



# P R O S P E C T U S    2 0 2 0



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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# Headteacher Welcome

Dear Parents and Carers,

You want the best for your child so the school you select is most important.

Excellent schooling isn't just about our high professional standards and academic achievement. It's also about developing character, balancing the academic and pastoral, enjoying learning and equipping your child with knowledge, skills and confidence ready for the next phase.

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.

We look forward to meeting you soon.

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.

A fantastic 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, Activemark, S.T.O.P. Anti-Bullying Award, Catering Commendations, the Financial Management in School Award, Youth Sport Trust Outstanding Primary 2017 and Derbyshire Active School of the Year 2018/19. We benefit from accredited Forest School Teaching linked with Holmebank Valley Park.

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 and challenging curriculum that inspires, generates curiosity and provides opportunities to secure new skills and knowledge.

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, Languages)

### 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 Davidson
Mandela class	Miss Lenthall

#### Year Four

Turing class	Mr Baker
Sharman class	Mrs Everitt (Forest Schools Lead Practitioner)

#### 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 Cresswell  
Mrs Dean  
Miss Taylor

### 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

Mrs Walton

### Mid-day Meals Supervisors/Playworkers

Mrs I Harrison, Mrs Cresswell, Mrs Hartley,  
Miss Hooper, Miss Taylor (Nurture),  
Mrs Gill (Learning Support), Mrs Flaherty  
Mrs McCabe



## Our Governing Body

### Local Authority Representatives (1)

Mr M Wall (Chair)

### Parent Governors (4)

Mrs Madin

Mrs Farmer

Mrs E Collis (Curriculum/SEND)

Mr Barnett (Safeguarding)

### Staff Governors (1 + Headteacher)

Mrs E Crutchley

Miss C Holmes (Headteacher)

### Co-opted Governors

Mrs S Holmes

Mr Fielder

### Associate Governors

Mr M Briddon

Mr Barker

### 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!

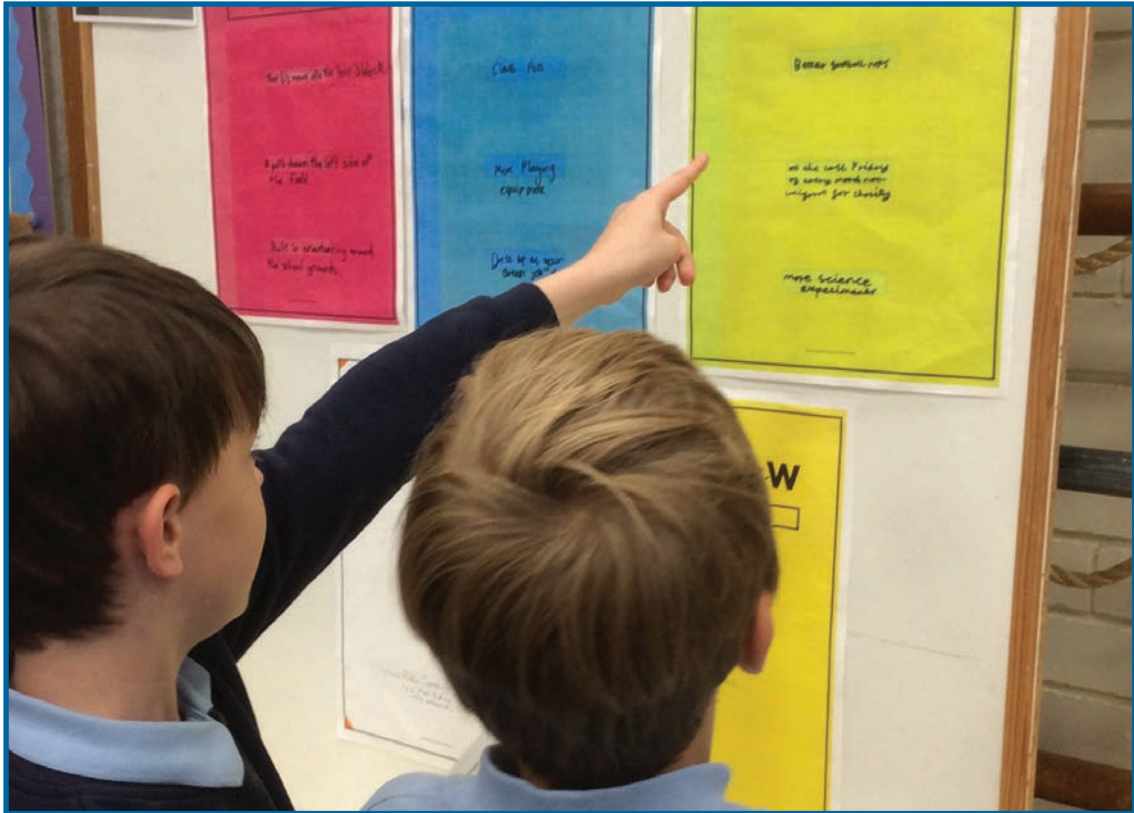
### **One parent commented in the July parent questionnaire...**

"Your school has a remarkable ethos and dedicated staff. Thank you for their huge contribution to our daughter's development and achievement." Parent July 2019.

### **Others 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 2019.

"You have given (our children) an incredibly positive love of learning and the confidence to step outside confidently and happily to try new experiences. You have enlightened their thoughts and ideas and reinforced their capabilities." Parent July 2019.



## 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:

- We're all expected to be the best we can be.
- The space and greenery is amazing.
- We have lots of physical equipment.
- I don't feel pressured to get everything right.
- Our online learning is great.
- No bullies.
- 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 staff.
- My targets help me know what to learn about next.
- We have fun and downtime when we reach our class targets.

Many children have the opportunity to be club leaders, Bronze Ambassadors, Councillors, Change 4 Life leaders, Green Team, Librarians, Well-being Wonders, Digital Leaders, STEM Ambassadors and other group leaders.



## Admissions

The standard number for admissions to Year 3 in 2021/2022 is 64. 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.

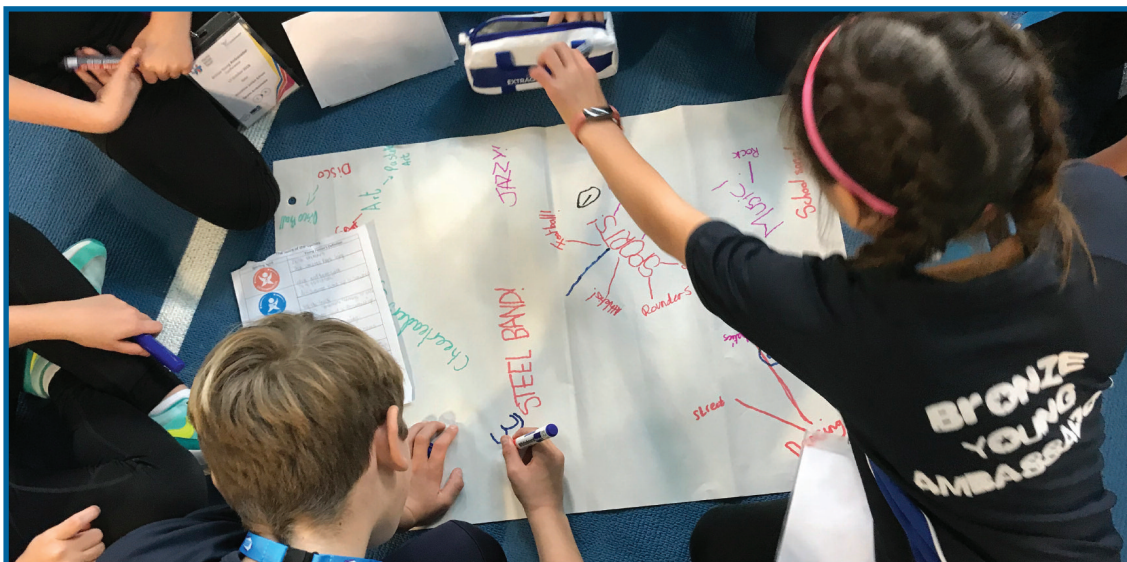
If a child is not collected he/she will make their way to the school office and report to a member of staff who will then try to contact parents.

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

Skills based and outcome led, our relevant curriculum gives children inspirational learning experiences. Children are hooked at the start of their learning by a memorable stimulus before learning challenges further develop curiosity and core skills. Whole class books inspire the writing process and often have links to other curriculum areas, especially humanities and personal development. Humanities, Art, RE and Science are driven by a Learning Challenge Curriculum. Opportunities to develop personal and social skills through physical exercise and exploration are a routine feature of the curriculum. ELSA (Emotional Literacy) and STEM also provide innovative and supportive aspects of the curriculum.



In addition to year group learning, we regularly engage in whole school initiatives to excite the whole community. These complement the curriculum, promote community and encourage engagement with families. Examples include the annual Public Speaking Challenge, Online Safety Workshops, Science Week, Art Challenge and Active Lifestyle Challenges.

Our enriched and innovative curriculum is subject planned and outcome led using the National Curriculum with curricular links whenever appropriate. 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, health & relationships, the arts, humanities, religious education, languages and contributing to the wider community are all championed by passionate subject leaders – often experts in their field - 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, Health & Relationships 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.

Children develop character through experiences: - 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 diversity.

Our whole curriculum also promotes understanding 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, Weekly 'Picture News', 'Music of the Week', theatre visits from Live Theatre, Inspiring People study within class names, acts of remembrance, and our values based assemblies.

### **Personal and Social Education and Well-being – Health & Relationships**

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.



Learning for all includes regular topics that link to the 5 ways to Wellbeing and positive mental health. This includes reflections to regulate emotions, mindfulness (& yoga) and support for initiatives such as #timetotalk day. Our pupils can apply to be our 'Wonders' – our Wellbeing Wonders and Ambassadors and Ambassadors for wellbeing.

Nurture, learning support and therapeutic provision helps some children build protective and positive relationships and develop positive self-esteem thereby enabling them to learn and play – to be resilient.

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, STEM Ambassadors, Anti-Stigma Champions, School Councilors, Green Team and Friendship Leaders are examples of roles we routinely have in school.



## **English**

English is at the heart of the curriculum at Brockwell Junior School. We recognise that a high-quality education in English will teach pupils to speak and write fluently so that not only are they able to communicate effectively with others, but through their reading and listening, others can communicate with them. The ability and the enjoyment of reading allows pupils to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils to both acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; our aim is to ensure that every child leaves Brockwell as a confident orator, reader and writer, fully equipped for the demands of the secondary curriculum and for life beyond that.

## **Reading**

There are two dimensions involved in the skill of reading: word reading and comprehension (both listening and reading).

Skilled reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Work at Brockwell Infant school underpins much of the early development of learning to read and we aim to build on this by further developing these skills and providing opportunities for those children who need extra support to catch up and keep up including phonic programmes such as Read, Write Inc. and Fresh Start.

Comprehension skills are developed through high quality discussions and reading a wide range of stories, poems and non-fiction. By providing stimulating, relevant and high quality resources, we aim to broaden pupils' knowledge of the world and themselves and extend their vocabulary.

Our aim is to foster a love of reading. Our reading scheme is colour banded and dovetails with the scheme at the infant school. It is regularly audited to ensure that books are relevant, smart and sufficiently varied. Our scheme consists of books from both published reading schemes and other high quality literature. Every two years a reading consultant visits and advises with purchasing. Pupils select from the structured scheme throughout their time with us but are invited to read other books either from home or our library as they become more confident.

Our school library is a vibrant space and run by members of the school staff, two experienced volunteers and a group of librarians/reading ambassadors. We have a large selection of fiction which is categorised by genre. The non-fiction section is catalogued using the Dewey system, and all children attend sessions on accessing non-fiction which is run by one of our volunteer librarians. New books are purchased regularly. The space is open every day to change reading books, sit and become absorbed in a book, or to research and work sensibly. It is open on a Thursday and Friday to exchange library books.

Reading is a subject that is explicitly taught every day. The school has a variety of resources, including an online resource with eBooks called Wordsmith. Providing high quality literature is a top priority, and the books that we read, feed into many other areas of the curriculum. We aim to host author visits at least once a year. Books are woven into our daily English lessons, and class novels are read in directed whole class reading sessions. Comprehension strategies are taught as the whole class reads together and are based around the acronym VIPERS – vocabulary, inference, predict, explain, retrieve and sequence or summarise. Pupils record their thoughts in reading journals and collect examples of new vocabulary. All pupils have the opportunity to read independently at school and are encouraged to practise at home, recording entries in their personal reading diary. These diaries are monitored and celebrated weekly. Individual and guided reading take place to provide extra support.

## **The Spoken Language**

At Brockwell, we understand that oracy underpins the development of writing and therefore in all subjects across the curriculum, pupils are encouraged to listen, think, discuss, and voice opinions. Regular opportunities are given for paired and group discussion. Role play and drama opportunities are woven through the English curriculum and pupils have the opportunity to record their work using, for example, Seesaw and Green Screening. Theatre companies perform at least once annually. Our annual public speaking competition, judged by an external panel, offers every child the opportunity to prepare and deliver a speech on a subject of their choice. Alternatively, pupils can perform a poem as their entry to the competition. Year 6 also have the opportunity to take part in a local verse speaking competition for primary schools.

## **Writing**

As in reading, there are two main threads involved in the teaching and learning of writing: these are composition (communicating and structuring our ideas in writing) and transcription (spelling and handwriting).

At Brockwell we understand that writing is a complex process, one that involves weaving many threads together. We promote writing for pleasure as a philosophy, and we aim to provide an exciting stimulus for each writing project. Class reading feeds directly into our writing and writing projects are often linked to other curriculum areas. We integrate the teaching of grammar and punctuation into our reading and writing sessions. We have adopted the Herts for Learning acronym ADD LOV(V)E as a spine for teaching and developing the writing process.

ADD LOV(V)E:

Audience and purpose

Derived from reading and

Developed through spoken language

Levels of formality

Organisation

Vocabulary

Variation of sentence structures to suit purpose

Editing for accuracy and enhancement

Pupils are encouraged to be fully involved in the process of completing a piece of work, understanding that writing must be planned, edited and revised to make it the best that it can be. They are also involved in planning which elements will make each piece of writing successful and how they can improve as individual writers.

Handwriting and presentation are important to us all, and particular focus is placed on developing a fluent, joined style in lower school. Pupils write in pencil or pen, depending on age, stage and task.

Spelling Shed is our online spelling programme, tailored to each year group. This involves a weekly spelling lesson, time to practise at school and at home and a test to measure progress. Non-negotiable spellings in our writing include a list of agreed core words and those that have been previously learned.

At Brockwell we believe in championing English, and reading and writing are regularly celebrated in our Friday assembly. Newly published books are discussed and examples of pupils' work are shared.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

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

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### **Spelling, vocabulary, grammar, punctuation**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### **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 believe all children can achieve in maths. We block areas and teach them so much practice is given and learning secured. Whenever possible same day intervention is offered to help some keep up. 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 in the most effective way.

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 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 online resources may be set by teachers.

### **Science, Technology, Engineering and Mathematics (STEM)**

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 and this is reflected in our approach to the teaching of science. The programmes of study include experimental and investigative work alongside knowledge acquisition. 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.



Science enrichment takes place in school and in other locations. All year groups take part in K'Nex challenges of increasing complexity for each year group.

The curriculum is further enhanced by each class experiencing a discrete activity as suggested in the annual British Science Week, which has ideas for all key stages.

A much larger Brockwell Science Week is planned and delivered in four-year cycle. In the past, this has involved planetarium, falconry, and 'kitchen sink' science demonstrations.

We also use the opportunities afforded to us by our local community, for example investigating the science behind building towers at 'The Crooked Spire' and Chesterfield Museum.

### **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 STEM 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 computing 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 computing. 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 computing 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 computing. 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.

Food technology develops into 'Restaurant'. Year Six children develop a menu from concept to authentic hospitality which develops aspiration alongside developing practical and economic skills required.

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

Our vision is to inspire pupils' curiosity and fascination about the world and its people, and the relationship between them, and to inspire pupils' curiosity about the past. We aim to provide a rich and relevant curriculum, linked to topics that have meaning to them or are current, with which they can engage and develop a love of learning which will remain with them for life. We aim for all our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, as well as that of the Earth's physical and human processes. Our vision is for our pupils to recognise how this knowledge and understanding can influence the future and how we can use this to help and protect our world and its people. In a nutshell, our mantra is 'learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it. Lessons are planned to ensure that all pupils have opportunities to succeed, and there are no barriers to every child achieving and being challenged.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. Humanities at BJS is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

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.

## **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 social or academic achievement.

Pupils participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

Throughout KS2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make



connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.



### **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 Young Voices 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, Jason Heppenstall, 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 visit Yorkshire Sculpture Park, enjoy whole school themes and engage with community initiatives such as Chesterfield in Bloom.

### **Primary Languages**

We want children to be curious about other cultures and understand some people have different languages. Through French we want them to enjoy and succeed in communicating using another language, both spoken and written.

LCP is our initial resource complimented by a range of resources including Early Start and 'Singing French'. We use electronic slides, flash cards and worksheets with a range of fun activities sequenced throughout each unit. 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 Year 3. The units that follow are relevant and develop a wider understanding of culture.

### **Physical Education**

Brockwell's achievements in sport are recognised locally in the Active Chesterfield Awards and Derbyshire Awards (Winners 2019, 2018, 2017). 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, festivals and clubs and the quality and range of physical activity in lesson time. With new sports for all including Boccia, Cheerleading, Fencing, Yoga, Dance, New Age Kurling and Quidditch, all children can get involved and develop active, healthy habits. We aim to give EVERY child the physical literacy, emotional and thinking skills to achieve in P.E., Sport and Life.

Through our Real PE, a child-centered approach, we seek to encourage children to manage and control their bodies with increasing skill and confidence. Children will be encouraged to use their social and personal skills 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 and local clubs such as the CLTA, Chesterfield Hockey, Athletics and Golf.

Active Playtimes include daily options of track, trim trail, dodgeball, basketball, football, multi-sports and skipping.

### **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.

### **Meeting the Needs of All**

Proudly inclusive, believing that every child matters and that all children have individual needs. Through a suite of pastoral support options, adapted curriculum if required, investment in quality resources and carefully sequenced lessons, children make progress.

### **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.

## Beyond the Classroom

At Brockwell, we understand that your son or daughter doesn't just learn in the classroom. He or she also learns in the playground, on the playing field, in the drama class, in the public speaking sessions, on residential or exploring places we visit.

Enrichment and extra curricular interests deepen knowledge, build skills and expand comfort zones. Whether it is sport related, public speaking, robotics or singing - there are many opportunities to get involved.

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. Please see our home learning pages on our website to see our remote learning guide.



## Term dates

School Holiday Dates 2020 – 2021		
Holiday	School Closes at 3.25pm	School Opens at 8.50am
		Wednesday 2nd September 2020
Mid-term	Friday 23rd October 2020	Monday 2nd November 2020
Christmas	Friday 18th December 2020	Monday 4th January 2021
Half-term	Friday 12th February 2021	Monday 22nd February 2021
Easter	Thursday 1st April 2021	Monday 19th April 2021
Mid-term	Friday 28th May 2021	Monday 7th June 2021
Summer	Tuesday 22nd July 2021	

See school calendar online for INSET days

School Holiday Dates 2021 – 2022		
Holiday	School Closes at 3.25pm	School Opens at 8.50am
		Thursday 2nd September 2021
Mid-term	Friday 22nd October 2021	Monday 1st November 2021
Christmas	Thursday 23rd December 2021	Monday 10th January 2022
Half-term	Friday 18th February 2022	Monday 28th February 2022
Easter	Friday 8th April 2022	Monday 25th April 2022
Mid-term	Friday 27th May 2022	Monday 6th June 2022
Summer	Friday 22nd July 2022	

## 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 18/19 as required by the Department for Education.

Pupil Information for the period	
Number of pupils of compulsory school age on the roll at least one	<b>256</b>
Authorised absence in the period	
Percentage of authorised absences	<b>2.67%</b>
Unauthorised absence in the period	
Percentage of unauthorised absences	<b>0.27%</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.

## Parent Code of Conduct

We are fortunate to have a hugely supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and community. This policy is issued in July to ensure an atmosphere of mutual understanding continues.

# 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 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 - navy shorts and white T-shirt

PE kit, Sweatshirts, fleeces and polo shirts are available to order via the website; [uniformshoponline.co.uk](http://uniformshoponline.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. Brockwell tracksuit is also available.

\*Please note orders placed in July/August may take several weeks to arrive. Early ordering is suggested.

## 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 smart devices and 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 2019 Parent Questionnaire 97% parents agreed that school makes sure its pupils are well behaved.

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, Always Club, 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 2019

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 2019	Not reached the standard %	Working at or above expected standard %	National Statistics	Working above expected standard %
<b>Reading</b>	16%	84%	73%	28%
<b>Writing</b>	14%	86%	78%	25%
<b>Maths</b>	11%	89%	79%	39%
<b>Grammar, Punctuation &amp; Spelling</b>	17%	83%	78%	39%
<b>Combined Reading, Writing AND Maths</b>	80%		65%	17%

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. We have clear guidelines advising us when we may administer medicines in any form. Please contact the office 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/Mini 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.

### **Early Help**

We have been providing support for children and families proudly working in partnership with you over the years. This may be nurture work, accessing other agencies or family liaison. Mrs Graham champions our Pupil Premium Children in school and will support you with attendance matters. All schools now must ensure they are providing Early Help Support for families. Early Help support covers a wide range of areas such as child anxiety, self-esteem, bereavement, relationships, parenting support and attendance – and many more. In addition to our ongoing work, we now have Sarah Wilson working in school on Friday afternoons as a Family Support Worker. The Local Authority still has a statutory responsibility for Safeguarding across the county. If we have concerns about a child, we refer to Starting Point which remains the same. Sarah will work very closely with parents and school staff to ensure she supports children and families in our school community as required. Sarah will be around school on Fridays at pick up, so she can get to know and meet everyone. If you would like to meet or contact Sarah, please call the school office. Sarah has already proved to have had a positive and sensitive manner with children and parents who are benefitting from her work. Do come and speak to us if at any time you think you need signposting or advice.

## **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 Andy Barnett.

## **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 [enquiries@brockwell-jun.derbyshire.sch.uk](mailto:enquiries@brockwell-jun.derbyshire.sch.uk) 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

Brockwell Junior School takes privacy and the protection of all data very seriously.  
Our Data Protection Officer is GDPR for schools, Derbyshire County Council.  
E-Mail: [gdprforschools@derbyshire.gov.uk](mailto:gdprforschools@derbyshire.gov.uk) Phone: 01629 532888  
Address: Room 396, North block, County Hall, Smedley Street, Matlock, DE4 3AG.

## General information

The information in this booklet relates to the School Year 2020/2021 and was prepared in October 2020.

### **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 M Wall

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

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

Senior Education Officer:      Ian Meridith, 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)



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