil Support Services (PSS)

Educational Psychologist

Social Services

Speech and Language Therapy

Special Educational Needs Assessment Services (SENAS)

Children and Adolescents Mental Health Services (CAMHS)

School Nurse Team

Various outreach and counselling services are also utilised, as and when required.