



# P R O S P E C T U S 2 0 1 8



In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to:- Be **SAFE**, **SMILE**, **SUCCEED**.



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# Dear Parents and Carers,

Excellent schooling isn't just about our high professional standards and academic achievement. It's also about enjoying learning and looking forward to the school day ahead. Children come first at Brockwell. Working with parents as our partners, we aim to meet the needs of all children. Our success is built on a climate of positive discipline and respect, whereby the well-being of each child is at the heart of everything the schools achieves.

I extend a warm welcome and invite you to visit us. Come and experience the caring, fantastic atmosphere in our school and see that smiles, warmth and a love of learning are the norm and not the exception. I hope the information in our brochure and on our website is useful. Don't hesitate to contact us with any further questions.

Best wishes,



**C A Holmes**  
**Headteacher**

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## Contact Details

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Headteacher: Miss Catherine Holmes

Deputy Headteacher: Mrs Emma Crutchley

# Our School

Brockwell Junior School was opened to pupils in September 1965. It is a county controlled Junior School for children between the ages of seven and eleven years. There are currently 255 children on roll, all in year group classes (two of each). Our school is administered by the Derbyshire Education Authority (LA). The school is well respected, both by parents of current pupils, the Teaching School Alliance and by the Local Authority.

The school is situated on a very large attractive campus which is shared with our neighbouring Nursery and Infant School. On this site we have two large tarmac playgrounds complete with seating areas, raised flower beds and fixed basketball posts. The grounds have been developed to encourage outdoor education and active play. We have a 'trim trail', working garden, 'tyre play' area and an outdoor theatre.

An outstanding feature of our school is the field. This adjoins the playgrounds, is surrounded by an orchard, mature trees and is used by the children whenever possible (weather permitting).

We have successfully gained several awards including the School Games Gold, Silver Artsmark, Activemark, S.T.O.P. Anti-Bullying Award, Awards for All, Catering Commendations and the Financial Management in School Award.

To apply for a place visit [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk) (Applying for a Junior Place).

## Our vision for your children

Childhood experiences shape who we become as adults: children deserve the best. Positive, fun learning experiences develop self-esteem, confidence and independence. Being the best that we can be, we want ALL our children to develop a love of learning that will equip them with the knowledge and skills necessary for an ever changing and exciting future. We work towards one common goal that underpins all we do:

**To Work Together to...be Safe, Smile & Succeed.**



## **Mission**

In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be SAFE, SMILE & SUCCEED.

## **Aims & Values**

### **SAFE**

To provide a safe, caring and happy environment where everyone wants to come and give their best, knowing that mistakes are part of the learning journey.

To encourage everyone to embrace our values of respect, honesty, kindness, responsibility and determination.

To promote healthy lifestyles, develop resilience and an awareness of personal safety.

### **SMILE**

To plan and deliver an inclusive curriculum that inspires children and gives them opportunities to adapt and apply learning to new situations.

To guide children to make positive choices for learning and development.

To provide everyone with the opportunity to become involved in the life of the school and the wider community.

To promote partnership between home and school.

### **SUCCEED**

To provide effective, innovative staff who are committed to delivering high standards across the school.

To ensure maximum progress and excellent outcomes so that each child realises their potential.

To promote the physical, spiritual, cultural, social and moral development of all pupils.

To provide the opportunity for all children to develop the social and academic skills they need for an ever changing life in modern Britain.

## Teaching Staff

### **Headteacher** - Miss C Holmes

(Assessment, Finance, Personnel, Discipline, Community, Staff Development, Equal Opportunities, Safeguarding, Health & Safety, Appraisal, Premises and Resources, Educational Visits, R.E.)

### **Deputy Headteacher** - Mrs E Crutchley

(English, Curriculum and Tracking Progress, Deputy Designated Person for Child Protection & Pupil Premium)

### **Class Teachers**

#### **Year Six**

Darwin class      Mr Power  
Nightingale class      Miss Brown

#### **Year Five**

Shakespeare class      Mrs Crutchley  
Mandela class      Miss Lenthall

#### **Year Four**

Turing class      Mr Baker  
Sharman class      Miss Clarke & Mrs Everitt

#### **Year Three**

Anning class      Mrs Cooper  
Goodall class      Mrs Summerbridge

## Support Staff

### **Teaching Assistants**

Mrs Flaherty  
Mrs Speed  
Mrs Brough  
Mr Jones (Inc music teaching)  
Mrs McCabe  
Mrs Everitt  
Mrs Graham  
Mrs Gill  
Mrs Smith  
Mrs Cresswell  
Mrs Dean

### **Senior Administrator**

Mrs P Knowles  
Mrs J Murcott

### **Site Supervisor**

Mr M Briddon

### **Cleaners**

Mrs S Dain, Mrs F Barnett

### **Cook Supervisor**

Mrs S Wagstaff

### **Kitchen Assistants**

Mr C Wagstaff, Ms Walls

### **Mid-day Meals Supervisors/Playworkers**

Mrs I Harrison, Mrs Cresswell, Mrs Smith,  
Mrs Hartley, Miss Hooper, Mrs Ashley  
Miss Taylor (Learning Support)



## Our Governing Body

### Local Authority Representatives (1)

Mr M Wall (Data / Health & Safety)

### Parent Governors (4)

Mr C Slack (Chair of Governors)

Ms M Edington (Finance)

Mrs E Collis (Curriculum)

Mrs Richardson

### Staff Governors (1 + Headteacher)

Mrs E Crutchley

Miss C Holmes (Headteacher)

### Co-opted Governors

Mr M Barker (Data, Sports Funding)

Mrs T Horton (Anti-Bullying, Safeguarding,  
Pupil Premium)

Mrs S Holmes (Chair of Teaching & Learning)

### Associate Governors

Mr M Briddon

### Clerk to Governors

Mrs J McHugh

In addition to sub committees, Governors hold regular meetings, usually twice per term, where they discuss the general management of the school. When the period of office for a Governor expires, nominations / elections are organised as appropriate.

The Governor list is published on our website along with a register of business interests.



## The views of OFSTED

The school was inspected by OFSTED Government inspectors in May 2008. The school was judged to be Outstanding. This was also the judgement in the 2011 interim assessment.

In 2007 the school had a subject inspection. The overall effectiveness of the contribution made by learning outside the classroom to the curriculum was judged to be Outstanding.

The main findings of the report were stated as:

What the school does well:

- Pupils thoroughly enjoy school because of its exciting curriculum. In consequence attendance is above the national average and behaviour and attitudes to work are excellent.
- The content and quality of pupils' work is enriched by the many opportunities staff provide for them to learn from first hand experience.
- The range and opportunity for pupils to be involved in out of school hours learning is outstanding with the majority of pupils participating.
- Staff work together successfully in ensuring that activities improve the rate of pupils' progress and their personal development.

## The views of the parents

What you think about our school really matters to us. We invite you to complete an annual questionnaire in July.

Ofsted also have a parent questionnaire on its website. It's called Parent View and you can complete it at any time during each school year.

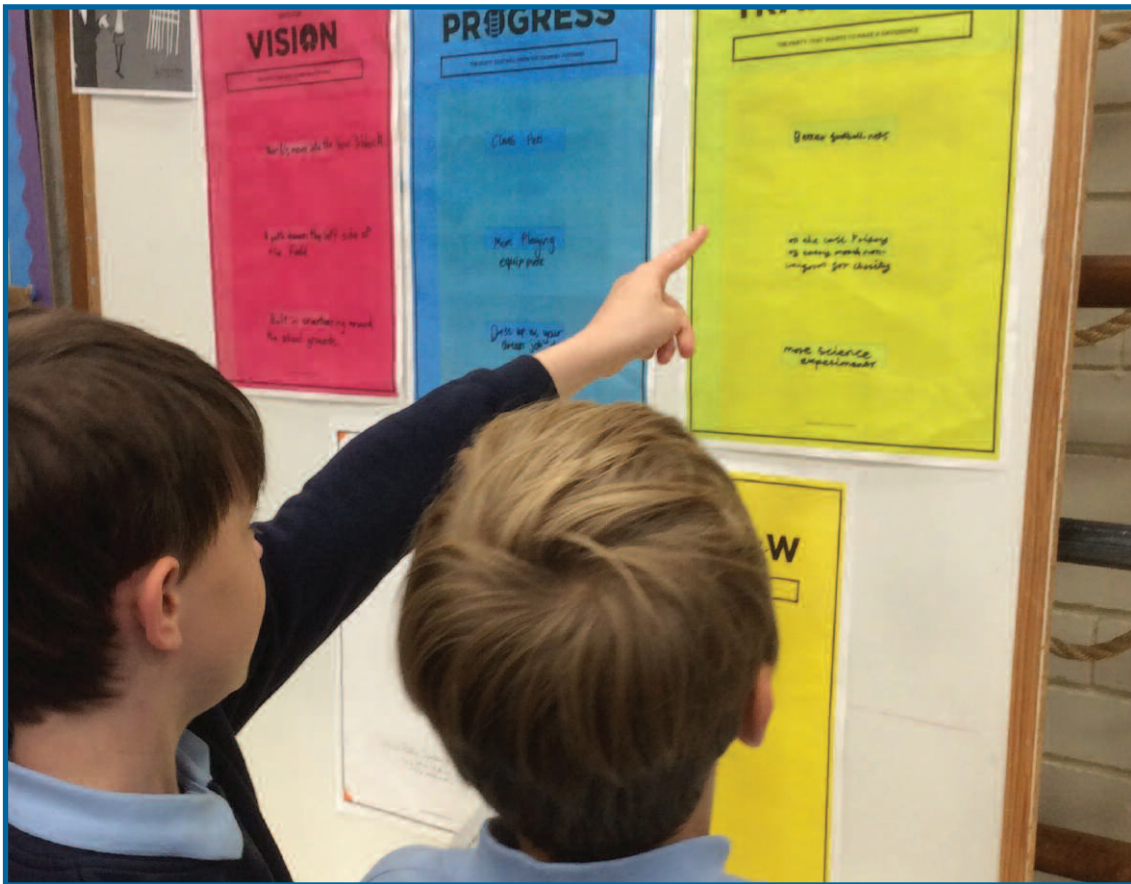
If you have a concern PLEASE DO NOT wait to complete a questionnaire, PLEASE come and talk to us!

### **One parent commented in the July parent questionnaire...**

"I cannot speak highly enough of Brockwell Juniors. There are so many enrichment opportunities available. The ethos is friendly, caring and supportive. My child regularly comments how 'fun' his lessons are. Aspirations are high." Parent July 2017.

### **Another wrote...**

"My child has loved his time at Brockwell and that is because of the way it is run and managed. I couldn't have wished for him to go to a better school." Parent July 2017.



## The views of the children

We believe the most important people in our school are the children. In addition to School Council meetings and informal pupil discussions, they too are consulted annually to assess their views:

- People help a lot in school and we have fun lessons.
- The interactive resources help us with our work.
- The PE lessons and the fund raisers.
- I like the friendly children, the good teachers and the enormous field.
- I like the school dinners.
- No one bullies me and everyone is nice.
- The teachers are friendly. People are kind and helpful and they look after you when you are hurt
- I like the games at dinner break by the dinner ladies.
- My targets help me know what to learn about next.
- In our class you are allowed to have a laugh.

Many children have the opportunity to be club leaders, Bronze Ambassadors, Councillors, Change 4 Life leaders, Green Team, Librarians, IGeniuses and other group leaders.

## Admissions

The standard number for admissions to Year 3 in 2017/2018 is 64. Our governing body may allow a maximum of 34 children in each class. Our normal admission area is bounded by Ashgate Road, Loundsley Green Road, Newbold Road, Hawksley Avenue and Fairfield Road. Full details of admission arrangements are available from the [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk) website.

## The school day

The doors open at 8.50 am. The normal school hours are 8.55 am until 12.00 noon and 1.00 pm until 3.25 pm. Please note you have responsibility for your child and they should ideally be supervised before 8.50 am. We cannot accept responsibility for them before that time.

Please note that children are dismissed from class at 3.25pm as many meet parents at different parts of our grounds. If you would prefer a teacher/parent/minder/carer, handover, just let us know and this can be arranged.

## Class organisation

Our children are organised into eight classes of single age groups – two classes per year group. Each class is named after an inspirational person whom the children enjoy learning about at the start of term. This gives a sense of belonging and identity where everyone is equally valued.

Going Home from School at the End of the Day: The children are dismissed from three exits at 3.25pm.

Year 5 and 6 children and their brothers and sisters leave from the 'long corridor'. Year 4 leave from the hall and Year 3 from the additional building.

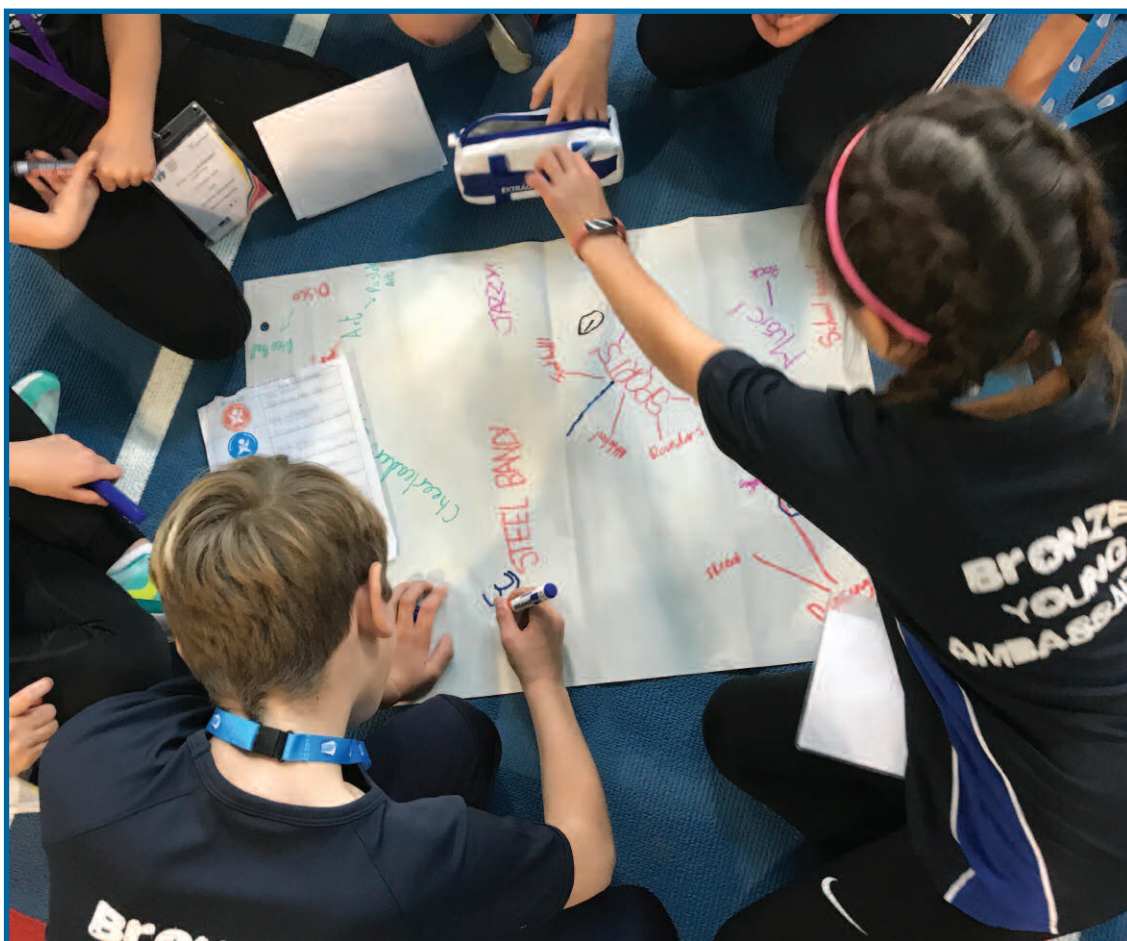
If a child is not collected he/she will make their way to the school office and report to a member of staff who will then try to contact parents.

If there is to be any change in arrangements for collection, parents should inform the school. If you need to collect your child before 3:25, you are required to collect from the main entrance. Children are collected from a place you have agreed with them. We encourage your child to return to the office if this arrangement changes unexpectedly.



# Learning @ Brockwell

Our enriched and innovative curriculum is subject planned using the National Curriculum with curricular links whenever effective. Whilst effectively preparing children for the next phase with sound mathematical and literacy abilities, it is balanced and broadly based promoting the spiritual, moral, cultural, mental and physical development of children and preparing them for the opportunities and responsibilities of later life. Sport, technology, art and music, humanities, religious education, languages and contributing to the wider community are all championed by passionate subject leaders and supported by investment in all curriculum areas.



## Preparing Children for life in Modern Britain – British Values

At Brockwell Junior School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable efforts to ensure children have experience these concepts through sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

Our whole curriculum also promotes acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Practical examples include school elections, British music anthems through 'Music of the Week', annual theatre visit from Saltmine Theatre (for example 'In Their Shoes'), Inspiring People study within class names, acts of remembrance, and our values based assemblies.

### **Personal and Social Education and Well-being and SMSC (Spiritual, Moral, Social and Cultural aspects of learning)**

PSHE (Personal, Social, Health Education) enables children to acquire the knowledge, understanding, skills, values and attitudes they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of the local and global society in which they live. At Brockwell Junior School, we believe the role of PSHE is significant to individual pupil motivation and achievement; it teaches children to make independent, healthy, confident and respectful choices in order to develop into an active citizen with a strong, positive disposition and self-worth.

PSHE draws together many strands that contribute to the coverage of SMC. These include Citizenship, Health, Sex & Relationships and other examples such as the Get Set values of the Olympics that we continue to study. Our curriculum includes planned learning experiences within our Personal & Social Education (PSHE) and Relationships Education. It also includes the day to day guidance, advice and language modelled by staff in the school. For example, we talk about respect and giving consent for things as routine. Assemblies and drama are often used to raise awareness of key issues and give children the opportunity to develop skills they may need in real life. Children learn how to ask for help if they are worried and how to become assertive and able to resist pressure.

The NSPCC deliver the Speak Out Stay Safe programme and each cohort take part. The Sports Partnership deliver 560, a programme to promote healthy choices and road safety sessions which include 'Bikeability' from Year 3. Online Safety teaching and messages are routinely part of the week. We promote friendship and anti-bullying strategies through an annual campaign, alongside the Anti-Bullying Alliance.

Children develop responsibility and self-belief through the numerous opportunities to participate. Mini Leaders, Travel Ambassadors, This Girl Can Leaders, Club Leaders, Reporting Crew, Bronze Ambassadors, Igeniuses, Anti-Stigma Champions, School Councilors, Green Team and Friendship Leaders are examples of roles we routinely have in school.

### **Religious Education**

RE follows the Derbyshire Agreed Syllabus. Through learning about the beliefs and practice of the world religions, children develop understanding of others and learn to ask questions that develop their spiritual and moral understanding. The syllabus is non-denominational and multi faith in character. Collective worship is daily through our whole school assembly that is broadly but not exclusively Christian in nature. Friday assemblies are a celebration of excellent attitudes to learning and good work.

### **English**

Our English curriculum will cover all aspects of the English language. Our priorities are to develop our written and spoken English through a love of reading. English is at the heart of our curriculum and will develop and improve basic skills, as well as help children, at all levels, master the technicalities of the English language.

Literacy is a proficiency that is developed not just in English, but across the whole curriculum. It involves learners having the confidence to read, write, speak and listen competently and clearly. As pupils progress through school and engage with subject areas more deeply, concepts become more challenging. Pupils learn

writing and reading strategies - using evidence and reasoning pertinent to each subject area - to comprehend, represent, and further develop knowledge.

### **Speaking and Listening**

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions. Just as important is the need to listen carefully to others and respond in appropriate ways. At Brockwell Junior School, pupils are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Extra support is given to children with Speaking and Listening difficulties and with English as an Additional Language.

### **Writing**

At Brockwell Junior School we aim for children to be independent writers. We encourage them to write clearly and with confidence in any given genre. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements

Children have a writing portfolio which they use at least three times a year to show progress across the key stage. They self-assess and often redraft amounts of writing to improve their work. Where possible writing is taught in a cross curricular way – for example recounts of residential visits and field trips or reviews of theatre shows to school. Blogging and writing in order to publish work is also a motivating way we engage all learners.

One year 3 child recently wrote, 'I like coming to school because I learn to join.'

Children in year six may be assessed as 'meeting the expected standard' only if they can, "maintain legibility in joined handwriting when writing at speed". A cursive, joined script also supports the fluency of writing and can help children present their work legibly if letters are formed and joined accurately.

### **Spelling, Punctuation and Grammar**

We place great value on the importance of accurate spelling and the correct use of punctuation and grammar. We follow the National Curriculum to ensure that teaching is both structured and rigorous throughout the school. We use 'Read, Write Inc' to ensure a consistent approach to the teaching of phonics where required.

### **Reading**

We celebrate and promote reading throughout the Junior years. We have author assemblies termly to highlight the enjoyment reading can bring. Our fantastic library takes a central role in the heart of the school with Year Six children acting as librarians supported by a skilled assistant.

Many of the books in the library and shelves are colour banded and extend to very able readers. Children may change their books as often as they'd like and many will use the library to select books from. During the week after the October break, all the children complete a comprehension style assessment which gives the teachers a standardized reading age. As our reading scheme is organized using these standardised scores, we will be able to guide children to the best selection for them. Please know that the idea of this particular scheme is not to rush them through it, or get them off it to 'free readers', but rather that they read a breadth of books within each section. The result will be increased fluency and greater vocabulary.

Year three children have individual reading each week and also enjoy guided reading and whole class texts. Group reading and buddy reading promotes collaboration. All classes enjoy whole class reading each day after lunch. This includes a variety of guided group reading, shared whole class texts and listening to an adult reading aloud.

Target cards are available by the book shelves in the long corridor. The target cards are designed to support your child with some appropriate personal targets and some ideas of how they can be helped at home.

Reading diaries are provided and parents are encouraged to add entries so teachers can celebrate reading and encourage your child's home reading.

Some children are taught using a structured phonic scheme called Read, Write Inc. This can include older children using the Fresh Start materials and Comprehension resources. Often this would be part of regular lessons or as a group intervention.

### **Mathematics**

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

By adopting some of the principles of a mastery approach, we aim to provide children with all the necessary skills and knowledge to become numerate and confident to tackle mathematical problems independently. We use a range of engaging online and other resources to ensure mathematics is exciting. White Rose materials guide teacher planning along with a range of concrete apparatus and other schemes enabling teachers to plan to an objective with the best at hand.

We use a range of teaching methods to rehearse mental calculations and a variety of formal and informal written strategies. Fluency, reasoning and problem solving, alongside opportunity to practise, are routine aspects of maths learning. Children are generally taught in mixed ability groups for their daily maths lesson. They move from counting reliably to calculating fluently with all four number operations. Children will use a wider range of mathematical language, diagrams and statistical charts. They learn to tackle a problem with mental methods in addition to using any other approach, always supported with help and encouragement. They extend and secure their use of mathematical language, using it to talk about their methods, explain their reasoning when solving problems and applying it during investigations. Progress is monitored in termly target setting and Pupil Progress Meetings (PPM).

Guided by the National Centre of Excellence, children benefit from self-assessment and immediate feedback with planned interventions. Each year, children are assessed against age related expectations in order to accurately report to parents. We have a range of resources in school including published schemes and online subscriptions. Homework linked to Abacus or 'My Maths' may be set by teachers. Work is routinely differentiated and groups fluid so ongoing assessment for learning remains a priority.

### **Science**

With 'Learning Challenge Questions' like - Why is Usain Bolt so fast? Which came first the fruit or the blossom? - Science at Brockwell develops natural curiosity.

We believe that children learn best when they are actively and imaginatively involved in their own learning and this is reflected in our approach to the teaching of science. The programmes of study have an emphasis on experimental and investigative work. Children talk about and record their findings in appropriate ways. Each year, the children cover all the relevant attainment targets with opportunity to revisit them in the context of themes and cross-curricular links. Learning Challenge Curriculum, Science Directions, Rising Stars and topic specific resources form our key resources.

### **Technology**

Technology is innovative and inspiring. With teachers hosting Teachmeet and learning from STEM (Science, Technology, Engineering and Mathematics) specialists, children's skills develop quickly.



With Blogging, Green Screening, wide use of Junior Scratch and our IGenius Club children have great opportunities to develop IT skills and apply those at Brockwell Junior School. We have 'Switched On' as a skeleton resource to support Teaching & Learning.

The school has a modern ICT Suite with 20 computers and an interactive whiteboard. Each classroom is also equipped with a computer and interactive whiteboard which is used by the children to support their work in ICT. Children may also access Ipads and other devices. The work covered is of a cross-curricular nature and includes word processing, graphics and design, data handling/interrogation, control and simulations.

In addition, children learn specific ICT skills. Staff and children are currently focusing on developing skills in electronic communication techniques and the ability to use the internet to access relevant information to enhance their learning. We encourage the responsible use of the internet and ICT. The school subscribes to the EMBC network and all access to the internet is filtered to a high security level.

Online Safety is planned for in all year groups and includes lesson work, assemblies and communication with families. 'Digital Parenting' resources and online safety messages are shared with parents and children regularly.

Children also design, plan and make a variety of moving toys, vehicles and books. Children study a range of themes including Control, Mechanisms, Robotics, Textiles and Food. As the children learn, they are given more opportunities to identify their own tasks for activity. Design and Technology work involves investigating existing artefacts; the designing and planning process; making and evaluation. There are opportunities to work with a wide range of media. Whole days such as the KNEX Challenge Day, Build It! and Enterprise enhance the teaching and learning of this subject.

### **Humanities – History & Geography**

Humanities are also taught with a Learning Challenge concept that is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of an individual's learning programme.

### **Geography**

What makes the Earth angry? Why do so many people go to the Mediterranean for their holidays? What's so special about the USA? These are a few of the many learning challenges the children become involved with.

Displays around school include those that show what's in the news, world affairs and local news issues. Assemblies are regularly used to learn about local, national and international geography – our teacher's climb to the top of Kilimanjaro as one example.

Our approach ensures skills are developed, fieldwork opportunities deepen understanding and knowledge is adapted to changing circumstances. Learning is celebrated through opportunities such as 'Mediterranean' day in Year 3 when food tasting, dance and traditional dress transform their school day.

Our aims include the teaching of observation, recording, questioning and researching. Much of the work starts from what the children know and moves out from that point. Hence there is emphasis on the children's environment in Holmebrook Valley Park, Loundsley Green, Ashgate and Eyam. Other work is on a regional, national and international scale.

Through our support of SOS Basse in The Gambia, children have annual assemblies focusing on life in another country and learning about life there. This is being developed so each class supports a charity connected with the inspirational person after whom their class is named.

## **History**

Were the Anglo-Saxons really smashing? How can we re-discover the wonders of Ancient Egypt? Why were the Norman castles certainly not bouncy? Some of our best pieces of writing and most memorable days are linked to History topics.

Our work in History is based on the National Curriculum and enhanced with trips, rich texts and cross curricular links wherever possible. Children study a variety of periods from British and World History. Themes covered in History include a sense of chronology, how peoples' lives have changed, understanding different sources of information and recognising that the world today reflects events from the past.

Trips are carefully planned and include re-enactment days such as the Roman / Viking visits.



## **Music**

Class compositions each term are memorable and include contemporary choices and inspirational arrangements performed to the school community. Music of the Week is proudly used to promote music appreciation and general knowledge. Ten Pieces, Young Voices and Sing Up also enhance the music curriculum.

In music lessons children compose and play their own music. They also sing songs and listen to a variety of styles of music from a range of different cultures. If children would like individual lessons, we make these arrangements.

Our autumn / winter choir is well established and popular. Many children access individual lessons in violin, brass, piano and a group club for guitar. Children sing and perform exceptionally well – concerts, choir and Orchestra of the Age of Enlightenment being a few examples.

## **Art**

At Brockwell Junior School art forms an important part of the curriculum. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. Therefore, we believe that it should be taught as an individual subject as well as incorporated other curriculum lessons. Below you will find an overview of what your child will be expected to learn in this phase. In this phase the children will learn to improve their mastery of art and design techniques by learning specific drawing, painting and sculpture techniques. They will experience using a wider range of materials. Children will use technology to produce images, patterns and decorative pieces of work. They will record their observations and ideas and use them to review and evaluate improvements. They will also learn about great artists, architects and designers in history.

Teachers take pride in sharing children's art work. The hall displays have included galleries of impressionism and abstract art and outdoor art has been the result of studies of artists such as Jackson Pollock, Kandinsky and others.

Using themes drawn from cross-curricular topics, children explore different techniques using a wide variety of materials. In the course of their activities, children are encouraged to become aware of "basic elements" such as "line", "design", "mood" and "style". Emphasis is placed on developing originality, individual powers of observation

and description, and a positive self-analysis of their work. This process is cyclical and is developed throughout the four years. We take part in Take One Picture annually and support local activity such as Chesterfield in Bloom.

Enrichment weeks or days feature each year to enable children to have quality experiences for example, with artists in school.

### **Primary Languages**

Children have the opportunity to learn French taught by a French Specialist with a wonderful bank of engaging resources. Lessons routinely include singing and games making learning a new language exciting.

We have a range of resources including audio and DVD clips to support authentic experiences. The first unit is 'All About Me' which the children begin in September. Over the key stage children begin to read and write using a second language.



### **Physical Education**

Brockwell's achievements in sport are recognised locally in the Active Chesterfield Awards and Derbyshire Awards. We have also been recognised nationally through the Youth Sport Trust as Outstanding Primary School 2017. This is due to the high percentage of children engaging in tournaments and clubs and the quality of sport and activity in lesson time. With new sports for all including Boccia, Cheerleading, Fencing, Yoga, New Age Kurling and Quidditch, all children can get involved and develop active, healthy habits.

Through our Hearts, Hands & Heads curriculum, we seek to encourage children to manage and control their bodies with increasing skill and confidence. Children will be encouraged to use their imagination and initiative to solve problems. They will be able to cooperate with, interrelate with and challenge each other to increasingly difficult tasks and satisfy their

need for adventure, fun and success. They will refine their skills to become more responsible for their actions, become more independent and to be resourceful. School provides carefully planned activities in gymnastics, games, dance, athletics, outdoor and adventurous activities and swimming for all children.

We have strong links with the School Sports Partnership.

### **Challenging the More Able**

In addition to well differentiated work, we encourage children identified as more able, gifted or talented to run clubs of their own. We also have computing solutions to support the more able such as Maths Whizz Year 7, Abacus, and Primary Resources Community Access. We will consider granting a bursary for a student with a particular aptitude in order to support them.

### **Making Marking Matter & Assessment**

Both assessment FOR learning and assessment OF learning feature routinely throughout teaching and learning at Brockwell. Our feedback whether verbal or written impacts positively on learning. Please ask for our assessment policy for more detail.

## Enrichment of the curriculum

In addition to formal lessons we aim to enrich the curriculum at every opportunity. For example, World Book Day, Creativity days, Enterprise Week, Take One Picture and Red Nose Day are enthusiastically celebrated by all members of the school community with children and staff dressing up and having fun.

Children are allowed to organise fundraising stalls throughout the year and raise considerable amounts of money for local, national and international charities.

We have an active School Council who help the staff to make many important decisions about the day to day running of the school. We also have Mini Leaders, Mini Motivators, Mini Officials and Mini Lunchtime Leaders – all specifically trained by the School Sports Partnership.

## Extra curricular activities

At Brockwell, due to the commitment of the staff, we are fortunate to be able to offer a wide range of after school or lunchtime clubs. These include Choir, Gardening, Football, Basketball, Athletics, Cycling, Scratch/iGenius, Film Club and Guitar Club. Invitations are made in assembly when usually the club is open to all in a year group.

### Music

In addition to class lessons, instrument lessons are available to children in school time. These are provided by peripatetic music teachers at a reasonable cost.

## Homework

Homework has an important part to play in a child's education and we ask that parents support their child's learning by helping them with their homework whenever possible. At Brockwell, homework comprises mainly of reading, the learning of tables and spellings and weekly mathematical tasks to support classroom work. Children may be asked to do less formal tasks such as personal research to support topics studied in lessons if felt to be appropriate. We have community licences to some web based materials accessed through our website. Children access Spelling Bug, Interactive Books & Mathematical Activities using their individual user accounts online. All children are expected to complete homework. Children needing IT support or help have access to the IT room each lunchtime.

## Term dates

School Holiday Dates 2018 – 2019		
Holiday	School Closes at 3.25pm	School Opens at 8.50am
		Monday 3rd September 2018
Mid-term	Friday 26th October 2018	Monday 5th November 2018
Christmas	Friday 21st December 2018	Monday 7th January 2019
Half-term	Friday 15th February 2019	Monday 25th February 2019
Easter	Friday 12th April 2019	Monday 29th April 2019
Mid-term	Friday 24th May 2019	Monday 3rd June 2019
Summer	Friday 19th July 2019	

See school calendar online for INSET days

School Holiday Dates 2017 – 2018		
Holiday	School Closes at 3.25pm	School Opens at 8.50am
		Tuesday 3rd September 2019
Mid-term	Friday 25th October 2019	Monday 4th November 2019
Christmas	Friday 20th December 2019	Monday 6th January 2019
Half-term	Friday 14th February 2019	Monday 24th February 2019
Easter	Friday 3rd April 2019	Monday 20th April 2019
Mid-term	Friday 22nd May 2019	Monday 1st June 2019
Summer	Tuesday 21st July 2019	

## Attendance & holidays in term time

We pride ourselves in high levels of attendance and thank parents for their support. Parents are legally responsible for ensuring that a child attends school regularly. The school is committed to providing the best possible education for each child and that cannot be achieved if attendance is poor.

HOLIDAYS SHOULD NOT BE TAKEN DURING TERM TIME UNLESS THERE ARE EXCEPTIONAL CIRCUMSTANCES AND PERMISSION HAS BEEN SOUGHT FROM THE HEADTEACHER AT LEAST 2 WEEKS IN ADVANCE. Leave of Absence request forms are available from the office or our website.

If your leave of absence request has not been authorised and you decide to go ahead with leave that isn't authorised, this absence will be marked as unauthorised. Please know that unauthorised absences are referred to the Local Authority who may under certain circumstances consider issuing you with a Penalty Notice or other legal action in relation to unauthorised absences.

**The following tables give details of authorised and unauthorised absence in respect of the academic year 17/18 as required by the Department for Education.**

<b>Pupil Information for the period</b>	
Number of pupils of compulsory school age on the roll at least one session	<b>256</b>
<b>Authorised absence in the period</b>	
Percentage of authorised absences	<b>2.80%</b>
<b>Unauthorised absence in the period</b>	
Percentage of unauthorised absences	<b>0.35%</b>

The register is marked twice each day (9am and 1pm). To avoid losing a mark, medical/dental appointments should be arranged for a time after registration and the child can then be brought back to school.

Each term we issue certificates to the vast majority of children to celebrate attendance.

## Parent consultations

Parents will be invited to visit their child's class teacher three times per year. These meetings are relatively short so you are encouraged to call in or phone to speak to your child's class teacher at any time to discuss a particular matter.

If you have any worries at all about any aspect of school life, please feel free to call in and see your child's class teacher at the beginning or end of the day. Nothing is too trivial.

## Complaints procedures

- If possible, please speak to your child's class teacher first by mutually agreed appointment.
- If you remain dissatisfied with the outcome, please contact the headteacher.
- The full complaint procedures are on our website.

## School meals and snacks

For morning break children are invited to bring in a healthy snack. If they take this from their lunchbox they are asked to take a healthy item.

School meals are prepared to a very high standard in our own kitchen. The children are offered a choice of menu, either the main dish, or a vegetarian dish, followed by pudding or fresh fruit. The menu is displayed on the notice board in the hall and menus for the term are sent home or available at [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk). The children have a choice of juice or water to drink.

Alternatively, children may wish to bring a packed lunch to eat in the dining room and we recommend that parents provide healthy food. Leak-proof flasks or cartons of drink are the most convenient in school. The children are cared for at lunchtime by the Mid-day Supervisors who also arrange games in the yard.

Dinner money, which is currently £10.50 per week (£2.10 per day) is payable on Parentpay. Letters will be issued once your child is registered.

In order to facilitate the ordering of food for the kitchen, parents are requested to give two weeks notice if they wish to change from packed lunches to school dinners or vice versa, during term time. If you pay for dinners and need to collect your child from school or a dinner no longer becomes required the Cook needs to know by 10.30am. After this time the dinner is chargeable.

### Free School Meals

For parents in receipt of Income Support or Income based Job Seekers Allowance, or the guarantee element of State Pension Credit; or Child Tax Credit it is possible to arrange for free school meals. The school clerk may signpost you to derbyshire's website giving advice, in confidence, if you think you are eligible. It is advisable to register for free school meals even if your child prefers to have a packed lunch. You can register easily online at [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk).

## School uniform

We believe it to be very important that the children feel part of the school community and therefore our uniform is expected to be worn. Our uniform consists of :

- A navy blue sweatshirt or fleece
- Dark trousers or skirt
- White Polo shirt
- Black school shoes or white sandals with summer uniform - no heels.
- PE kit

Continued overleaf...

Sweatshirts, fleeces and polo shirts are available to order via the website; School Trends, [www.schooltrends.co.uk](http://www.schooltrends.co.uk).

Suggested wear for indoor activities are socks, shorts, T shirt and plimsolls. Bare feet are also seen as acceptable for indoor work. As we go outside for games as often as possible, a thick jumper or tracksuit with trainers is recommended.

## Jewellery

Only basic jewellery items are allowed to be worn in school. By this we mean watches and one pair of simple studs or sleepers in the ear. Rings and necklaces are unnecessary. All ear rings must be removed before swimming and PE. We ask that children do not wear nail polish in school.

## Valuables in school

Children are responsible for their own belongings and it is therefore strongly recommended that valuable items are not brought into school. The school is not responsible for any items that are damaged or lost. Parents should note that any personal electronic item including Mobile Phones should not be brought to school. If it is necessary for a phone to be brought into school, it must be left at the school office until the end of the day. School accepts no responsibility for mobile phones including those handed in to the Headteacher. Any other recording device will be stored in the school office until a parent is able to collect them.

## School visits

All classes go on class visits which are relevant to one of the topics being studied and these are designed to enrich the curriculum and add to the personal and social development of pupils. In addition to these visits, we often have visiting groups in school to support work in literacy, history and science. We believe that this sort of work is very important and we depend on your support and co-operation in order to carry it out. Voluntary contributions are invited to help to meet the cost of these educational visits. Your child will not be prevented from taking part if you are unable to contribute. If any parent has difficulty in this area, please talk to the class teacher or Head teacher. Confidentiality will be preserved.

We always point out that each event has to be self-funding and visits and activities may have to be cancelled if there are insufficient contributions. Our Charges and Remissions Policy can be found on our website.

Each year we offer a residential opportunity for our Year 6 pupils to visit the White Hall Outdoor Education Centre near Buxton, which greatly benefits the development of independence, and allows a great sense of personal achievement.



# Attitude and Behaviour Matters

Values we show to be Safe, Smile & Succeed.

- Be Respectful
- Be Honest
- Be Kind
- Be Responsible
- Be Determined

We are proud of our school's reputation, both for its friendly atmosphere and for the good conduct of our pupils.

In the 2017 Parent Questionnaire 96% parents agreed that school makes sure its pupils are well behaved (with 3% not knowing and 1% disagreeing).

High expectations, clear rules and a consistent reward system ensure children can learn in a safe, happy and aspirational environment.

100% of parents said their child felt happy at school. Children are proud of their behaviour and are rewarded with numerous opportunities and positive experiences in return for making a positive contribution.

Class Do Jo, Special mention Awards, Courtesy Spy Certificates, Good friend Rewards, Postcards, Stickers and texts home are all part of a positive reward system.

We are proud of the fact that this is a very happy and caring school. We encourage the children to behave in a responsible way, to respect and care for each other and also for the school environment. This is the basis of good behaviour and discipline. Bullying is not tolerated and any worries in that respect should be discussed with a member of staff or the Head Teacher. Privileges may be withdrawn in certain cases.

Parents are contacted if a child's behaviour gives cause for concern so that together we can give positive help.

# The Anti-bullying Policy

The staff at Brockwell work incredibly hard to provide a secure and caring environment for the children in our care.

Occasionally, however, we may be faced with incidents of bullying and harassment. We will of course do our utmost to try and prevent this from happening and to deal with it promptly and effectively if it does.

It is possible that parents may be the first people to know about incidents which have happened in school, in which case we hope they will bring it to our attention so we can help.

Our school has a very good record for preventing and dealing with incidents of bullying and has received the Excellence ABC award in recognition of its anti bullying work. (S.T.O.P. – Derbyshire’s Anti Bullying Programme)

## School results 2018

As a result of our high expectations and excellent standards of teaching, the children at Brockwell are able to achieve in all areas of the curriculum.

At the end of Year 6 all pupils are assessed in the Core Subjects of the National Curriculum which are externally marked tests.

Each pupil will receive their test results as a scaled score and teacher assessments based on the standards in the curriculum framework. The scaled score range runs from 80 to 120 with 100 as the expected standard.

School compared to National 2017	Not reached the standard %	Working at or above expected standard %	National Statistics
<b>Reading</b>	12%	88%	75%
<b>Writing</b>	12%	88%	78%
<b>Maths</b>	16%	84%	76%
<b>Grammar, Punctuation &amp; Spelling</b>	17%	83%	78%
<b>Combined Reading, Writing AND Maths</b>	81%		64%

Please see the link to Performance Table on our website.

## Pupils with special educational needs

The school caters for children with a wide range of abilities from the very gifted child to the child experiencing learning difficulties.

Parents are consulted and kept informed of any decisions that are made concerning their child.

On our website you'll find the school offer, Derbyshire offer and SEND information report. Each term, the Educational Psychologist visits the school to give advice and support to the class teachers and to monitor the progress of children who have Special Needs. If parents are concerned about their child, they can seek advice from the Class Teacher, SENCO or the Head teacher.

Where a child is perceived to have severe physical or learning difficulties, it may be necessary to follow the County Council's procedures to obtain extra help in school. In extreme cases which are very rare, it may be necessary to make a temporary disapplication of part of the National Curriculum for a child with special circumstances. This would only be after full consultation with all concerned.

## Accessibility

Our aim is to ensure access for all school users to all aspects of school life.

### **The schools priorities :**

- Short Term - To ensure that access to the curriculum, premises and written information is provided for all current pupils regardless of any disability as far as is possible;
- Medium Term - To identify and implement areas where any further improvement can be made over time within the schools own resources, and to inform the Authority of potential long term improvements to extend accessibility at the school;
- Long Term - To liaise with the Authority on major improvements to accessibility requiring DCC funding and participation.

Each year you are invited to inform school about any access requirements in the medical and information form sent in September.

## Closure of school due to bad weather

In very severe weather conditions, it is sometimes necessary to close the school at very short notice. They may be unable to get here at all or they may arrive late.

### **The following guidance is offered to parents:**

- Look out for a Text Message
- Check the School Website
- Listen to PEAK 107 for announcements
- If you are worried that your child will not get to school, or home again, do not send him/her.
- If in doubt, telephone the school.
- The safety of the children is of paramount importance.
- Make your decision knowing your own circumstances prioritising the safety of your children
- Take your time and wear appropriate clothing / footwear.

# Emergencies and accidents

When a child is admitted to school, we ask parents (including non-resident parents) to provide us with several telephone numbers to enable us to make contact in an emergency or if a child is taken ill at school. This information is essential and it is important that we keep it up to date.

## **Please tell us if:**

- You change your address or telephone number.
- You start a new job or change your place of work.
- You have a neighbour or relative who will help out in an emergency.
- Precautions are taken to avoid serious accidents in school. First Aid for minor injuries is administered by the Staff. Most of the Staff have been trained and hold First Aid Certificates.

If however, an injury appears to require more than basic first aid, we try to contact parents immediately, so that they can take the child to hospital. If parents are not available, the child will be taken to hospital by a member of staff.

When a child is ill, he/she is unable to learn or participate fully in school activities. At these times, children are also at risk from other infections which can prolong the illness. Please keep your child at home until he/she is well enough to return. Infection spreads very quickly amongst children, particularly in an outbreak of sickness and diarrhoea. Please allow at least 48 hours from the last attack before sending your child back to school. We ask parents to notify us by 9.30am on the first day of an absence period. Please send a note on your child's return for our records.

In school, the administration of pills and medicines can present considerable problems. We have strict guidelines advising us when we may administer medicines in any form. Please contact the Headteacher if it is impossible for you to attend school to administer required medicine. Any medicines given at school must come in original packaging with prescription label. You are of course welcome to come and administer Calpol etc yourself.

If your child is to be out of school at the beginning of the day for a dental or doctor's appointment and you wish to order a dinner for your child, please could you let us know the day before, or by telephone on the morning of the appointment so that the register can be completed. If appointments are for later in the day, please collect your child from the main entrance. Children are not allowed out of the classroom to wait at the gate.

# Safeguarding – Keeping Children SAFE

## **“Working Together to...be Safe, Smile, Succeed”**

Our motto underpins all our practice. Children who feel safe and secure can become successful, happy learners. Throughout the 4 years, children will develop skills and knowledge to enable them to be well prepared for secondary school and life beyond. We have a designated lead of safeguarding on the premises at all times.

Our curriculum includes planned learning experiences within our Personal & Social Education (PSHE) and Relationships Education. It also includes the day to day guidance, advice and language modelled by staff in the school. For example we talk about respect and giving consent for things as routine.

Assemblies and drama are often used to raise awareness of key issues and give children the opportunity to develop skills they may need in real life. Children learn how to ask for help if they are worried and how to become assertive to resist pressure. The NSPCC deliver the Speak Out Stay Safe programme so that each cohort take part. The Sports Partnership deliver 560, a programme to promote healthy choices and road safety sessions during the 4 years which include 'Bikeability' from Year 3. Online Safety teaching and messages are routinely part of the week. We promote friendship and anti-bullying strategies through an annual campaign, alongside the anti-bullying alliance, to maintain this area as a priority.

### **Friendship Leaders**

One child from each class is asked to be a Friendship Leader. They are a group responsible for preparing our anti-bullying week to promote friendship and strategies to stop bullying when it happens. With guidance from Miss Holmes, they will help us think of ways to bring friends together and promote positive relationships. They may have occasional work to complete at home such as posters to remind children about our Anti Bullying Charter for children. Bringing Friends Together Group run each lunchtime in The Sett.

### **Safeguarding Children from Harm**

We work closely with parents and other agencies when families need extra support or we are worried a child may be at risk of harm. By law, school is required to share information and take any reasonable action to safeguard and promote the welfare of children.

Starting Point is Derbyshire's initial point of referral. In our school the Safeguarding Lead usually makes referrals. 01629 533190. The materials on our website and in our portfolio are easily accessible and include our policy. Any person working with children who is unsupervised at our school will need disclosure and barring service checks.

Our Safeguarding Governor is Tracy Horton.

## **Concerns**

Even in the best run organisations problems can arise. If you have any concerns or complaints, in the first instance, we ask you to speak to your child's teacher. If you are still worried, please contact the Headteacher. Our complaints policy is on our website.

## **Liaison**

We are part of the wider community and get involved with numerous initiatives. Examples include, bulb planting, representing schools in the Women's Tour, church services, Chesterfield in Bloom, St Thomas Centre Study, Foodbank Collection, Coffee Mornings, Medieval Art Competition, Language Festival and Rotary.

We also work closely and strategically with our Teaching School Alliance and Cluster School Partners.

Brockwell Juniors is committed to maintaining good liaison between all schools in the area and particularly with our partners at Brockwell Nursery & Infant School. This is especially important for the smooth transfer of children at the age of seven and for continuity and progression in the curriculum. A programme of activities is arranged between the schools to prepare the children for this change.

Secondary liaison is also a priority. A designated teacher liaises closely with a range of schools in the area.

Consultation takes place between schools on curriculum issues and In-Service training offers staff the opportunity to share expertise and experience. Whenever possible, whole school closures are planned for the same days so that parents can make proper arrangements for their children but this cannot always be guaranteed.

The theme of partnership between parents and teachers is central to all our thinking. Learning in school is an extension of the learning that has been taking place at home since your child was born. We value the support that parents give to the school and enjoy the friendships that develop. The school fulfils its legal requirements to non-resident parents.

Parents are encouraged to help in school during the day and to share their many skills with us. We do appreciate however that due to other commitments, not all parents have the time or the opportunity to help during the day.

We are grateful for Parental support in other ways eg the sharing of books which are regularly brought home from school and by membership of the Parents and Friends Association which helps to provide additional resources for the school. All parents are members of the Parents and Friends Association and are welcome to attend the meetings which usually take place each term. Letters are sent home via the children giving dates of meetings and events such as the Summer Fair etc.

Our 'Open Door' policy aims to provide a facility for two-way communication between home and school. Don't keep a problem to yourself, come and discuss it so that a solution can be found. A prior phone-call is not essential but it can help to arrange an uninterrupted appointment and our undivided attention.

During the year, parents have the opportunity to attend more formal meetings, allowing the opportunity to discuss their child's progress and to talk about the curriculum. Autumn and Spring term parent consultations occur after school, during the evening, with the hope that where possible, both parents can be present. We also invite you to come and see your child's work on our open evenings - see the calendar.

From time to time, special curriculum events are arranged where parents can learn about the work of the school. Do come if you can.

## The PFA

The school is fortunate to have a Parents and Friends Association who organise a variety of events such as the Summer Fair, Christmas Craft, hampers, raffles and children's discos. Please join if you can. Please contact [brockwellpfa@hotmail.com](mailto:brockwellpfa@hotmail.com) to express your much appreciated interest. We also have a facebook page, Brockwell Junior School PFA to help inform you regarding PFA activity.

## Safety around school

We operate a no smoking policy for staff, visitors and parents. We would therefore be most grateful if you do not smoke in our building or grounds (including E-Cigarettes).

Dogs are not permitted to enter the grounds.

Once all the children are in the gates are locked. There is no access to the Nursery via the Junior field.

## Road safety & cycling

Because of the dangers of mixing cars and pedestrians, the main driveway gates are locked between 8.40-9.00 a.m. and 3.10-3.40 p.m. Once a pupil has passed his / her cycling proficiency he/she may cycle to school and use the lock up facility. Children who have not yet passed may cycle to school if an adult accompanies them. Pupils are asked to dismount at the main gates and must wear a helmet. Please ensure your child uses a scooter safely.

## Freedom of Information

A number of documents are available for parents to view in school concerning statutory information and policies. If you wish to view please contact the Headteacher

Documents and policies relating to the curriculum and other aspects of the work of the school, such as Policy Statements, Schemes of Work and Governors' minutes and reports are available for you to see should you so wish. Please ask the Headteacher. Some of these and additional information can be found on our website: [www.brockwell-jun.derbyshire.sch.uk](http://www.brockwell-jun.derbyshire.sch.uk)

I hope you find the information in the prospectus interesting and useful. The information contained in this booklet was correct at the time of writing: it must not be assumed that there will be no change affecting this information before or during the school year to which it relates.

If you wish to visit our school, please telephone 01246 278542 to make an appointment.  
E mail : [enquiries@brockwell-jun.derbyshire.sch.uk](mailto:enquiries@brockwell-jun.derbyshire.sch.uk)

## GDPR

Mrs Murcott is our Data Protection Officer. We take privacy and the protection of all data seriously. On our website you will find our policy and a copy of the privacy notice.

## General information

The information in this booklet relates to the School Year 2017/2018 and was prepared in October 2018.

### **The address of the school is:**

Brockwell Junior School, Purbeck Avenue, Loundsley Green, CHESTERFIELD, Derbyshire, S40 4NP.  
Telephone: (01246) 278542. School Website – [www.brockwell-jun.derbyshire.sch.uk/](http://www.brockwell-jun.derbyshire.sch.uk/)

Headteacher: Miss Catherine Holmes    Chair of Governors: Mr C. Slack

### **Strategic Director of Children and Younger Adults**

Derbyshire Local Authority:    Kathryn Boulton, County Hall, MATLOCK, Derbyshire, DE4 3AG  
Telephone:                            (01629) 580000

Senior Education Officer:    School Support Service, John Hadfield House, MATLOCK, Derbyshire, DE3 3RD

The School is a Junior School which caters for children from 7 to 11 years of age. It is administered by the Local Authority which is part of Derbyshire County Council. The school Governors are responsible through the Headteacher for the management of the School. Regular meetings are held when the Headteacher presents the Governors with detailed reports concerning all aspects of the School's work and its activities. The minutes of Governors' meetings are available on request. Governors take an active role and are often in school.

This school is part of Derbyshire County Councils insurance scheme and any claims against the school should be directed to the county council electronically using the Claims Notification form and emailed to [portal.claims@derbyshire.gov.uk](mailto:portal.claims@derbyshire.gov.uk)



Purbeck Avenue, Loundsley Green, Chesterfield, Derbyshire, S40 4NP.  
Telephone: (01246) 278542

[www.brockwell-jun.derbyshire.sch.uk](http://www.brockwell-jun.derbyshire.sch.uk)