



Chirton

C of E Primary School

Prospectus 2022-23



'Where your treasure is, there will your heart be also'
Mathew 6:21

Who's Who at Chirton

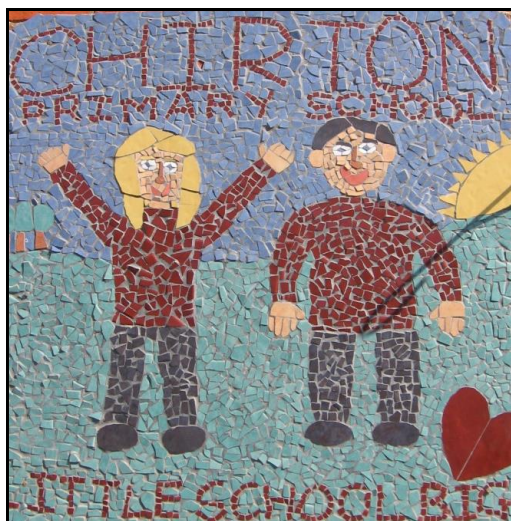
TEACHING STAFF

Headteacher	Mrs A Bekker Wrench
Courage Class Teacher	Mr C Parmenter
Faith Class Teacher	Miss S Wootton
Joy Class Teacher	Mrs S Pender & Mrs E Camacho
Forest School Teachers	Mrs S Pender, Mr C Parmenter, Miss S Wootton
SENCO	Mrs S Baggaley

NON TEACHING STAFF

Administrative Officer	Mrs L Bridewell
Joy Class TA	Ms C Harris
Courage Class TA/HLTA – ELSA Support	Mrs T Gay
TA/Intervention HLTA	Mrs H Forshaw
Faith Class T A/Intervention HLTA	Ms L McCarthy
Midday Supervisors	Mrs T Gay, Mrs H Forshaw
	Mrs E Nash, Ms C Harris
	Ms L McCarthy, Mrs West
Breakfast Club	Mrs T Gay
	Mrs E Nash
After School Club	Mrs E Nash
	Mrs F Chapman
	Mrs T Gay
Cleaners	Mrs E Nash
	Mrs Lisa Bridewell

CHIRTON SCHOOL GOVERNING BODY



Chair of Governors	Mrs J Moore
Vice Chair	Mr S Wootton
Staff Governor	Mrs A Bekker Wrench
Parent Governors	Mr J Cannon
	Mr P Hobbs
Governors	Mrs M Langton
	Ms E Barry
Foundation Governor	Revd C Curtis
	Mrs S Jones
Clerk to Governors	Mrs W Hellin

EQUA MULTI-ACADEMY TRUST



EQUA
Multi Academy Trust

On 1st April 2019, the Equa Multi Academy Trust was founded. The group of schools we formally work alongside are:

- All Cannings C of E Primary School
- Bishops Cannings C of E Primary School
- Rushall C of E Primary School
- Woodborough C of E Primary School
- Lavington Secondary School.
- Dauntsey Academy Primary School (joined in 2021)
- St.Thomas a Beckett (joined in 2022)
- The John of Gaunt School (joined in 2022)

We are delighted to be on this exciting journey together as a group of schools with the children at the heart of all we do. By working together, we can provide excellence in education for all our children and are very fortunate to have such a strong team of staff in every school. Our strength lies in our combined passion to make a difference on a daily basis to the lives of young people, embracing and enhancing the unique ethos, values and beliefs of our own school.

Some benefits of working together that we have already seen include, a combined teacher development day looking at a school radio project, enrichment opportunities for all and we at Chirton have been able to share our extremely successful Forest School provision.

The new website www.equa.org.uk has been launched and provides a great overview of our organisation.

Equa CEO: Mr Paul Skipp

Equa CFO: Mrs Sandra Reynolds





Welcome to our school

Dear Parents,

It is with great pleasure that we welcome you to Chirton Primary School. Thank you for taking the time to read this prospectus. In it, we have tried to provide everything you might possibly want to know about the School, its ongoing aims and extensive activities. In addition, you may like to view our school website which has recently been re-launched and is being added to constantly.



Chirton School became part of the Equa Multi-Academy Trust in April 2019 alongside 5 other local schools. This was a very exciting opportunity for us as we could clearly see how working collaboratively together would provide our children with many more exciting learning adventures. This is underpinned by clear values and a strong sense of community –including the Church – which gives the children the confidence, skills and independence to succeed today and in the future.

For those of you who are considering Chirton School for the future, this may be your first contact. Whilst we recognise the importance and value of a prospectus, OFSTED reports and SATs results, we feel they tend to be ‘snap-shots’ of our school and would encourage you and your children to come and visit the school and meet myself, the other staff and the children. We are all very proud of our school and enjoy sharing it with others. If it is the right school for you and your children, we would love you to come and join us and work with us to help your children grow both academically and personally. We really believe that when school, home and the pupils work together we can equip them with the skills and attitudes which help create the foundations which underpin a lifetime of success.

Each year we try to improve the information we provide, so, if you would like to see additional information in next year’s report please let us know.

We look forward to meeting you.

With very best wishes,

Mrs Bekker Wrench
Headteacher

Contact Details

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E-mail:	admin@chirton.wilts.sch.uk
Webpage:	www.chirtonschool.co.uk
Twitter:	@chirtonsch
Facebook:	Chirton C. of E. Primary School Facebook account

The Organisation of Chirton School

Chirton Church of England Primary School is situated in the middle of the idyllic Pewsey Vale village, of Chirton. It also serves the villages of Patney, Conock and Marden.

The school's wonderful reputation (Ofsted Good) continues to attract many pupils from Devizes and even from other villages further afield from outside our catchment area. Our school exudes a sense of community and welcome. There is a real sense of spiritual well-being and there are very open, supportive, valued relationships between children throughout the school, staff and the governors. Having a big heart is central to all that we aspire to be at Chirton School within our core values:

- Here in God's Love
- Embracing Equality
- All in Friendship
- Ready for Forgiveness
- Together in Trust

We are the 'little school with a big heart' and with God by our side, we love, learn and flourish together, as 'Where your treasure is, there will your heart be also.' Matthew 6:21

The treasure is the change that happens in us and what we want to see in the world, leading us to be the best we can be. Our treasures are our school values, 6Rs, our curriculum and the journey of growth we are all on together in God's wonderful world.



We have a thriving pre-school 'Chirton Pips' on site (Ofsted Outstanding), and provide education from 2 to 11 years old. Breakfast and afterschool clubs and a far reaching enrichment programme that includes sport, music, drama, creative crafts, cookykids, choir and outdoor learning enhance our extra-curricular provision. Many visitors notice and comment upon the warm, family atmosphere of our 'Little School with a Big Heart.' Older children are encouraged to take responsibility for the well being of the younger ones and act as superb role models, living the vision and values of our school.

ACCOMMODATION

We have a bright and stimulating learning environment which has a positive impact on pupils' learning. It is welcoming, child-friendly and celebrates the learning that takes place.

Our School has 4 classrooms, a group room, teaching areas in the old school and extensive grounds including our gold award Forest School provision in a woodland setting.

The hall, due to its size, is solely used for design technology, cookery lessons and lunchtime sittings. Outside, we have a football and athletics pitch, netball court, play equipment and play markings, picnic benches, a Sensory Garden and our fourth classroom. All pupils make use of the outdoor spaces over the course of the year and play an active part in the management and development of them.

The Aims of our School

We provide an effective learning environment for everybody. Using a broad and balanced curriculum we provide engaging and appropriate learning experiences for all our pupils. We are constantly aiming to improve, both as individuals and as a school, and by doing so, are working together to create an ethos of excellence.

We aim to:

- Encourage and promote care and respect for others through the development of the Spiritual and moral education within the school.
- Promote high standards and enable every child to achieve their full potential, develop Imagination curiosity and perseverance, through a broad, balanced and interesting Curriculum.
- Encourage children and adults to take a personal pride in themselves, their behaviour, their Achievements and their school and to respect and value their own and other cultures.
- Provide a safe, welcoming, bright and attractive environment with equal opportunities for all.
- Promote the skills needed to become independent learners

Ofsted Inspection

Following a 'Good Ofsted' inspection in January 2018, we would like to share some of the quotes from our final report. As a school, we are delighted at such a positive report and are proud it recognises the professionalism and dedication of the staff and highlights the involvement and key roles of pupils, governors and parents.



'This is a good school.'

- ✚ Pupils are particularly enthusiastic and make good progress when learning outdoors.
- ✚ Staff get to know disadvantaged pupils well. They identify and tackle pupils' needs. Good teaching and additional support ensure that disadvantaged pupils, including those most able, are achieving well.
- ✚ All staff put the welfare of pupils at the heart of their work and, as a result are vigilant in securing pupils' well-being.
- ✚ Pupils feel safe in school and highlight the care they receive from all staff as being the reason they enjoy the school and do well.

Curriculum

Our children learn through a rich interconnected web of knowledge, carefully planned within a knowledge engaged curriculum to prepare our children for the challenges of the contemporary world.

We encourage our children to be courageous, inquisitive learners, achieving their full potential through innovative scholarship, outstanding pastoral care and within a happy, Christian, caring and purposeful learning environment where everyone is valued and encouraged is at the heart of our ethos and vision.



Promoting high standards to enable every child to achieve their full potential, develop imagination, curiosity and perseverance, through a broad, balanced and interesting curriculum is our aim.

Our **11 by 11** promotes our values and cultural heritage within the contemporary world. Every child acquires the following life experiences throughout their education with us at Chirton; these are achieved by the time they leave Year 6. Every time an experience has been carried out, children receive a piece of a jigsaw heart, as a commitment and then, when the big heart is complete, take it home before moving to Secondary School.

- 1) Attend a major sporting event.
- 2) Visit a city.
- 3) Spend a night away from home.
- 4) Visit a national theatre.
- 5) Visit a national gallery.
- 6) Cook over an open fire.
- 7) Meet and learn from a scientist.
- 8) Meet and learn from an author.
- 9) Represent the school.
- 10) Serve the community.
- 11) Visit a non-Christian place of worship.



Our aspirations for quality first teaching and learning, outstanding pastoral care within our rural village location, Christian ethos and values align to our multi academy trust (MAT) family - **EQUA – every child, every chance.**

In **Early years**, the curriculum is delivered with a careful balance between child initiated and adult led learning. Opportunities are provided for both indoor and outdoor learning and children are also able to choose their own environment. The EYFS curriculum is organized into seven areas of learning. Three of these are defined as the PRIME areas: Personal, Social and Emotional; Communication & Language and Physical Development. The other three are SPECIFIC areas: Literacy, Maths, Understanding the World and Expressive Arts and Design.

KS1 & KS2 – Our three core subjects are English, Maths and Religious Education. Learning follows the national curriculum, with English and Maths taught everyday as discreet subjects. RE is taught weekly, literacy is within a three week block linked to topic work. Three week topic blocks are timetabled in science, history, geography, art & DT, with the addition of Modern Foreign Languages (MFL), Physical Education (PE), music and computing as bespoke areas of knowledge and regular teaching.

The acquisition of all knowledge builds on prior content taught in previous lessons, topics and

years, thus preparing children for subsequent learning.

All subjects are taught as part of a rolling programme and are increasingly integrated to give a more creative curriculum. In our recent Ofsted Inspection it was noted that pupils enjoy their learning and value the exceptionally wide range of exciting events and visits which widen the curriculum for them.

They were also impressed that together, we ensure that pupils benefit from the close relationships within a small school but are not in any way limited in opportunities to learn. A huge emphasis is put into developing skills and attitudes alongside the acquisition of facts.

We believe that this equips children for future learning in a meaningful way.

Chirton Forest School

Forest School is an inspirational provision that offers ALL learners the opportunity to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland environment. Our forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education. The 6Rs (relationships, resilience, resourcefulness, respect, responsibility and reflectiveness) underpin our forest school pedagogy where children are challenged to solve problems, develop their creativity and interests.



Confidence

Forest School helps children to grow in confidence as a result of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate.

Social skills

Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social ties.

Communication self-esteem and is a crucial part of their development.

Motivation and concentration

High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time.

Physical skills

The increase in outdoor activity is bound to have a positive physical impact. Not only does the development of physical stamina improve but also gross and fine motor skills.

Knowledge and understanding

Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.

New perspectives

Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class.

Ripple effects

When children really engage with Forest Schools they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently.

Levels the playing field

Taking children outside of the classroom removes the pressures of academia and allows them to play to their strengths. This is beneficial to children who struggle in the classroom because there is more of an opportunity for them to learn at their own pace.

Enjoyable for the children

Forest Schools are fun! It is educational whilst also allowing children to play, explore and discover. Children who participate in Forest Schools are generally observed to be happier. The fresh air, the excitement, getting mucky – it doesn't get child friendlier than that.

Special Educational Needs & Disability (SEND)

As required in section 161. (5) Of the 1993 Education Act, this part of the booklet comments on our implementation of the policy for helping children with special educational needs. Our SEN policy is reviewed and modified annually; the policy can be seen in school - just ask!

At Chirton Primary School we are committed to meeting the special educational needs of our children and ensuring that they are encouraged and supported to achieve their full potential in every aspect of school life.

We monitor all children's progress from their first day at School by following the recommended procedures. Staff co-operate and confer fully about any child causing concern.

Mrs Baggaley (SENCo) is trained to assess our children for any specific learning problems and provide support for them.

We endeavour to identify and provide support across the wide range of needs a child may have; communication and interaction, cognition and learning, emotional and mental health difficulties and sensory/physical needs.

We pride ourselves on being an inclusive school and children with special educational needs are taught inclusively with their peers through Quality First Teaching and targeted differentiation. Individual intervention from the SEND team is given when and where appropriate, depending on an individual child's needs.

ACCESSIBILITY/DISABILITY EQUALITY

Our building is on one level with wide doorways and ramps so we are able to cater for those who need wheelchair access.

Other pupils/adults may come to our school who will need additional help, with modifications, to make our school more accessible. Our Accessibility/Disability Equality Plan (available in school) considers how we will implement changes in school to take account of the needs of people so that they are not treated less favourably than other pupils.

Church of England School

Chirton is a voluntary controlled school which has a foundation established by the Church of England. In practice, this means that whilst the Local Authority (Wiltshire Council) retains financial and administrative responsibility for the school, the land and buildings are owned by the Church. This allows the school to retain its distinctive religious character, and with the right to appoint Foundation Governors and retain denominational Acts of Worship. The school is funded by the Local Authority which also has responsibility for employing the staff, administering admissions and providing support services. The strong links with the church mean that the school often uses the church for worship and special festivals. Mrs Greed and her colleagues take assemblies 'Open the Book' in the church and in the school. We have one foundation governor on the Governing Body; this governor has the additional responsibility of ensuring that the Christian character and ethos of the school are maintained, and that there are strong links with the local church community. They are appointed by the Salisbury Diocesan Board of Education, after consultation with the local minister and the PCC. They are also responsible for ensuring that the school has a Section 48 Inspection of Collective Worship (SIAMS) in addition to an Ofsted inspection. Our most recent inspection was carried out in May 2015 where the school was graded as being 'Good.' Some of the comments within the report are listed below, however a full report can be seen on our website. As a Church of England school, the religious character and collective worship are predominantly Christian. Our collective worship is regarded as a special time when we gather together to appreciate the world around us, consider moral issues and celebrate life. Parents and friends are invited in to special assemblies in St Johns church over the course of the year. Religious education enables children to search for meaning and purpose in life and provides them with an understanding of Christianity and other major religions. Our aim is to educate and stimulate - not to indoctrinate. Policies for Collective Worship and Religious Education can be seen in School. Children from all denominations are welcome to attend the school and, as in all other schools, parents have the right to request that their children are withdrawn from RE lessons and acts of worship. Please talk to the Headteacher if you have any concerns.



SIAMS (Statutory Inspection of Anglican and Methodist Schools)

March 2022

- The carefully crafted and inclusive vision is entirely appropriate for Chirton School. Pupils and adults flourish due to the impact of the vision and the extremely positive relationships that it engenders. The emphasis on heartfelt care for one another enabled the school to remain at its best during the pandemic.
- The Headteacher provides exceptionally strong and nurturing leadership
- Partnerships with Equa, the multi-academy trust and with the Diocese of Salisbury provide strong support for the school, particularly with professional development and opportunities for the school to share good practice.
- Strong collective worship acts as a focal point for the school and community. Older pupils lead confidently and thoughtfully. Younger pupils have fewer opportunities to lead and to plan.
- Deep spirituality is a hallmark of the school. It is woven through the curriculum, including religious education (RE), and clearly encouraged through collective worship.

The Governing Body

The Governors would like to welcome you to Chirton School.

The Governing Body is responsible for overseeing the running of the school. It sets out the school's guiding principles and works hard to ensure that it is run professionally and efficiently, making the best use of all resources that it is given in order to give the best possible education to the children.

The governors of the school are appointed in various different ways but typically for four year terms of office. Some are parent governors, elected from those who have children at the school. Others represent the staff of the school and yet others are appointed by the Local Authority. Finally we have Foundation Governors who are appointed by the church. There are also associate governors who are co-opted for their expertise, as and when required.

All governors give their time freely and are required to attend a full governors meeting once each term. There are also different committees and working groups which meet as and when required.

The responsibilities placed on governors seems to increase year on year. However, Chirton has a number of very experienced governors who can provide a level of on-going stability and these are very successfully balanced by newer faces who bring fresh faces enthusiasm and ideas.

Myself or any of the parent governors can be contacted in person or by emailing J.Moore@Chirton.wilts.sch.uk

Julia Moore
Chair of Governors

Chirton School PTA - CHIPS

CHIPS PTA was formed in the summer of 2021; thanks to the dedication of the parents that have volunteered to date, we have already had some successful fundraising events.

They have donated £2000 towards the outdoor Classroom of Wonder that was opened by Sir David Hempleman-Adams!

The school has ambitions to raise money for a new library building. CHIPS are determined to help the school delivery this resource to benefit all of our children and those that follow them.

They have a busy fundraising calendar planned for the 2022-23 academic year and would be delighted if you joined with them to help fundraise for our 'Little School with a Big Heart', here's to a fun-filled fundraising year!

Questions and Answers

Whilst it would be impossible to pre-empt every question that you might have about our school, with the help of some of our existing parents, we have tried to identify some of the areas that you might want to know a little more about.

When does education begin?

It is a fact during their first four years, children learn and acquire more skills than at any other time in their life. At this age the influence of home is the most important factor in a child's education, and it is you, their parents and carers, who have taught them most of what they know. But even if they have had regular pre-school, children have much to learn when they start school. You can help them by:

- Undressing, dressing, changing shoes and putting on/taking off their coats;
- Going to the toilet and washing and drying their hands
- Knowing how to hold a book, turn pages carefully, listen to a story and to develop an interest in books
- Tidying and cleaning away toys and games when they have finished using them
- Playing with other children, learning how to share, take turns and co-operating with one another
- Being able to listen to and respond to simple instructions from an adult
- Be able to talk to an adult about their needs
- Having a regular early bedtime so that they don't get over tired

If they have the above skills and strategies it will help you child quickly adjust to the routine of school and build up important relationships. It also releases the class teacher from spending lots of time addressing these skills and they can concentrate on introducing experiences and skills that are more curriculum bases.

Do all children start school in the September before they are 5?

We admit children into the school in the September of the school year in which they are 5. There is no statutory obligation for children to enter school until the term after they have had their fifth birthday. Full time provision is available for all children from September. However we always work with parents and pupils when deciding this and pride ourselves on our flexibility when deciding what is best for the children

Is there any extra provision for children with Special Needs?

Our school has an excellent reputation for its inclusivity, in making every child feel valued and respected as an individual. We provide a broad, balanced differentiated curriculum, which allows all children to participate fully. We are committed to helping all children achieve their full learning potential. Our Special Needs Manager is extremely well qualified, and is regularly used by the Local Authority for running courses and our Teaching Assistants regularly attend training. We have excellent links with outside agencies who can provide additional expertise.

If a child has a physical disability or a learning disability or a learning difficulty we liaise closely with their parents and all other parties. In line with the SEN Code of Practice, we draw up detailed educational plans for the individual child. These state clear targets for the child to work towards and which we regularly monitor and review. Support is given through a variety of systems and resources, including intervention programmes, extra teaching resources, working alongside a Teaching Assistant or our SEN Manager. Parents are always involved and welcome to discuss their child's learning and progress and receive a copy of their Individual Education Plan.

We also endeavour to cater for the educational strengths of the more able child. All teachers endeavour to create extended learning opportunities for the more able children to ensure that they reach their full potential. Other opportunities, such as LA run courses are used to supplement what the school puts in place.

Will my child be expected to learn at home?

All children are expected to read at home, ranging from sharing books in Foundation Stage, to more formal reading and discussing books through Key Stage 1 and Key Stage 2. We do expect all children to do this regularly, and offer support to parents on ways this can be done best. Spelling and mental maths are areas where support from home makes a huge difference to a child's learning in both Key Stages, and are based upon consolidation of existing skills or concepts covered in class.

As children reach the top of the school, more emphasis is put on developing independence and short homework activities are set with more regularity to help children's smooth transition to secondary school.

How do teachers organise their classrooms?

We have three classes in the school with another teaching area when needed, all classes have more than one year group within them. We see this as a positive as it provides great role models for the younger children and is a significant contributing factor in our school 'family' ethos. The teachers are very good at planning for the different groupings that exist within different subjects. Children will sometimes work with the teacher as a whole class, may work in a group or on their own. Sometimes this will be independently, at other times with an adult. At times, your child may work with a Teaching Assistant on an activity that has been planned by the class teacher. Every teacher receives PPA (planning, preparation and assessment time) to help develop the wealth of learning opportunities that take place at school. During this time, another qualified adult will take the class for specific curricular activities.

How is the school day organised?

Time of school sessions:

8.40	Staff open school gates
8:50 – 9.00	Registration and early morning activities

9.00 – 10.30	Session 1 and 2
10.30 – 10.50	Morning break
10.50 – 12.00	Session 3
12.00 – 1.00	Lunch
1.00 – 3.15	Session 4 and 5

There is always a good level of adult supervision at break and lunch times

What are the procedures for the beginning and end of the day?

Whilst a number of pupils and parents walk to school, a number need to be driven to school. Parking outside the school is limited, so please be careful at both ends of the day. We ask anyone driving to school to be considerate to others when parking. This includes our neighbours. We and the Governors are currently working very closely with Wiltshire County Council and the Highways Agency to develop our parking situation with details available on our website.

Plans had begun to take place to reshape the beginning of the school day from September onwards before we went into Lockdown. Having consulted with our school governors and local EQUA primary schools, we are planning to restructure the beginning of the school day to sharpen up learning in the morning, address road safety and traffic congestion in the village. After a consultation period it is hoped that Chirton School and Pips Preschool will proceed as follows.

- School gate open 8.40am
- Meet and greet by a member of staff at the school gate
- Children sign in with member of staff at school gate, parents leave.
- All school children go straight into their classroom for a 'wake up' starter
- All preschool children go straight into Pips
- Class teacher in classroom supervising wake up starter from 8.40am
- Breakfast Club children are supervised as normal until 8.50am
- Register taken 8.50am – 9am
- L code (Late recorded from 9am)
- U code (unauthorised recorded at 9.10am)

Reasons:

- 'Drop and go' to ease traffic and parking issues
- Parents can continue their onward journey without needing to park for extended periods of time
- Sharpen up start of school day so children are ready to learn from 8.40am. Please be assured that we are working closely with the council, road safety officers, parish council and multi academy trust to find practical solutions to improve the parking and road safety for our school and village community. Additionally, most recently the re-painted signage and flashing lights are successes. We are in regular contact with Wiltshire Police to help reinforce positive road behaviours and solutions.

At the end of the day, teachers, in Faith and Courage, walk out with their classes, which gives parents a chance to informally meet when pupils are handed over. Joy Class teachers see the children out individually from the classroom door.

What happens at mid-morning break?

Children may bring in a snack to eat mid-morning. We encourage pupils to make good choices and think about what makes a healthy snack. This should be kept in their lunch boxes. KS1 pupils are

given free fruit at break. Parents are invited to order milk direct from Cool Milk. All children under 5 will be provided with a carton of milk.

Can we order hot lunches?

Children who are eligible for free school meals will be provided with a hot meal, please ask for a form from the school office. Children in Reception, Y1 and Y2 will also be entitled to a hot meal free of charge. Meals can be ordered from the school office for all children who do not fall into these categories.

How does the school ensure it is safe and secure?

The gates are only locked during play and lunchtimes. Classrooms are secure, with door locks and a 'fob' system fitted. The school is surrounded with a 6' high perimeter fence.

Can my child be given medicine at school?

Generally, schools are unable to administer medicines. If a child requires medicine, they probably should not be at school. If it is a medicine such as a course of antibiotics which should be given 3 times a day, we suggest this is done before school, as the pupil arrives home and at the end of the day. Alternatively parents may come in to administer medicines at lunch time, but please arrange this with a member of staff.

In the case of long term conditions such as serious allergies, eczema, epilepsy etc the school will draw up an Individual Health Plan in consultation with home and any relevant agencies. Asthmatic children will obviously use their inhalers as and when necessary.

What happens if there is an accident at school?

Upon starting school, parents are asked to provide full medical particulars of their child and their own contact details, including another person. Every reasonable care will be taken of your child whilst in our care, although we do recognise that occasionally accidents may occur.

First Aid is given in school for minor accidents. We endeavour to let parents know, but will always inform them by accident form if it involves a bump on the head.

If a more serious incident occurs, every effort will be made to contact parents and carers. If they are not available, we will use the emergency contact. All staff are trained First Aiders.

What are child protection procedures?

School places children's safety at the top of its priorities. The Headteacher and a member of the Governing Body have carried out their Safer Recruitment Training. All staff and parental volunteers are DBS checked. The curriculum contains various related units, such as 'stranger danger' and e-safety. The Headteacher has responsibility for Child Protection and there is a named Governor as well.



The LA requires Headteachers to report any obvious or suspected cases of child abuse – which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude where there are grounds for suspicion it is better to be safe than sorry. This does mean that the Headteacher risks upsetting some parents by reporting a case, which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what was believed to be the child's best interest.

The school does allow photographs to be taken by staff and parents at school events such as sports day and productions. No images are published with full names. All new parents will be given a Photographic Consent form to sign, giving permission for this or asking for their child not to be included.

How does school communicate with parents?

There is a three weekly newsletter. These are also available on the school's website – www.chirtonschool.co.uk. Our newly, improved system of contacting parents is through 'Parent Mail.' This is an email system that informs everyone at the same time about upcoming events and is used widely throughout the school week.

However, this does not replace the personal touch which we value greatly. Staff are always available at the start and end of the day for minor queries and will always make an effort to make a longer appointment if necessary. We are very proud of this open door policy and it is often used well stopping minor problems developing into major ones. Formal parent's evenings are held twice a year.



What uniform does my child need for school?

The school has a colour scheme of burgundy, white and grey. We do encourage parents to dress their children in school colours with a burgundy sweatshirt or cardigan, black or grey trousers, shorts, pinafores or skirts; white or burgundy polo shirts or white shirts and, for girls in the summer, yellow and white gingham dresses.

Uniform with the school logo can be ordered directly from 'Galileo' clothing in Devizes.

A PE bag containing shorts, T Shirt and plimsolls or trainers should be in school all week. PE bags can also be bought in 'Galileo' along with book bags. Optional PE t-shirts, fleeces and hoodies with the school logo are also available to order. Hoodies can be worn during the winter months for PE.

Will my child be going swimming?

Your child will swim at The Vale Community Campus during the summer term each year.

What is the procedure if I wish to take my child out of school?

We are constantly working with parents to make sure that children receive their full entitlement of school provision. To that end, we trust that parents will ensure that children attend school promptly and regularly.

Parents do not have a legal right to take children out of school. The Headteacher may only grant a leave of absence during term time in exceptional circumstances. Any leave of absence may only be considered if the parent applies in advance for the absence and there are exceptional circumstances. If these conditions are not met then the absence is unauthorised.

If your child is absent as a result of illness or the need for a medical appointment please notify school as soon as possible in writing or by phone

Does Chirton School have clubs?

Chirton School runs a number of clubs throughout the year including Craft, Choir, Gardening, Football, Tennis, Rounders, Cookie Kids Club and Drama. Please see the website for clubs currently running. Chirton School offer a 'Breakfast Club' from 8am and an Afterschool Club running until 5pm, 4.30pm on a Friday. Please see Admin Officer Lynn Bridewell for further details.



Volunteers

We welcome volunteers to the school to hear readers and to help with various activities. DBS checks and safeguarding induction must be completed before starting with us.

Does Chirton School offer wraparound care?

At Chirton we believe it is important to support our children and their parents in any way we can and that is why we offer a Breakfast club facility on site, to help working parents who require out of school hours care for their children. The children must be registered at the school or Pips Pre School and in years Reception to Year 6. The group is run by staff who are employed by the school.

Our Breakfast Club runs from 8.00am to 8.50am in the morning. The children are provided with breakfast (cereal and toast) and can then play games before going into school.

Our popular Afterschool Club runs from 3.15pm – 5.00pm. All bookings are made through Parentmail. Payment can be made through Parentmail. The staff who run Breakfast and Afterschool Clubs are members of staff who have enhanced DBS Clearance and are First Aid trained.