

Blackfordby St. Margaret's Primary School,
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 Derbyshire,
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Number on Roll Spring Term 2009 = 78

Number of Summer Leavers = 17

Blackfordby St. Margaret's School is 'Aided'. This means that the Church of England own the buildings and the site, and the Church contributes to their upkeep. The age range which the school accommodates is 4 years to 8 years.

Admission to School

The children in our catchment area are admitted into our Foundation Class the term after their fourth birthday.

Children transfer from the Foundation Class into the reception class according to Leicestershire County Council's Common Admissions Policy. The chart below illustrates when the children enter the Foundation Class, when they transfer from Foundation Class to Reception and how they move from part-time to full-time education.

Children who become 4 between	September 1st – December 31st	January 1st – February 28th	March 1st – March 31st	April 1st – August 31st
Spring	Foundation Class			
Summer	Foundation Class	Foundation Class	Foundation Class	
Autumn	Reception	Foundation Class/Reception	Foundation Class	Foundation Class
Spring	Reception	Reception	Reception	Foundation Class/Reception
Summer	Reception	Reception	Reception	Reception

Children from out of catchment area but within Leicestershire are admitted into the Reception Class at the time that they would be admitted into their catchment area school. Children from out of catchment area and out of County will be considered for admission into the Foundation Class in accordance with our Planned Admission Limit (PAL).

All parents need to register their child's name with the school by completing a 'pink form' and returning it to the Allocations Section at County Hall.

Parents who are considering sending their child to Blackfordby School are very welcome to visit the school, meet the staff and talk with the children. For the well being of each child, a close relationship between parents and school is of the essence. We do our utmost to create a warm and caring atmosphere within school.

Prior to the term, at the beginning of which the children are admitted into the Foundation Class or Reception, our Early Years Co-ordinator together with the Nursery Nurse arrange a home visit. Shortly afterwards, the parents are invited to school for a meeting, and the children to spend a morning in their class.

Parental Involvement in the life of the School

Parents are most welcome to help in the classrooms. Either a regular commitment or an occasional opportunity are much appreciated and valued. Parental involvement in this way fosters the partnership between the children, teachers and parents which is so important in education.

Parents may also come into school to speak to a member of staff at any time if there is a specific problem. Parents may also telephone should the need arise, bearing in mind the times when staff are likely to be teaching. Parents are also welcome to make an appointment with Miss Vernon, the headteacher.

Parents are invited into school to discuss their child's progress twice each year, during the Spring and Summer Terms. An appointment system operates on each occasion which allows parents and staff adequate time for discussion. If evening appointments are inconvenient, then alternative arrangements may be made.

Reporting to Parents

A detailed written report showing each child's progress is sent out to parents each year during the Summer Term prior to the Parent's evenings which are held in June. The report forms the basis of the discussion between parents and teachers during those parent's evenings.

School Attendance

School attendance is measured by sessions, morning and afternoon each day, for every child. Should parents wish to take their child out of school for holidays in addition to school holidays, a holiday form, available from the school office, should be completed. It is not expected that parents should request permission to take their child out of school for more than 10 school days in a school year but such a request would be considered in exceptional cases.

Unauthorised Absence

The DFEE requires schools to give details of the level of unauthorised absence, for example truancy of pupils, absence where there is no reason supported by a letter or telephone call from home, or where parents have taken children out of school for holidays and not received authorisation. We ask parents to let us know if a child is ill, has an appointment with the doctor or dentist, or will be away from school for some other reason. There was no unauthorised absence during 2007 -2008.

Parent's access to documents and information

Full lists of LEA policy statements, Administrative Memoranda and Minutes of Governors' Meetings are available on request from Miss Vernon. We also provide access to statements of aims of the school, school policies, and schemes of work and children's records.

'Parents in Partnership'

All parents are most welcome to attend meetings of 'Parents in Partnership' when fund raising events, usually one each term, are planned. 'Parents in Partnership' has raised money to buy for the school, large construction equipment, window blinds, television and video and books for guided reading. The balance for P.I.P is as follows:-

£2491.40

Charging for School Activities

The Governing Body has accepted the LEA policy statement on charging for school activities. It accepts that for certain school activities to take place, it is essential for voluntary contributions to be made by parents towards the costs.

Arrangements for lunchtimes.

We are unable to provide meals for the children at lunchtime. All the children bring packed lunches and a drink from home and these are eaten, under supervision, in the classrooms. After eating, the children go outside to play, again under supervision, but remain inside if the weather is wet.

Arrangements for free school meals

Parents who are in receipt of Income Support or Income based Job Seekers Allowance may apply to the Awards, Loans and Grants Section at County Hall for free school meals. Parents receive a refund in lieu of packed lunches provided from home.

Arrangements for morning break

At the beginning of morning break, the children may have a snack of fruit which is supplied by school or biscuits. Parents are asked for the cost of the biscuits - 15 pence each week, at the beginning of each half term. The children in the Foundation Class also have a choice of milk or squash to have with their morning biscuits for which the parents pay at the beginning of each half term. Unless the weather is unsuitable, the children play outside in the playground, supervised by two members of staff. Drinking water is available throughout the day.

School Uniform

We encourage our children to wear uniform which consists of grey skirt, pinafore or trousers, white blouse or shirt, dark red and grey striped tie, and dark red Blackfordby cardigan or sweatshirt. In Summer, the boys may wear grey shorts and the girls dresses, either checked or striped in dark red. Ties, sweatshirts and cardigans are available from available to order from school.

What your child needs to bring

The children need for P.E in the village hall shorts, T-shirt, plimsolls and socks, although when appropriate, the children work in bare feet. For football, when the children reach Year Three, they will need suitable clothing for outdoors, football boots etc. Please ensure that all items are clearly named.

Behaviour and Discipline

Our aim is that all the children understand what is expected of them, and standards of care, respect and tolerance are taught. At Blackfordby St. Margaret's, we hope and expect that children learn truth and justice by the example of those around them.

At Blackfordby St. Margaret's, everyone is valued, and the importance of courtesy, tolerance and consideration is a constant emphasis. The school is committed to rewarding positive behaviour. Deliberate or repeated disruptive behaviour is dealt with firmness and fairness, and this may require consultation between parents and school if it is to be resolved.

Any incidents of bullying are dealt with immediately, and parents of the children involved are always informed.

Arrangements for P.E

Blackfordby St. Margaret's does not have a hall: P.E lessons take place in the Village Hall which is 10 minutes walk from school, and in the playground. The walk to and from the Village Hall is always supervised by a teacher and one other adult. The wearing of jewellery on P.E days is discouraged.

Health and Safety

The Governors have a Health and Safety Policy which is reviewed regularly. Risk Assessments and Fire drills are also undertaken termly by the Governor with the responsibility for Health and Safety.

Health Education

Health Education begins at Blackfordby St. Margaret's when the children join us and is developed through the years. It draws on the curriculum areas of science and physical education and includes consideration of the human body, diet, personal hygiene and physical fitness. Sex education, appropriate to the age range of our children forms part of the health education programme.

Road Safety and Personal Safety

Road Safety and personal safety are major areas of concern, and the children receive regular talks. Ours walks to the Village Hall help to emphasise the necessity for awareness of personal safety.

Medicines

Should your child require medicine during the school day, please ask in the office for a form, which should be completed, and the medicine left in the office. The member of staff who administers the medicine, signs the form when the medicine is administered.

Accidents and illness in School

If there is an accident, or if a child is ill, it is necessary to contact a parent as soon as possible. It is essential that our records of contact numbers are kept up to date and to this end we ask parents to provide a comprehensive list of contact numbers which is reviewed regularly. If, on rare occasions, we need to contact a parent because of accident or illness, and we are unable to, then we will take such action as we think fit in the circumstances.

Children who sustain minor accidents receive simple first aid and two members of staff are trained in first aid. However, children are better at home if they are poorly, and in most cases of illness, it is of considerable help to us, if parents, assuming that we are able to contact them, are willing to collect their child. We always notify parents if their child has had an injury to the head or if an injury is serious enough to require an accident report to be sent to the L.E.A.

Collective Worship

We aim to give the children a meaningful insight into the moral values of the society in which we live. We help children to understand others to become caring in their relationships; to respect others' feelings and beliefs; to acquire a sense of responsibility and to become valued and useful members of the community.

At least one assembly each week takes place in St. Margaret's Church, and the remainder take place in the classrooms as we do not have a hall. Our assemblies are broadly Christian, with references to other religions.

Individual successes, whether in or out of school, are shared by all so that others will want to develop a sense of responsibility to our society.

If, as a parent, you wish to withdraw your child from collective worship, you have the right to do so under the Education Reform Act.

Statement on equal opportunities and racism

At Blackfordby St. Margaret's, we consider every person to be of value, irrespective of race, age, faith, culture or gender, and believe that every person should be treated fairly.

The school abides by the laws which govern equal opportunities and racial equality and follows the policies set down by Parliament and by Leicestershire County Council.

Our school curriculum is designed to give boys and girls experience in all areas of study, including other lifestyles and beliefs which contribute to our society.

At Blackfordby St. Margaret's, intolerance of people of different sex, race, back grounds or faith, will be dealt with firmly.

The Governors have drawn up a policy on Equal Opportunities and Anti Racism, which is available in school.

English

English is a core subject of the National Curriculum. All learning takes place through language which gives English a prominent and valued place within the whole National Curriculum. At Blackfordby St. Margaret's 'Literacy unites the important skills of reading and writing. It also involves speaking and listening which, although not separately identified in the National Literacy Framework, are an essential part of it'. (NLS 1998)

The National Literacy Strategy covers the statutory requirements for reading and writing in the National Curriculum for English and contributes substantially to the development of speaking and listening.' (NLS 1998)

Reading is taught through a multi-strategy approach to obtain meaning. At Blackfordby St. Margaret's, pupils are taught a wide range of reading strategies to extract meaning from text, phonics (sounds and spellings), grammatical knowledge, word recognition, graphic knowledge and knowledge of context. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority and profile by all staff, through both individual reading and group reading. We also value the use of our library and children have a choice book alongside their reading book.

At Blackfordby St. Margaret's, we view writing as a developmental process and recognise the reciprocal relationship between reading, writing, speaking and listening.

Children write in order to be able to communicate meaning to a wide range of audiences. Handwriting is taught in a structured way throughout the school and children are taught to match the style and presentation of their writing to the needs of their audience as well as their own personal needs and enjoyment.

Speaking and listening are key practical skills which allow children to communicate effectively and listen with understanding and purpose. At Blackfordby St. Margaret's, activities are meaningful and relevant to enable children to become enthusiastic, responsive and knowledgeable communicators. Children throughout the school have a weekly planned Circle Time session which enables them to practise and build on their communication skills alongside developing their personal and social skills.

Our primary objective is to allow all children opportunities to listen, understand and respond appropriately to others, to formulate, clarify and express their ideas verbally, to adapt their speech and writing to a widening range of circumstances and demands and to develop their ability to utilise the vocabulary and grammar of standard English.

Pupils in the Foundation Stage are taught elements of the Literacy Strategy through purposeful play and direct interactive teaching, progressing to full Literacy sessions by the end of Reception Year. Pupils in Key Stage One and Two are taught Literacy within their classes and there is provision for extra support through ELS and ALS.

Numeracy

We have implemented the National Numeracy Strategy. Using the framework for Teaching Mathematics to plan teaching programmes using objectives for each year group from Reception to Year 3.

- ◆ The programme for the Foundation Class / Reception children takes into account the objectives set out in the Foundation Stage for 3 - 5 year olds.
- ◆ Pupils in Year 1, 2, and 3 study mathematics everyday for between 45 minutes and 1 hour.
- ◆ Mathematics lessons follow the guidance set out in the framework with part of the session being whole class teaching and part group, paired or individual work.
- ◆ Pupils with exceptional ability in mathematics are given extension material, but remain within the class group.
- ◆ Pupils may be grouped by ability during the mathematics lessons.
- ◆ The lesson may be extended beyond the classroom with the setting of homework supporting work done in school. Whenever possible, homework will be a practical activity, rather than providing additional paper and pen exercises.
- ◆ Parental involvement is welcomed and packs of activities may be sent home to support learning, particularly during the holidays.
- ◆ Teaching assistants are used to support individual children or groups, under the direction of the class teacher.
- ◆ In Year 3, Springboard maybe used to support individual pupil's learning. These sessions complement work done in the classroom.

Science

The scheme of work for Science covers the programmes of study for each year group as detailed in the National Curriculum.

- ◆ Progression is planned, through a two year topic based rota, and builds on pupils skills, knowledge and understanding.
- ◆ Science is based on practical investigation and requires pupils to plan, obtain and present evidence, and evaluate.
- ◆ Science is cross-curricular and links particularly to Design and Technology, Mathematics, I.C.T, English and P.S.H.E.
- ◆ Pupils in the Foundation Class and Reception follow the objectives set out in the Foundation Stage.
- ◆ Science is taught separately for one and half hours per week in Reception, Year 1 and Year 2 and for two hours per week in Year 3.
- ◆ A Science Lesson will consist of whole class teaching and group or paired activities.
- ◆ Science Lessons will take place in the classroom or immediate local environment e.g.. Churchyard, recreation ground.
- ◆ Pupils may be grouped by ability during lessons.
- ◆ Pupils with exceptional ability will be given extension materials and remain within the class group.
- ◆ Teaching assistants / parent helpers may be used to support individual children or small groups, under the direction of the class teacher.
- ◆ Sex Education is not taught separately, but as required in the National Curriculum. It is included in programmes of study for 'Life processes and living things'. Key Stage 1 pupils are required to learn 'that humans and other animals can produce offspring and that these offspring grow into adults'. Key Stage 2 pupils (Year 3) learn 'about the main stages of the human life cycle'. Pupil's questions are answered truthfully and with sensitivity by the teaching staff.

All staff have read 'Be Safe' (ASE Publication) and know how to carry out a Risk Assessment when necessary. Reference may also be made to Leicestershire Health and Safety Manual when preparing a Science Lesson.

Pupils are taught to recognise hazards and to assess risks and take action to reduce risks to themselves and others.

Information and Communications Technology

Computers are used to support learning across the curriculum. At least one computer is available in every classroom.

- ◆ The computer is used where it is seen to be the best available tool for the task.
- ◆ The school has a policy for the safe use of I.C.T to prevent children from accessing unsuitable material on the Internet. This includes the use of software to limit the sites available to the pupils.
- ◆ Pupils may be taught specific skills as a group, but are most likely to work on the computer in pairs, small groups or individually.
- ◆ Teaching assistants, parent helpers or other suitable adults may be used to support children working on the computer.
- ◆ Our scheme of work for I.C.T has been developed from the National Curriculum Document (Q.C.A.) for I.C.T and details the learning objectives for each year group.
- ◆ We are working towards the Government pupil / computer ratio of 11:1.

Design and Technology

The scheme of work for Design and Technology has been developed from the National Curriculum Document for Design and Technology.

- ◆ Work in Design and Technology can be cross-curricular and has strong links with I.C.T, Science, Mathematics and Literacy.
- ◆ Design and Technology is essentially a creative activity which involves:
 - design and make assignments
 - focused practical tasks
 - investigating and evaluating familiar products
- ◆ Pupils may be taught as a whole class, in small groups, pairs or individually.
- ◆ Pupils may be grouped by ability during the lesson.
- ◆ Pupils with exceptional ability are given extension activities, whilst remaining within the class group.
- ◆ Teaching assistants may be used to support or supervise groups or individual pupils with guidance from the class teacher.
- ◆ All pupils are taught to work safely. They are taught how to hold, use and store tools in the correct way and with regard to the safety of others in the classroom. Pupils are taught to follow safe procedures for food safety and hygiene.
- ◆ Staff complete Risk Assessments when appropriate and are familiar with safety guidelines set out in 'Be Safe' (ASE Publication). Reference may be made to the Leicestershire Health and Safety Manual if necessary.

Geography

The schemes of work for the Foundation Stage (Foundation Class and Reception), Key Stage One (Years One and Two) and Key Stage Two (at Blackfordby St. Margaret's, this applies only to Year Three), have been developed from the National Curriculum Document for Geography.

- ◆ The Geography curriculum may be delivered as part of a topic or taught as a specific subject.
- ◆ Geography is cross curricular, and links with Numeracy, Literacy and I.C.T.
- ◆ Children may be taught as a whole class, in small groups, in pairs or individually.
- ◆ The spans of age and ability are taken into account when work in Geography is planned.
- ◆ Similarly, the needs of children with special educational needs are addressed through additional support from the class teacher or classroom assistant.
- ◆ Pupils with exceptional ability are given extension activities, whilst remaining within the class group.
- ◆ Fieldwork is an integral part of our work in Geography. It is undertaken from the Foundation Stage onwards and may include work in the immediate environment of the classroom, the school or the wider locality of the village.
- ◆ Off-site visits are organised in accordance with L.E.A guidelines for outdoor activities.

Our aims in teaching Geography are:-

- ◆ to stimulate children's interest in their surroundings.
- ◆ to foster the children's sense of wonder and to enhance their sense of responsibility for the care of the Earth and its people.
- ◆ to develop a sense of place.
- ◆ to acquire a knowledge and understanding of physical and human processes.
- ◆ to develop a range of skills and competencies necessary to support geographical enquiry.
- ◆ to develop an awareness and appreciation of ethnic and cultural diversity.

History

The schemes of work for the Foundation Stage (Foundation Class and Reception), Key Stage One (Year One and Two) and Key Stage Two (at Blackfordby St. Margaret's, this applies only to Year Three), have been developed from the National Curriculum Document for History.

- ◆ The History curriculum may be delivered as part of a topic or taught as a specific subject.
- ◆ History is cross curricular, and links with Literacy, I.C.T. and P.S.H.E.
- ◆ Children may be taught as a whole class, in small groups, in pairs or individually.
- ◆ The spans of age and ability are taken into account when the work in History is planned.
- ◆ Similarly, the needs of children with special educational needs are addressed through additional support for the class teacher or classroom assistant.
- ◆ Pupils with exceptional ability are given extension activities, whilst remaining within the class group.
- ◆ Opportunities for fieldwork are organised in accordance with L.E.A. guidelines for outdoor activities.

Our aims in teaching History are:-

- ◆ to develop an understanding of chronology.
- ◆ to use historical evidence which chronicles, investigates and explains past events.
- ◆ to develop an interest in the past and an appreciation of human achievement and aspirations.
- ◆ for the children to communicate their finding in a variety of ways.

Art

All pupils will engage in a variety of art activities which are broadly based upon guide lines from QCA, working with a range of different media and in 2 and 3 dimensions. Children's work in art may be related to work in other areas of the curriculum. The school provides aprons for art. The art curriculum may be enhanced with visits to museums and art galleries. Children may be asked to complete art work as part of a group, as a class or individually, the nature of the activity and the resources being used will determine the organisation of teaching in art.

Music

- ◆ The scheme of work for music covers the programmes of study detailed in the National Curriculum and objectives are taken from the Q.C.A. Music and Leicestershire County Council's Music documents.
- ◆ We aim to develop the children's understanding and appreciation of a wide range of music and to develop skills and attitudes that support learning in other curriculum areas.
- ◆ The children begin to acquire the knowledge, skills and understanding needed to make music, through progressive listening, composing and appraising activities and through performing.
- ◆ During Key Stage One, the children are taught to listen carefully and respond to a range of music. They experience playing percussion instruments and sing songs from memory. They create short compositions and explore different moods and effects.
- ◆ In Key Stage Two (Year Three), the children sing and play with increasing confidence and expression and begin to develop an awareness of their own contribution to a group or class performance.
- ◆ The children begin to learn to play the recorder in Year Two and extend their skills in Year Three, when they are expected to perform during Church Services.
- ◆ Pupils may be taught as a whole class or in groups.
- ◆ Pupils with exceptional ability are given extension activities, whilst remaining within the class group.
- ◆ Music may also be taught as part of the Science curriculum.

Physical Education

Physical Education enables bodies as well as minds to be exercised. At Foundation Stage the children experience dance and musical appreciation as part of their curriculum alongside opportunities to use the games and outdoor equipment. At KS1 and KS2, children are taught dance, gymnastics and games. We extend the curriculum for the Year Three children by introducing them to athletics and offering them residential visit, which provides opportunities for rock climbing, canoeing, abseiling etc.

David Hunt is employed to extend skills of the older children and we offer a multi – games after – school activities to KS1 and KS2 children.

Physical education promotes positive attitudes towards active and healthy lifestyles and every child has a minimum of two sessions per week.

We use our own outdoor facilities as well as making regular use of our excellent village hall where the walk down is an integral part of our curriculum.

Early Years

The Foundation Stage spans a child's learning from the Foundation Class to the end of the Reception Year.

The term curriculum is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned.

The six areas of learning and experience and the Early Learning Goals provide a national framework which at Blackfordby St. Margaret's, we use for planning, teaching and assessing the early years curriculum. They are an essential link between the pre-statutory curriculum and the Key Stage One programme of study.

Our curriculum framework covers the six areas of learning and experience:

- ◆ Language, Communication and Literacy development – speaking, listening, and encouraging children to become readers and writers.
- ◆ Mathematical development – mathematical understanding and the foundation of numeracy, with a focus on practical mathematics.
- ◆ Knowledge and Understanding of the World – finding out about the world around them, other people and features of the natural and man-made world. These become a foundation for history, geography, technology and science.
- ◆ Physical development – physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life .
- ◆ Personal and Social development – learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.
- ◆ Creative development – the development of imagination and the ability to communicate and to express ideas and feeling in creative ways.

Literacy and Numeracy sessions are planned following the guidance in the National framework for Literacy and Numeracy.

At Blackfordby St. Margaret's, we are committed to the importance of play and of first hand experience, and we recognize that children are active learners. We aim to provide a balance of structured free play activities, structured learning activities, adult directed learning activities, and opportunities for child initiated activities.

Religious Education

Our scheme of work in Religious Education follows the guidelines laid down by the Standing Advisory Committee on Religious Education (SACRE), supported by the QCA document. It incorporates and reflects our own commitment to presenting and discussing moral values. This is a sensitive area of the curriculum needing to be addressed in a thoughtful and caring manner. Our children have access to the beliefs and traditions which lie behind Christian festivals and celebrations, and Blackfordby St. Margaret's has close links with St. Margaret's Church. As members of a wider, multi-cultural community, we believe that it is important that they learn about and respect the religious beliefs of others.

Special Educational Needs

At Blackfordby St. Margaret's every child is known to us individually, and every child is a special child with his or her own needs. Extra help is provided when we feel that it is required. In cases which present particular needs, we seek advice from the appropriate agencies available to us, such as Education Psychology Service, the Hearing Impaired Service and the Visually Impaired Service. The school has a Special Needs Co-ordinator (SENCO), Miss Vernon, whose role is to co-ordinate provision for the children with special education needs by maintaining a record and overseeing all the children's records. The Governors have a policy for special educational needs which is reviewed regularly. They do their best to secure the necessary provision for any pupil with special needs, ensuring that the teachers in the school are aware of the importance of identifying need and providing for those pupils.

At Blackfordby St. Margaret's, children with special needs are assessed and where a need arises, they are supported in small groups, or within the class, as appropriate. We feel that it is important to ensure that all children have access to the same balanced curriculum.

Pupils who are newly identified as having SEN that meet the LEA's criteria, will initially be placed on the Special Needs Record at 'School Action' during which time, their educational difficulties will be targeted using school initiatives. If, subsequently, there has been little / no improvement, pupils will then progress to 'School Action Plus' at which point, outside advice and / or support will be sought.

Extra Curricular Activities

During the Summer Term, an Athletics Club for the children in Year Three, is held after school on Mondays. The children work towards achieving the English Schools' Athletics awards in running and throwing.

Visits

All of our children participate in educational visits as part of the National Curriculum. The children in Year Three are offered, during the Summer Term, a residential visit to Beaumanor Hall, Woodhouse Eaves, where they stay for two nights. Activities include canoeing, rock climbing and archery.

Homework

From their admission into the Foundation Class, we hope that the children will share the work which they do in school with their parents and carers. Homework is part of this process, and from the outset, we expect parents and carers to hear their children read. Children are also offered a 'choice' book from the classroom or the library to share at home. As they progress through the school, the children will be given spellings to learn, and Literacy and Numeracy homework to complete. We hope that all parents and carers will encourage and support their children in these activities.

Assessment

Children are assessed, both formally and informally throughout their time at Blackfordby School. Teacher assessments, informed by the continued appraisal of children's work, take place in all subjects and profiles of each child's work and progress are kept in school.

Standard Attainment Tasks (SATs) for the Year Two children, at the end of Key Stage One, take place during May, towards the end of the academic year. Parents are informed that these will take place and before the end of the Summer term, they are given the results.

Reports are sent out during June, prior to the Summer term's parents' evening. Additional parents' evenings are held in February. Should parents have any concerns at any time with regard to their child's progress, they are most welcome to come into school to discuss these with the class teacher or Miss Vernon. Every effort is made to address parents' concerns.

Parking

Parking is a problem at Blackfordby St. Margaret's - in 1889, when the school was built, there was no need to accommodate the motor car. Please would you always park considerately and safely. The hazard markings on the road at the bottom of the school drive are there to ensure clear visibility as the children come and go. Please NEVER park on the hazard lines, even for a moment to drop your child off, and parking or turning in the car park of the Black Lion pub is to be discouraged.

Transfer to next school

Blackfordby St. Margaret's is unique in Leicestershire in as much as the children transfer to their next school at the end of Year Three, when they are eight years old. Usually the children transfer to Albert Village Primary School and every effort is made to make the transition as smooth as possible. Arrangements are made during the Summer Term for the appropriate staff from Albert Village School to visit, and for the children to visit their new school with their parents. When children are transferring to schools other than Albert Village, we aim to create an equally reassuring transfer

School Times:

9.00 a.m. until 12 noon

The children are not expected to arrive at school before 8.50 a.m. unless prior arrangements have been made.

The children in the Foundation Class are collected at 12 noon.

1.00 p.m. until 3.00 p.m. - Classes One and Two.
12.45 p.m. until 3.00 p.m. - Class Three.

Parents are expected to collect their children from the school gate at 3.00 p.m. unless prior arrangements have been made.

The School Day:

9.00 a.m. - 10.30 p.m. Teaching time

10.30 a.m. - 10.45 p.m. Playtime

10.45 a.m. - 12 noon Teaching time

12 noon - 1.00 p.m. Lunchtime - Classes One and Two.

12 noon - 12.45 p.m. Lunchtime - Class Three.

Number of teaching hours each week:
Twenty-five hours - Classes One and Two
Twenty-six and a quarter hours - Class Three

Assemblies

Assemblies are taken in the classrooms except on Fridays, when at 9.05 a.m., the whole school goes into St. Margaret's Church for our 'Mentions' assembly. Father Tom Vale also conducts an assembly in Church each month on Tuesday afternoons.

Ashby Development Group

There are 15 Primary Schools in the group:

Albert Village Primary School

Ashby C of E (C) Primary School

Ashby Hill Top Primary School

Ashby Willesley Primary School

Ashby Woodcote Primary School

Blackfordby St. Margaret's C of E (C) Primary School

Donisthorpe Primary School

Griffydham Primary School

Moira Infant School

Newbold C of E (C) Primary School

Oakthorpe Primary School

Packington C of E (C) Primary School

St. Charles R C (A) Primary School, Measham

Viscount Beaumont's C of E (A) Primary School, Coleorton

Worthington Primary School

Our children usually transfer to Albert Village Primary School.

Ivanhoe High School takes children from eleven to fourteen years of age.

Ashby Grammar School takes children from fourteen years of age.

Unhappy!?!?

The Parents' Charter points out:

'It is always best to talk to your child's teacher or headteacher about any problems as soon as they arise. They can often be sorted out very simply.'

We have a very clear complaints procedure in school.

