



Saltford CofE Primary School

Saltford Church of England Primary School

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[@SaltfordPrimary](https://twitter.com/SaltfordPrimary)

Prospectus Contents

Headteacher's Introduction	Page 2
Staff team and Governing body	Page 3
Background Information	Page 7
School Procedures	Page 16
Your child's health, safety and welfare at school	Page 21
Children enjoying and achieving	Page 28
Working with Parents and extended services	Page 35



HEADTEACHER'S INTRODUCTION

Dear Parents and Carers

It is with great pleasure that I welcome you to Saltford Primary School. Our expectation is that your child will have a wonderful time at the school, and we trust that our partnership with parents will be an important part of this. This prospectus is designed to give you some essential information about the school and introduce ourselves to you. I hope you find it helpful.

We are proud of our school community and of our achievements to date and we are continually striving for the highest possible standards and opportunities for all our pupils.

Our main aim is that each child should be developed in the widest sense, using all their abilities, talents and qualities. We firmly believe that for this to be best achieved we must establish a genuine partnership between home and school. We pride ourselves on open communication and therefore if you have any concerns please do not hesitate to contact an adult in school; either your child's class teacher or myself.

We want all our children to be challenged intellectually; to feel secure, valued and confident; and to be proud of belonging to the community of Saltford Primary School.

More information about the school is contained on our website www.saltfordschool.org.uk

Saltford Primary School converted to an Academy and joined the Futura Learning Partnership on 1st September 2016. We believe Academy conversion secured the long term future of our school, offering the best opportunity to our pupils to progress and achieve. Working even more closely together with the other schools within the Futura Learning Partnership has enabled the educational experience of children in the trust schools to be enhanced. As part of the trust we enjoy working collaboratively to nurture and develop the children in our care.

I hope that you and your family enjoy a long and successful partnership with the school.

Dawn Sage
Headteacher

TEACHING STAFF – 2024/2025

Mrs Dawn Sage – Headteacher

Mrs Elizabeth Spincer – Deputy Headteacher

Class Teacher	Class Title	Year Group	Curriculum Responsibility
Miss Elizabeth Davis	Bumblebee class	Reception (R)	Foundation Stage Leader, Early Years, Early English and Maths
Mrs Melissa Brook and Mrs Gemma Morgan (Miss Sophie Hansford)	Butterfly class	Reception (R)	Physical Education FS/KS1 PSHE and Citizenship
Mrs Maria Newark Mrs Ruth Hayden	Apple class	Year 1	Early Reading leader Art and Design Technology
Mrs Charlotte White	Pear class	Year 1	Computing Early Reading assistant
Mrs Patricia Nethercott	Palm class	Year 2	KS1 Leader, KS English and Maths, MFL
Mrs Charlotte Hardy	Cherry class	Year 2	PE
Mr Sam George	Sycamore class	Year 3	Music
Miss Natalie Jupp	Maple class	Year 3	Lower KS2 Leader, KS2 English, KS2 PSHE & Citizenship
Mrs Kathryn Hamlen (Mrs Mel Gordon)	Lime Class	Year 4	Art and Design Technology
Mr Robert Jenkins	Willow class	Year 4	Religious Education
Miss Beth Benton	Elm class	Year 5	Science
Mr Andrew Boyle	Horse Chestnut class	Year 5	Geography and History
Mr Nathan Styles	Ash class	Year 6	English across the school
Mr Jonathan Godwin	Oak class	Year 6	Upper KS2 Leader, Maths across the school
Mrs Gemma Godwin	Inclusion Leader		
Mrs Elizabeth Spincer			Curriculum Leader History and Geography

SCHOOL STAFF – 2024/2025

Office Manager - Mrs Sue Holdaway

Clerical Assistant - Mrs Claire Rich

Receptionist - Mrs Miriam Curtis

Finance Business Partner – Miss Frances Creevy

Communications Manager – Ms Laura Stiles

Teaching Assistants

Mrs Jo Browne HLTA	Mrs Bernadette Sewell
Mrs Cheryl Knight HLTA	Miss Alison Pyle
Mrs Ruth Harding	Mrs Nina Whittaker
Mrs Abby Anderson-Jones	Mrs Emma Willett
Mrs Natalie Gammon	Mrs Faye Nash
Mrs Elizabeth Carter	Mrs Michelle Weldon
Mrs Catherine Banfield	Mrs Sally Commane
Mrs Mel Bleakley	Mrs Emma Dixon HLTA
Mrs Kirstie Bowerman	Mrs Julie May
Mrs Pippa Saunders HLTA	Mrs Andrea Hathaway HLTA
Miss Hannah Commane	Mrs Rebekah Perrett-Ford HLTA
Mrs Debbie Perrett	Mrs Kelly Perriman
Mrs Nikita Godfrey	

Caretaker

Mr Andrew Beckett

School Meals Supervisory Assistants

Mrs Corenna Jennings	Mrs Ruth Harding
Mrs Amelie Bleakley	Ms Alison Pyle
Mrs Catherine Banfield	Mrs Emma Dixon
Mrs Abby Anderson-Jones	Mrs Pippa Saunders
Miss Emma Seaman	Mrs Calogera Brucculeri
Ms Nina Whittaker	Mrs Sally Commene
Mrs Natalie Gammon	Mrs Nikita Godfrey
	Mrs Debbie Perrett

Zest Catering Services

Ms Lynne Portlock	Mrs Lisa Ford
Mrs Candy Jenkins	Ms Olivia Macke
Ms Jacqueline Ramage	

GOVERNING BODY



NAME OF GOVERNOR	REPRESENTING	POSITION
Dawn Sage	Staff	Headteacher
Nathan Styles	Staff	
Elizabeth Spincer	Staff	
Angela Troughton	Foundation	
Justine Buxton	Foundation	
Rev Nigel Williams	Foundation	
Danielle Taylor	Parent	Vice Chair
Paul Cummings	Parent	Chair
Sumayyah Malna	Parent	
Kathryn Hamlen	Co-opted	
Ruth Moody	Co-opted	
Tor Manuel	Clerk	

BACKGROUND INFORMATION

Saltford Church of England Primary School is a Church of England Co-Educational School serving the Saltford area and surrounds, catering for children from 4 years to 11 years. The anticipated number on roll in September 2024 is 431. The School was founded in 1861 and moved to the present site in 1962. It contains eight classrooms in the main school building, with six classrooms in an adjacent block and two classrooms giving additional classroom space. There is also a spacious hall, a library, an ICT Suite, a Music Room, a pond/environmental area, School Garden and a swimming pool.

Here at Saltford School we are extremely proud of our reputation and of the continuing success of our children in their Key Stage SATs. Since 1996, the first year the Government published the full table of SATs results for the B&NES Local Education Authority, the children of Saltford School have performed very well. We are pleased that we have been equally successful since that date, achieving above average compared with schools similar to ourselves.

In February 2023 the School underwent its OFSTED inspection. The School was found to be an Outstanding School. In the final report inspectors said pupils and staff were rightly proud of their inclusive school, where all children are encouraged to be the best versions of themselves. In November 2017 our SIAS (Statutory Inspection of Anglican Schools) found that our distinctiveness and effectiveness as a Church of England school was outstanding.

Early Years Foundation Stage (Infants)

Two Reception classes

Key Stage One (Infants)

Two Year One classes

Two Year Two classes

Key Stage Two (Juniors)

Two Year Three classes

Two Year Four classes

Two Year Five classes

Two Year Six classes

The criteria of age, ability and friendships are used to decide how children are to be allocated within the classes. We endeavour to keep class size as low as possible and try to limit each class to 30 children although this is not always possible.

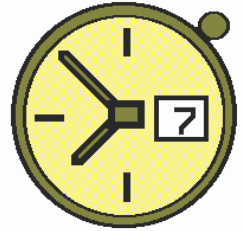
There is a strong emphasis on working collaboratively within the school.

The school seeks to prepare children for living in the 21st century, including developing their understanding of sustainability, healthy living and globalisation, as well as equipping them with life skills essential for their future success.

Salford Primary School is heavily involved in developing international links. In recent years the school has established partnerships with schools in Italy, Poland, Sweden and Germany as part of the Comenius project. French is taught as a second language from Year Three and we often have foreign language specialists supporting the school.

The school has close links with many local partners including Bath Spa University and works closely with other infant, junior, primary and secondary schools within the Futura Learning Partnership.

The school has superb facilities, with modern ICT equipment set alongside an extensive and rich outdoor environment. The children are highly motivated, the parents supportive and the links with the wider community are excellent.



The times of the school day are as follows:

Arrival	School gates open at 8:40 am	8:50am for all children
Registration		8.50am for all children
Morning playtime	FS/KS1	10:30am – 10:45am
	KS2	10:45am – 11:00am
Lunch time		12:00pm - 1:00pm
Afternoon playtime	FS/KS1	At the teacher's discretion
Home time	FS/ KS1/KS2	3:15pm



Children are expected to be in their classroom at 8.45am. We ask that children should not arrive on the school site before 8.35 am.at Registration takes place at 8.50am and again at 1:00pm.

Break

Both EYFS/KS1 and KS2 have a 15-minute break in the morning.. Children can bring a snack for morning break; this should be a healthy snack (i.e. fruit or vegetables etc.). Crisps, sweets or chocolate should not be brought in. EYFS/FS1 children are given a piece of fruit or vegetable as part of a national initiative during the afternoon break.

Lunch

Lunch takes place between 12pm and 1pm for all children. Children may bring a packed lunch to school. Any fruit or vegetable brought in for lunch needs to be cut up or peeled if your child is not able to do this themselves. There are hot school dinners cooked on the premises. Since September 2014 a free hot school meal will be provided for pupils in Reception - Year 2.

School ends at 3.15pm for all children.

In the interests of safety, we would be grateful if parents of children in Reception and Infant classes would come to collect their children from the designated pick up points near to your child's classroom. Reception teachers will only allow children to leave if parents or carers, can be seen.

Teachers of KS1 and Lower KS2 classes will allow children to find their parents in their designated pick up point but the children are told to return to their teacher if parents or carers are not there. If parents are delayed for more than ten minutes children will be taken to the Office to await collection.

Children from Upper KS2 classes will be dismissed from their classrooms.

We are concerned to ensure that children will not be waiting for their parents outside School on their own when they could be approached by anyone without the knowledge of the School or parents. We feel that this is particularly important in the Autumn and Winter when the evenings become darker.

We are aware that some parents collect their children from classes outside the School gates. We ask children to wait outside the School for their parents for ten minutes only. If their parents have been delayed then we expect the children, even our oldest children, to return to the Office to await collection. This might mean that parents may take one or two minutes longer to collect their children but we are sure that you will accept this slight inconvenience in the interest of your children's safety. Please encourage your children to following the coloured footprints along the school drive as this is the 'safe route' for all pedestrians.

Travel to School

It is a parent's choice as to how their child(ren) get(s) to school.

However, Saltford School is taking part in the Modeshift Stars Travel Awards and currently holds Silver Star status. We strongly encourage those children who live in Saltford to walk with an adult, and asks those parents from beyond Saltford to walk part of the way by parking a 5-10 minute walk from school. This helps to improve long term health and well-being - by encouraging physical activity and establishing healthy travel habits from an early age. It also reduces the congestion problems along the roads around the school - Claverton Road and Manor Road.

Children are particularly encouraged to walk to school on Tuesdays and Thursdays through the school's WOTT scheme ('Walk to School on Tuesday and Thursday') as part of its Travel Plan.



We would like to remind parents that the zigzag lines at the end of the school drive are there for the children's safety. It is most important, therefore, that parents do not park on these yellow lines at any time.

Parents are also requested not to drive into the school, or to park their cars on the school driveway, as we have very limited space and delivery lorries must be allowed to turn.

Cycling

As a Bikelt! school we encourage children (and parents) to cycle to school, and provide cycle training for older children to give them the confidence and skills to ride safely. Please use the cycle storage provided at the school with a good lock. We regularly take part in cycling initiatives and provide cycling proficiency tuition for our Year Five and Six children.



The school cannot take responsibility for any loss.

Scooters

Scooters are a very popular means of transport which we encourage. However, children have to exercise care when bringing scooters to school. Your co-operation in this is really appreciated. A number of secure scooter pods are provided for children to park their scooters during the school day. In order to avoid confusion scooters should have the child's name or clear indicator of ownership on them.

We ask that children dismount at the school gate and wheel their bike or scooter to the storage areas provided at the front and back gates.



Term and holiday dates academic year 2024 – 2025

Ange

TERM 1

Start: Wednesday 4th September 2024

Finish: Thursday 24th October 2024

Inset Days - Monday 2nd and Tuesday 3rd September, Friday 25th October 2024

TERM 2

Start: Monday 4th November 2024

Finish: Friday 20th December 2024

TERM 3

Start: Monday 6th January 2025

Finish: Thursday 13th February 2025

Inset Day – Friday 14th February 2025

TERM 4

Start: Monday 24th February 2025

Finish: Friday 4th April 2025

TERM 5

Start: Tuesday 22nd April 2025

Finish: Thursday 22nd May 2025

Bank Holiday Monday 21st April and Monday 5th May 2025

Inset Day – Friday 23rd May 2025

TERM 6

Start: Monday 2nd June 2025

Finish: Friday 18th July 2025

Inset Days – Friday 4th July, Monday 21st and Tuesday 22nd July 2025

PUBLIC HOLIDAYS:

25 December 2024	Christmas Day
26 December 2024	Boxing Day
01 January 2025	New Year's Bank Holiday
29 March 2025	Good Friday
1 April 2025	Easter Monday
06 May 2025	May Day Bank Holiday
27 May 2025	Spring Bank Holiday
26 August 2025	Summer Bank Holiday

Our School Vision and values

At Saltford C of E Primary School we believe anything is possible.

We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become lifelong learners who are enthusiastic and proud of everything they do. We want every child to excel in all aspects of their learning within an immersive, imaginative, expressive and inclusive environment. We want children to become confident discoverers, explorers and creators who live our Christian values.

We keep children as the focus of everything we do.

Our aims

As a school, our aims are to:

- become a unique school which meets the needs of the twenty-first century child
- support and challenge children so that they become happy, engaged and independent learners
- ensure children are leaders of their own learning to satisfy their natural curiosity
- ensure children receive a creative, immersive and innovative education
- be a truly inclusive school where children have the same opportunities to excel in their learning
- be an effective team
- live our core Christian values of kindness, honesty and respect in everything we do
- inspire new learning and create awe and wonder
- provide a rich and purposeful learning environment
- develop effective relationships with families and the community
- be the best that we can be.

Our School Aims

We aim to:

- Develop the whole child through a variety of enriching experiences, developing enquiring minds and a spirit of adventure
- Develop effective thinkers and learners by integrating different subjects where appropriate Attain high standards in all subjects
- Foster independent and collaborative working
- Encourage creativity and joy through purposeful learning opportunities, which enable children to be active participants in their own learning
- Stimulate long lasting intellectual curiosity, motivation and an enjoyment of learning
- Nurture spiritual development
- Develop high self-esteem, respecting and caring for themselves, others and the environment Develop the confidence to express opinions and to make informed choices and to be able to communicate decisions

Our School Rules

We aim to promote and reward positive behaviour, self-motivation, self-discipline and a sense of responsibility for our own actions. In all classes, positive behaviour is actively and explicitly encouraged, and publicly acknowledged and rewarded. We believe that great emphasis should be placed on the positive side of discipline (i.e. praise and encouragement) and the rewarding of those who behave well, rather than the negative aspects of criticism and punishment.

We care deeply for our children and we believe that it is important that if children need to be reprimanded we make it clear that it is their behaviour we are rejecting, not them. Our aim is to ensure consistent high standards of behaviour. We are a happy, caring school and that is because we have high expectations of the children in this area.

Our aim is to create an air of ordered freedom in school, but clear limits will be defined and the children will be encouraged to assume responsibility for their own behaviour.

The Golden Rules are:

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anybody

Do not hurt people's feelings

Do not waste your or other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

We want our Golden Rules to help us make Saltford School a happy and safe place for everyone to work in.

In the event of a child being in any way malicious (physically or verbally) or rude, their name will be entered into the School Behaviour Log, and their parents informed.

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property



Designed by Jenny Mosley©

Positive Press

SCHOOL PROCEDURES

Attendance Policy:

Rationale

Regular and punctual attendance is encouraged so that children gain fully from all the educational opportunities available to them at Saltford Primary School. Once a pattern of good attendance is made it should stay with them throughout their school life and beyond.

Practice

Each year a number of children are absent because their parents take them away on holiday during term time. The absence of pupils seriously disrupts the continuity of their learning.

Please see the school office for the leaflet 'Family Holiday in Term Time' as this sets out procedures which must be followed. An appointment must be made with the Headteacher also.

- 1) School Policy is based on guidance from the Department of Education. Schools **cannot** authorise holidays in term time. The Headteacher can authorise absence for 'exceptional circumstances' only; in authorising absence the Headteacher will look at the request on a case by case basis. **All absences from school are disruptive and children can miss important stages of the teaching programme.**
- 2) The school monitors attendance each term; the Headteacher and Education Welfare Officer regularly monitors children whose attendance falls below 90%. The school will work with parents to ensure attendance matters are addressed.
- 3) Punctuality – the school registers close at 9.00. If a child is persistently late the Headteacher will be notified who will then discuss any problems with the parent. Our school Education Welfare Officer can also support the family where help is needed.

Admission to School

Parents who are considering sending their children to Saltford School are most welcome to visit the School. Tours are undertaken by the headteacher and usually take an hour. We will have a number of tours arranged during Term 1 of each academic year. Tours will also be arranged periodically throughout the academic year. Please contact the School Office so that a place on a suitable tour can be arranged for you.

The School has a planned admission number of 60 children for years R – Year 6. Saltford School is technically full in some age groups because this standard number has been reached, and exceeded. If this is the case, it is the headteacher who decides if an application for a place can be accepted.

B&NES LA administer our new Reception intake and our Year 6 transition to Secondary School. As an academy, the school administers all other in-year admissions.

In order to make the transition from home to school as smooth as possible, pre-school children will be invited to come to School for a 'stay and play' session, with the Reception staff, one day each week (starting in Term 5). A booklet for parents of pre-school children is available each June/July.

Concerns and Complaints

Our experience is such that the great majority of concerns are resolved through informal discussions with the class teacher or Headteacher. Any written complaints should be made using the specified form available from the school office. The school's complaints procedure is available on the school website or from the office.



School Uniform

The school uniform colours are red and grey. It is essential that all items of uniform are clearly marked with your child's name, even socks and shoes.

- Red sweatshirt or cardigan. It is our preference that this item has the logo on it.
- Grey skirt or front-zipped pinafore dress, must be of reasonable length (at knee length.)
- Summer option: Red and white gingham summer dress
- Grey trousers, full length, plain material, tailored may be worn. Leggings, cords, jeans etc. are unacceptable.
- Grey tailored shorts.
- White or red polo shirt, available with logo. Non logo red and white polo shirts are acceptable
- White Shirt or blouse
- Plain grey, black, red or white socks
- Tights – grey, black, white or red

It is helpful for younger children to have uniform items with an elasticated waist. A copy of our Uniform Guidelines can be found [here](#) . A useful PowerPoint on our school uniform can be found [here](#).

Sportswear for all children: For health and safety reasons all children change for Physical Education.

- **Saltford School Red PE t-shirt- available from Harvem, Bath Hill, Keynsham or online [here](#)** It is our preference that this item has the logo on it.

- **Salford School Red hoodie – available from Harvem, Bath Hill, Keynsham or online [here](#).** It is our preference that this item has the logo on it.
- Plain red round neck t-shirt as an alternative to Salford School Red PE t-shirt.
- Plain black track suit bottoms or black shorts, depending on the weather
- Trainers (easy fasten preferred, particularly for our younger children)
- Black plain track suit top with or without hood

Each child also needs a PE bag.

School Uniform Provider

Our Salford School red PE t-shirts are available from Harvem in Keynsham or online [here](#).

Hair Accessories – Simple Alice band (red) and simple hair clips (red). No ornate decorations.

All children should wear black shoes that are functional, comfortable and promote good health and posture. Trainers, fashion, boots and leisure shoes are discouraged. Children in Reception, Year 1 & Year 2 should wear shoes with Velcro fastening. Children in Years 3 – 6 can wear shoes with laces provided they can tie the laces themselves.

Children are asked not to wear jewellery, except a wristwatch. If your child has pierced ears, only the smallest plain gold or silver round studs are admissible. These will have to be removed for PE and swimming. Long hair should be tied back at all times. Children's haircuts should be appropriate with no emblems or patterns shaved at the side or into the back of children's heads. Large bows and other hair fashion accessories should not be worn with school uniform.

Children are asked not to wear nail varnish or make-up to school.

Communications

Newsletter: There is a weekly newsletter sent out on a Thursday via e-mail, giving information on events which have/will be taking place together with details of the calendar.

Group Texts: The school communicates any urgent messages to parents via the MyChildAtSchool (MCAS) system.

Email: The school uses the MyChildAtSchool (MCAS) system to communicate with parents.

Website: The school regularly updates the website with the latest news.

Twitter: The school uses Twitter @SaltfordPrimary as another means of communication.

Transfer to Secondary School

The age of transfer to Secondary School is 11 plus. A booklet giving information about the secondary transfer is provided to parents of children in their final junior school year. The majority of pupils from Salford School go to Wellsway School, Keynsham.

We believe that links between Primary and Secondary Education are important and we see the fostering of such links as being a priority.

Insurance

Personal Belongings - The school's insurers will not accept liability for the loss or damage to pupils' property. Parents are therefore strongly advised not to allow their children to bring valuable items in to school. Other valuable items, such as music players or valuable jewellery, must not be brought into school. Mobile phones are only permitted in school for older children in the event of an emergency and must be switched off.

An insurance scheme has been arranged by the Futura Learning Partnership through the Department of Education.

Contact:

Department for Education

RPA Team Contact

0117 9769361 or RPAadvice@willistowerswatsonsecure.com

The School always takes out a School Journey Insurance for class visits and insist on coaches with seat belts for the children. We care deeply for your children and we try to ensure that they are safe, but no one, no matter how caring they may be, can cover all eventualities. Accidents, unfortunately, do still happen.

YOUR CHILD'S HEALTH, SAFETY AND WELFARE AT SCHOOL

Your child's well-being at school is of paramount importance to us. All the work we do is based on the fact that your child will be safe and well cared for. The school has a wide range of policies that guide what we do to ensure their well-being.

Absence and Illness

We would be grateful if you would notify the school by telephone on each day that your child is absent before 8.45am. We recognise that this might not always be convenient for parents but we are concerned for each child's safety. We would have no knowledge of the abduction of a child on the way to school until after school has finished, unless parents adopt the above procedure.

From August 1991 all schools had to distinguish in their attendance registers between authorised and unauthorised absence (truancy). Thankfully, truancy is not a problem which affects Saltford School.

If your child is taken ill or has an accident at School, we will always try to contact you and it is important that we have a telephone number for your home and/or place of work, or a note of someone we can contact in case of emergency. Please notify the School office of changes to this information, so that our records are kept up to date.

There are rules laid down by the Education Department about the length of time that children should be away from school if they have contact infectious diseases. Please enquire from the School Office for further details.

If your child has been sick or had diarrhoea, they **should not return to school** until 48 hours after their last incident. Any children who have sickness or diarrhoea whilst at school will need to be collected immediately.

First Aid

Parents will be advised if a child sustains a head injury at school by a 'Head Injury Note' outlining what happened together with any treatment given and guidance on when and where to seek further medical advice if necessary. Your child will also be wearing a sticker or wristband to alert parents of any injury to the head. If school is concerned following a bump to the head, parents will be contacted to inform them of the matter.

School Nurse

The School Nurse visits the School regularly to check the children's general medical welfare (for example height, weight, eyesight, etc.); they are available for consultation if required.

Medicines

Futura Learning Partnership ruling is that medicines can only be administered at School in accordance with the [Supporting Pupils with Medical Conditions Policy](#) . In the case of prescription medicine parents are required to sign the trust form. Where possible, the school will avoid administering non-prescription medicine. However, we may do so, if requested by the parent, if it will facilitate the child attending school and continuing their learning. This will usually be for a short period only, perhaps to finish a course of antibiotics, to apply a lotion or the administration of paracetamol for toothache or other pain. However, such medicines will only be administered in school where it would be detrimental to a child's health if it were not administered during the day. For asthma, the issue of inhalers is very important. All medication, including inhalers are kept in the school office.



Prescribed Medicines

If your child requires antibiotics or prescribed medicines to be administered *3 times per day*, doses should be given before school, after school and before bedtime. If your child requires antibiotics or prescribed medicines to be administered *4 times per day*,

- An adult must bring the medication into the school office at the beginning of the school day and collect it at the end of the school day, having completed a Request to Administer Medication Form.
- Medication will be stored in the School fridge if necessary.
- A member of the office staff will administer the medication just before lunchtime.
- All medication must be in original packaging, with the pharmacy label clearly showing the child's name, dosage required and frequency of medication

Water Bottles

Children are requested to bring a named water bottle to school daily - this is particularly important during the warmer weather. There are a number of filtered water units around the school from which water bottles can be refilled during the day.

Physical Education

It is the school's policy to involve as many children as possible in sport. We are fortunate to have two large playing fields, a large playground, a heated hall/gymnasium

and a heated swimming pool on site. The pool gives every child the opportunity to swim during term 1, and terms 5 and 6 (Reception children begin swimming lessons in term 5). Children are required to wear a swimming cap (marked on the front with their name), trunks (not shorts) for boys and costumes (not bikinis) for girls. Parents are asked to help in the changing rooms, and timetables and rotas with requests for helpers are on your child's class webpage on the school website. All children are taught by trained instructors. We ask for a voluntary contribution from all parents for this activity.

Head lice

Head lice are passed from person to person by head to head contact, regardless of age or how clean their hair is. Daily combing and weekly head checks on wet hair is essential to try to prevent infection. If head lice are found, please inform the school who will advise other parents to be more vigilant, without breaking any confidences. Further information on head lice and details of the methods of treatment currently recommended are available from the school office.

Infectious Diseases and other Common Childhood Problems

A copy of "Guidelines for Parents on Infectious Diseases" prepared by the local Healthcare Trust is kept in the school office along with information on other common childhood problems, including threadworm.

Please contact the school if you have any concerns or would like further information.

Guidelines for dealing with Children in Sensitive Circumstances

In a primary school with pupils aged from 4 to 11 there will inevitably be situations where children have to be changed following soiling or spillages.

Guidelines:

1. The child should be treated sensitively and in private with two adults being present.
2. The child's teacher will always be informed and they will contact the parents.

Online Safety

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school.

The internet and other digital, information and communication technologies are powerful tools, which open up new opportunities for everyone. Children and young people should have an entitlement to safe internet access at all times.



The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. A school e-safety policy should help to ensure safe and appropriate use.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil achievement.

However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of images, music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this e-safety policy is used in conjunction with other school policies (e.g. behaviour, anti-bullying and child protection policies).

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

Anti-Bullying Policy (a full copy can be found on our website)

The Governors and Staff will not accept any form of bullying and every child should know that bullying is not tolerated and that there is a mechanism for dealing with it. As far as possible, structures, procedures and practices will prevent bullying and sanctions will discourage its occurrence. As with all areas of our professional impact the effective management of bullying is all about the quality of the relationships between professional staff and children. The model shown by adults within the school in terms of appropriate interaction is also vital to this policy. If we have strong relationships with children we will know more about their lives and be empowered through the children's trust to take effective action.

The whole area of bullying is complex. Clearly, however, it can have a profound impact upon the individuals concerned, especially on the victim, and thus the Governors have prepared this Policy in response to the problem of bullying.

Definition: What do we mean by bullying?

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.' Anti-Bullying Alliance

- Indirectly being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal name-calling, teasing, threats, sarcasm
- Cyber. All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging
- Mobile threats by text messaging & calls
- Misuse of associated technology i.e. camera and video facilities
- Although not an exhaustive list, common examples of bullying include:
 - Racial bullying
 - Homophobic bullying
 - Bullying based on disability, ability, gender, appearance or circumstances

Safeguarding Policy (a full copy can be found on our website)

We have clear safeguarding procedures in the school that ensure we follow local and national guidelines:

- We have a clear policy on Child Protection that is communicated to all staff, volunteers and students, and there is regular training and updates.
- We implement a safe recruitment and induction programme for all new staff, volunteers and trainees that includes appropriate information, training, observation and mentoring.
- We implement a Code of Conduct for all staff, volunteers and trainees that gives clear guidance regarding appropriate behaviour at work.
- We create a culture that is visibly intolerant of abuse i.e. a 'safer school culture'.
- We ensure that the curriculum gives pupils opportunities to explore what is meant by a 'safer school culture'.
- We have a range of policies that comprise the school's Safeguarding Procedures

Pastoral Support in School

The school employs Teaching Assistants in addition to teachers, and one of their roles is to support the children's personal, social and emotional well-being. They will discuss issues that arise with individual children and will liaise with senior staff so that all children have their needs met.

Nutrition at School

School Meals

We operate a cafeteria system which is served in two sittings or, if parents wish, children can bring a packed lunch. Meals are cooked on the premises by Zest Contract Services. We were one of the few pilot schools who took part in the Soil Association 'Food for Life Project' which sets high standards for the nutritional value and freshness of the meals served.



Payment for School dinners must be made using MyChildAtSchool (MCAS). Meals should be ordered by midday the day before. Children staying for lunch are not allowed to leave the premises. Free meals are granted if the family is in receipt of Income Support.

Packed Lunches

Children may bring a packed lunch. Please provide a suitable container clearly labelled with your child's name. As part of the school's healthy eating approach, we

appropriate contents of packed lunches. If parents require any advice, we are very happy to provide it. We recommend a good proportion of carbohydrates (bread, pasta or rice), plenty of fruit and vegetables and some dairy, meat or fish produce. Crisps, biscuits and cakes should be limited to a couple of times a week. Please do not send in glass bottles, cans, fizzy drinks or sweets, and please note that children are expected to bring all their waste back home

Free school meals

From September 2014, all pupils in Reception, Year 1 and Year 2 in State funded schools in England will qualify for Universal Free School Meals. Please register all Primary and Secondary aged pupils for Free School Meals if you are in receipt of qualifying benefits as registration will attract additional funding for your child's school for Pupil Premium.

For more details including qualifying criteria please follow this [link](#):

Where can I get more information?

If you have any questions or need advice:

- Contact Free School Meals 01225 394317 Monday-Friday
- E-mail freeschoolmeals@bathnes.gov.uk

Snack

Only fruit is allowed as a snack during the morning. Children in KS2 should bring in fruit from home if they wish. Children in Reception and KS1 receive free daily fruit under the government fruit scheme as part of their afternoon break.

Milk

All reception children receive free milk until their 5th birthday. They then have the opportunity to purchase a carton of milk through the Milk Service. See the school office for further information or School Milk Services 01934 510950.



CHILDREN ENJOYING AND ACHIEVING

Salford School Curriculum Policy Statement

Salford School seeks to give every child a comprehensive grounding in Literacy and Numeracy and other essential skills needed in our increasingly complex and technological society. We also seek to provide a wide range of experience in order to stimulate the children's interests and imagination and to extend pupils of all abilities fully. We aim to create a positive learning environment for all our children.

In this document, the Governors of Salford School have set out their vision of how the School can best provide for the educational needs of the pupils it serves.

The National Curriculum sets out the content of what must be taught to pupils at key stages in their educational development (please see Appendix A for an explanation of Key Stages).

The staff and governors produce detailed policy documents on various areas of the curriculum; many of these are available on our school website.

Schemes of Work/Guidelines for Literacy, Computing, French, Numeracy, Science, R.E., History, Geography, PE, Music, Art, PSHE and Design Technology are available from the School Office. Please also see the website for further details on each subject.

This document does not provide a detailed description of the School's curriculum; we leave that to the National Curriculum and the School's subject-specific policy statements. Instead we set out a set of aims and objective within which we feel more specific curriculum objectives will be determined and delivered.

Organisation of the Curriculum

All teachers use a "topic" approach as a means of delivering science, history, geography, elements of creative writing and developing higher order reading skills, and elements of art.

The topics are subject-based and delivered so that all children receive a balanced curriculum during an academic year.

The school operates a two-year rolling programme with all children studying the same topics in each year at an appropriate level. In this way continuity and progression is ensured and every child receives equal access to the curriculum.

Design and Technology, Art, RE, Music, PE and French are taught as discrete subject areas. Health Education, Environmental Education and Multi-cultural issues will be constant regular cross-curricular themes.

Pupils in Year 1 and 2 will be working on Key Stage 1 of the National Curriculum and those in Year 3, Year 4, Year 5 and Year 6 will continue through Key Stage 2. Please see appendix A for an explanation of Key Stage 1 and Key Stage 2.

The National Curriculum does not legally apply to our Foundation Class. The teaching of our Reception children is based on the Early Learning Goals. The period from age three to the end of the Reception year is described as the Foundation Stage. It is a distinct stage and important both in its own right and in preparing children for later schooling. The Early Learning Goals set out what is expected for most children by the end of the Foundation Stage. The emphasis in the Reception Class is on active education. Children are involved in many practical tasks designed to stimulate their curiosity, to explore their environment and to give them opportunities to plan, implement and reflect on their work. The skills we emphasise are the skills of listening, talking, observing, classifying, noticing similarities and differences, measuring, counting, recording and the early stages of writing.

In all classes a variety of teaching methods will be used. Teachers will work with individual children, small groups, large groups or the whole class according to the requirements of the subject and the needs of the children. However, group teaching is a particularly important teaching method in mixed age range classes.

Reading

Reading is a major focus of the day at Saltford School for younger children and plays continued importance for our older children also. Every day of the week children will undertake a huge variety of reading activities. Please see here for more information about our phonics scheme, [Read Write Inc.](#)

Younger children experience reading in a variety of ways: through phonic skills and key words practice, reading captions, reading labels, reading other children's stories, reading books from our reading scheme and free choice reading. These activities might also be applicable to our older children but higher order reading skills (use of encyclopaedias, contents, index, cross references etc.) and free choice reading will become increasingly important.



Handwriting

We expect a high standard of presentation and we have Handwriting Guidelines for the whole school. When teachers feel that it is appropriate for the children to write in ink, we hope that children will use fountain pens or roller ball pens.

Mathematics

Mathematics is regarded as a very important area of the school day for our children. All children experience a dedicated daily Mathematics lesson. Our School believes that mathematics should not be viewed in isolation but should complement all subject areas. Numeracy is a key life skill and we wish to develop in our children an enthusiasm and enjoyment for mathematical learning

Science

A cross curricular approach is also beneficial in the study of science because its attitudes and investigative nature are common to other core subjects. The school believes that the approach to most scientific work should be both practical, based on what a child understands, and also a development of basic scientific skills and knowledge. The school will follow the Programmes of Study set out in the National Curriculum

French

We aim to foster enjoyment and enthusiasm for language learning in our children and have a whole school commitment to the teaching of French. An introduction to basic vocabulary, phrases and conversation is given in Foundation stage and Key Stage One that is extended throughout Key Stage Two. This structured programme is based on participation in fun activities and experiences involving a wide range of resources.

Religious Education and Collective Worship

Religious Education is taught in all years according to the Bath and North East Somerset Agreed Syllabus. Each class studies three R.E. topics per year which include Biblical and Christian themes, and material from other major world religions. All major Christian festivals are studied e.g. Christmas, Easter.

The pattern for Collective Worship is as follows:

Monday	Whole School Assembly
Tuesday	EYFS/KS1 Singing KS2 Celebration and Song
Wednesday	FS/KS1 Assembly
Thursday	Class Assembly
Friday	Whole School Assembly



Withdrawal of children from Collective Worship

The main aim of collective worship at Saltford School is for it to be meaningful and relevant for all pupils and staff, for those with a faith background, and those with none. It is therefore hoped that few parents, if any, will feel that they have to remove their child from collective worship as this breaks down the unity of the school.

Should parents be considering whether they should exercise this right, we would encourage a dialogue with the Head teacher and/or the RE leader which would clarify any possible misunderstanding or confusion.

School Council

At Saltford we believe that our children should have a say on matters that affect them and their education. Each year, classes elect two children to become members of our School Council, to represent the views of their class at a fortnightly meeting. School Council is chaired by our Deputy Head teacher.

Special Educational Needs and Disabilities

At Saltford Primary School we recognise that some children may have special educational needs and disabilities, and will require support and interventions additional to and different from those of the majority of pupils, in order to realise their full potential and gain equal access to the curriculum.

We use a graduated process of identification and intervention. This is fully explained in our SEND policy which can be found on our school website [here](#).

Parents are informed and involved at each stage of this process, and there is a regular cycle of planning, action and review.

Sex Education

This is taught as part of a Health Education programme using the Jigsaw scheme of work.

Parents will be informed in advance of the unit of work on sex education. Parents in Years 4, 5 and 6 will have an opportunity to view any video material prior to its use as part of a meeting with staff at school.

Music

Music is an important area of the Curriculum and Saltford School has a long tradition of excellence in this subject. A variety of music schemes are used to ensure the children receive experience in composition, performance, and music appreciation. There are opportunities for children to learn brass instruments, violin, drums, cello, guitar, flute, voice, piano and clarinet through the LA. peripatetic service in our dedicated music room. In addition there are several recorder clubs as extra-curricular activities.



Musical events such as concerts take place throughout the year. For example, in the summer term we participate in a Music Concert for Key Stage One, and an instrumental concert for Key Stage Two.

Physical Education

All classes have regular P.E. lessons and it is essential that children have a change of clothes (i.e. shorts and top) suitable for P.E. The same kit may be worn for games, though a change of footwear is vital in wet weather and parents may wish to provide tracksuits in cold weather. Details of our PE kit can be found in the School Uniform section of this prospectus. If parents wish their child to be excused from P.E., they are asked to send a note to that effect, otherwise it is assumed that all children at School are fit to undertake all forms of P.E. Sports Days are held on different days for Key Stage One and Key Stage Two, on the school playing field (subject to weather conditions), during the summer term.

Information Communication Technology

The school has a purpose built Computer Suite containing a state of the art network server and 36 work stations. There are also networked computers which are connected to interactive whiteboards in every classroom.

The comprehensive software toolbox allows ICT to be fully embedded throughout the curriculum as well as teaching essential ICT skills.

The children also have access to Laptops and two iPad stations which can be used in the classroom, via mobile trolleys. We are also building up a collection of iPad based in the classrooms.

Play

The school believes that play is fundamental to children's development and that a good quality play environment is essential in a school.

We have:

- two large fields and a small field
- a "huff and puff" shed
- playpod
- a wooden arc in the playground
- an active zone
- a giant sandpit
- an activity kitchen,

We continue improve our school grounds so that children are stimulated and excited by playtimes.



Community Involvement

Children have many opportunities to take part in wider community events, such as sporting activities involving other schools and musical performances to audiences made up of people from the local community. Participation in community involvement outside of school is recognised and celebrated. Children are encouraged to develop their entrepreneurial skills at regular school fairs.

Enrichment Activities

We enrich the curriculum by offering a range of additional activities that help to stimulate, excite and motivate children. These activities help with children's learning and development.

We offer day visits to sites of educational interest, such as the Roman Baths and Chepstow Castle. We take children on short residential trips in Years 4, 5 and 6. We have many visitors leading workshops on anything from Lego to anti-bullying.

THE KEY STAGES AND BEYOND

Key Stages

The movement of a child through school life is now plotted, not so much in the type of school they attend (infant, junior and secondary) but rather in what is now called Key Stages.

The Law says that the National Curriculum must start in the term following a child's 5th birthday, so some children (autumn and spring born children) will commence Key Stage 1 in the Reception year.

Key Stage 1 consists of the next two years in the infant school (pupils aged 5 to 7).

Key Stage 2 consists of the four junior school years (pupils aged 8 to 11).

Key Stage 3 consists of the first three years in the secondary school (pupils aged 12-14).

Key Stage 4 consists of the 2 years that normally make up the GCSE course years (pupils aged 15-16).

KEY STAGE	SCHOOL YEAR	AGE	SATS TAKEN
Foundation Stage	Reception	4/5	
Key Stage 1 Infants	Year 1 & Year 2 National Curriculum Starts	6/7	Children Tested
Key Stage 2 Juniors	Year 3, Year 4, Year 5 & Year 6	8/9/10/11	Children Tested
Key Stage 3 Secondary	Year 7, Year 8 & Year 9	12/13/14	Children Tested
Key Stage 4 Secondary	Year 10 & Year 11	15/16	GCSE Years

Is education compulsory after age 16?

You can leave school on the last Friday in June if you'll be 16 by the end of the summer holidays.

You must then do one of the following until you're 18:

- stay in full-time education, e.g. at a college
- start an [apprenticeship](#) or [traineeship](#)
- work or volunteer (for 20 hours or more a week) while in part-time education or training

What options are available after 16?

Education after 16 doesn't just mean staying at school full-time: your child can stay at **school**, go to **college**, or take up an **apprenticeship** or a part-time **training course**. They can earn money and learn new skills at the same time if they want to.

The main qualifications available are:

- **Diplomas:** providing the background for a range of careers
- **Vocational qualifications:** for young people who already know what career they want to follow and need training for specific jobs
- **A levels:** offered as specific mainly academic subjects
- **International Baccalaureate:** offering a wider range of subjects than A levels
- **Functional Skills:** This qualification can continue to form part of the Diploma, Foundation Learning and included in some Apprenticeship frameworks
- **Foundation Learning:** has been developed for low attaining 14-19 year olds to help raise participation, attainment and progress

WORKING WITH PARENTS AND EXTENDED SERVICES

On-Site Nursery

Tiddlers Day Nursery opened in February 1999 and has been at the centre of Early Years care in Saltford since then. Set in a converted bungalow on the main A4 between Bristol and Bath. Tiddlers is owned by Sally Turner, who has three daughters of her own who all attended Tiddlers, Saltford and then Wellsway School.

They cater for babies and Toddlers at the Bath Road site and preschool children at the new purpose built nursery at Saltford Primary School. All staff have early year's qualifications and regularly update these to keep their knowledge fresh and with the most modern thinking in child care at their fingertips. They are a very friendly, happy nursery and are proud of the service and care that they provide.



Each room is equipped with its own age related equipment and resources to ensure the environment your child plays in meets all their needs. Tiddlers believe strongly in working with parents and carers of all the children who attend the nursery and welcome all your comments and suggestions.

Tiddlers also runs "Chuckles" which is "a before and after" school club and holiday club situated at Saltford School.

Chuckles is a very popular "Outstanding" before and after school club which has been running at Saltford School since 2005. They have now moved to a new purpose built building based at Saltford School. They offer breakfast from 8 am and tea is served after school. An early bird session is also available from 7.30 am. Open Monday to Friday term time only 8 am to 8.50 am 3pm to 6 pm.

Holiday Club is now open and able to offer care throughout all the school holidays. For more information please call Tiddlers Pre School 01225 874954.

Parents as Partners

At Saltford School we believe in maintaining high standards of learning and discipline. We also believe that links between home and school are most important and that children progress best when school and home are working together. We regard parents as essential partners in the life of the School.

The Home/School agreement, which is signed by the Headteacher and parents, sets out the responsibilities of the school, parents and children in the educational process. This is a starting point for any discussions between parents and teacher and provides a broad framework within which the home/school relationship can work. Every parent who is new to the school will be provided with two copies of the Agreement. One of these will be kept at home and the other, signed by the parent, will be returned to the school. This agreement will be given to parents of Reception and Year 3 at the Consultation Evening in November.

The Headteacher is willing to discuss any worries or concerns which parents might have, although normally the first point of contact would be the class teacher. We publish a weekly Newsletter on a Thursday to keep parents informed of School events. We try to give parents the opportunity to be fully involved in curriculum issues by holding regular curriculum sessions. We welcome any help which parents might be able to give in the classroom, under the direction of the teacher, and we always welcome the offer of specialist expertise.

If you have a concern, class teachers are usually available for a brief discussion after school on most days, but if you wish to make an appointment to discuss your child's progress, problems or prospects, please do not hesitate to ask. There will be a number of occasions when you will be formally invited to meet with your child's class teacher. For example, Consultation Evenings are an opportunity for parents to discuss their child's work with the teacher in a ten minute meeting. The school has invested in an on-line system for booking Consultation Evening appointments. You will be advised when this is open to book your appointment. There are usually two Consultation Evenings each year. In addition one written report is delivered to parents each year in the Summer Term. There are also two pairs of Access Afternoon each year. These are an opportunity for your child to show you their work in the classroom. The visits last about fifteen minutes.

Homework

Homework at Key Stage 1:

Reading is the principal form of Homework for Key Stage 1 children. We have always been anxious to encourage parents and children to share books, and the value of this shared reading cannot be over emphasised. The book should be shared every day. It will be carefully chosen by the child's teacher, and will be one of those from our range of different reading schemes. It is also important that children read a wider range of books, both fiction and non-fiction. This could take place on the remaining days of the week.



We are grateful for the help parents give us in this regard by sharing books at home, chosen from a wider range than from those books from our normal reading scheme. Year 1 and Year 2 children will also receive weekly spelling homework.

Homework at Key Stage 2

Homework will be set for all Key Stage 2 Pupils

Purposes of homework Key Stage 2

It is an opportunity to practise skills learned in the classroom

It helps children's learning by focusing the interest, knowledge and expertise of parents and by using resources found at home

Years 3 & 4

Year 3 and Year 4 children will be set weekly tasks such as learning times tables, number bonds up to 20 and spellings, and occasionally an alternative task. We also hope that children of this age will continue to read to parents as they did in Key Stage 1, because reading is an area which needs constant reinforcement.

Years 5 & 6

Year 5 and Year 6 children will be set tasks on a weekly basis. These tasks may cover any of the nine areas of the National Curriculum. They are designed to take no more than 30 minutes each night, and it is the child's responsibility to decide when these tasks will be completed. It should also be noted that Reading and the development of Research Skills will be important aspects of homework for our older children.

Feedback

Feedback may be through class discussion, tests, individual teacher comments on written assignments, or by asking children to review their work in small groups

Saltford School P.T.A.

An important link between home and school is provided by Saltford School Parent Teacher Association (P.T.A.) whose membership includes all parents and friends of the School.

The objective of the Association is to enhance the education of pupils of the School by providing or assisting in the provision of, facilities for education at the School in addition to those provided by the Local Education Authority. Additionally, the Association aims to:

Foster extended relationships between the staff, parents and others associated with the School and engage in activities which support the School and enhance the education of the pupils attending it.

The events organised by the P.T.A. are many and varied, including the Christmas and Summer Fairs. Apart from the social aspect of many of these events, they also help to raise funds to provide extra items of equipment and to supplement some school activities. In the past, the school swimming pool was built and equipped by the P.T.A. and qualified swimming instructors were provided for swimming tuition. More recently, purchases for the school have ranged from refurbishing the swimming pool, interactive whiteboards for the classrooms, a suite of laptops, an iPad trolley and iPads, to help with financing the Conservation Area and School Pond together with playground equipment and shelter.

The P.T.A. hold regular termly committee meetings to discuss future events to which you are most welcome. The PTA newsletter will give details of dates and times.

The P.T.A. Annual General Meeting is held at the beginning of Term Two and is a time when the P.T.A.'s activities over the previous year are reviewed and plans for the future discussed. There are many opportunities to help at events, and all help is gratefully received.

Extra-Curricular Activities

Sport

There is a cricket club which involves over 30 children, a netball, gym, tag rugby, basketball and football club. We hold sports days in the Summer where all children take part. We also try to interest our children in other sports and over the last two years experts in basketball, netball, dance, rugby, hockey and gymnastics have visited the school to coach the children.



Saltford School has a high reputation for sporting excellence. The Kwik Cricket Team has won the Bath and North East Somerset Trophy on several occasions.

Netball coaching is offered to all children in Years 5 and 6 and training sessions are held every week after school. Saltford competes in the B&NES High 5 Netball Tournament every year and also competes in the B&NES friendly league for those children who want to play netball at a more competitive level.

Tag Rugby coaching is offered to children in Year 6 in preparation for the annual Tag Rugby Festival on Combe Down Sports Ground.

The school also takes part in a local swimming gala.



Clubs

At Saltford we endeavour to provide a [wide range of clubs](#) to try and give as many of our children as possible to try something new and develop their existing skills. Some of our clubs are run free of charge by staff and volunteers, with others being offered by outside providers for a small charge.

Clubs do vary according to season and demand but regularly include the following:

Mollie Moon Sewing Club	Funky Art Club	Ricky's & Bath City Football Club	Spanish Club
Netball Club	Gymnastics Club	Recorder Club	Tom Baker's Cricket Club
Danni's Dance Academy	The STEM Factory	Chess Club	Basketball Club
School Choir	Athletics Club	Tag Rugby	Coding Club

Very occasionally these activities have to be cancelled. Parents will be given sufficient notice of any such cancellation.

Charging and Remission Policy

Charging for Ingredients or Materials

Parents may be expected to pay for the cost of ingredients or materials if they have indicated in advance that they wish to own the finished product.

Outside school hours

Charges may be made for optional extras that fall wholly or mainly outside School hours unless the activity is to fulfil the requirements for a public examination, or relates to the National Curriculum or is specifically required to fulfil statutory duties relating to religious education.

Participation in the optional extra activity is entered into on the basis of parental choice and willingness to pay.

For example, parents will be charged the cost of board and lodging for overnight field study visits and will be asked to contribute to the cost of travel.

Voluntary Contributions

A School or Local Education Authority may seek voluntary contributions from parents, including a subsidy for low income families and the cost of travel for accompanying teachers, for any school activity providing that it is made clear to parents that:

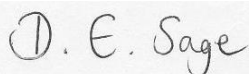
- Such contributions are genuinely voluntary;
- Pupils will not be treated differently according to whether parents have made a contribution;
- Parents are informed of the level of contribution and whether the activity could take place if parents were reluctant to support it;
- There is no limit on the level of voluntary contribution sought nor any restriction on the use made of them.

Saltford School's Policy for Charging for Educational Visits

When a School visit is planned, parents will be given full details of costs and will be asked if they would be willing to make a voluntary contribution. No pupil will be denied participation in the visit, if it takes place, on the grounds that no contribution has been made on his or her behalf, but unless a substantial number of parents are willing to contribute, then the visit will have to be cancelled.

In Conclusion

The information in this booklet is correct at the time of publication. Please do have a look at the [school website](#) for recent updates. We hope you have found the information useful. We feel that the best way to find out about a school is by coming and talking to us; you are therefore most welcome to arrange a visit.



Mrs D Sage - Headteacher
September 2024