



# Benington C of E Primary School



**Prospectus**  
2017-2018

## Letter from the Chair of Governors

Dear Parents

Welcome to Benington C of E Primary School. This prospectus is intended to introduce the school to you and to give you information about the organisation and administration.

It is important that as a parent you feel welcome in the school. We strive for good relationships between home, school, parents and staff. A good understanding between school and home helps to build a child's confidence and development in school, and we depend upon the co-operation, support and involvement of parents.

The children at Benington have a secure and caring environment in which to work, and are valued as individuals. We want our pupils to become independent and confident young people who are sensitive to others, interested in the world around them and prepared for the challenges ahead of them.

If you need information, or have any questions, please call in or arrange a meeting by telephone. The staff are always willing to help and to show you around our school.

Yours sincerely

Mrs Justine Youngman  
Chair of Governors

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The information in this prospectus is correct up to September 2016

# Personnel

## School Governors

Jenny Cobb	Foundation Governor
Sharon Gibson	Parent Governor
Tony Guedes-Ramirez	Parent Governor
Joanne Jaques	LEA Governor
Peter Kingsnorth	Co-opted Governor (Vice Chair)
Cheryl Latham	Co-opted Governor
Rita Plumb	Foundation Governor
Dennis Preston	Associate Governor
Barbara Swann	Head Teacher Governor
Lauren Thomas	Parent Governor
Anja Webb-Ingall	Staff Governor
Justine Youngman	Co-opted Governor (Chair)

## Teaching Staff

Barbara Swann	Headteacher
Anja Webb-Ingall	Deputy Headteacher/SENCO
Julia Beaven	
Annabelle Garlick	
Emma Hughes	
Eleanor Scott	
Jenny Stevens	Music

## Teaching Assistants

Louise Bugden  
 Sarah Cotton  
 Alex Gould  
 Hayley Jordan  
 Karen Macleod  
 Janet Presland (Higher Level)  
 Chloe Shadbolt (Midday Supervisory Assistant)

Jo Butterfield (After School Club Leader)  
 Kelsey Stark (After School Club Assistant)

## Non-Teaching Staff

Janet Burchell	Administration Assistant
Sarah Cotton	Clerical Assistant
Tina Hughes	Finance Secretary
Andy Digby	Caretaker
Donna Baxter	Cleaner
Sam Pulfer	Cleaner

## Aims and values

Our aims and values are at the heart of our work. Staff, parents, governors and the children have all contributed. They are a reflection of the ethos of the school.

We work hard to help each child realise their maximum potential both educationally and socially, within a secure caring community. We believe in giving consideration to how others feel.

We hope that parents will understand and respect our aims and values and work with us in implementing them.

We believe -

- that the school should be a safe, secure, caring and happy community
- respect for ourselves and others, property and places should be encouraged
- in building self esteem and encouraging confidence in all members of the school community
- that it is important that we work together for the benefit of all
- that everyone has a valuable contribution to make
- that fostering independence and individuality is important
- that everyone has equal rights regardless of race, religion, gender or ability
- tolerance of other peoples' viewpoints must be encouraged
- in celebrating achievement in everyone
- that everyone should feel they have support - someone will and does listen
- that the outside knowledge, experiences and values children bring with them into school must be recognised
- that the school should be an attractive environment
- in and actively encourage a partnership with parents
- that children learn best in a loving and caring environment and should not feel afraid
- that children must be given the opportunity to practice and develop skills. They must be given time to enjoy their successes

*(This list is not in any order of importance).*

Parents are expected to work toward the school's aims and values by -

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teachers role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments

- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing, reading and assisting in learning of tables and spellings
- allowing their children to take increasing responsibility as they progress through the school.

We are dedicated to making this' school a caring, friendly place where we all feel valued and secure. We aim to promote -

- Independence
- Personal achievement
- High academic standards
- Co-operation
- Happy experiences
- Individuality
- Respect for others
- Self-esteem

Any form of bullying is unacceptable.

## A brief history

Benington C of E Primary School was founded in 1873. It was opened as an all-age village school under the Diocese of St. Albans and our village church of St. Peter. Since the Education Act of 1948, the school has been a controlled school, meaning that it remains legally owned by the Trustees of the Church of England Foundation.

However, the Local Education Authority, with the Governors, has full administrative and financial responsibility. The Church is represented on the Governing body, so links are still maintained between the school, the Church and the local community.

The original flint and brick building still forms the attractive frontage to the school. A multi-purpose hall and modern classrooms have been added over the years. The purchase of additional land has given us a spacious playing field.

## Facilities

The school has five classrooms, four within the main school building and a modular classroom in the grounds.

There is also a modular classroom which has been fully modernised and is home to an outstanding nursery.

We have a large multi-purpose hall which is used for assemblies, music, PE and also as a dining hall.

The main building houses the school library, office, staff room, store rooms, boys' and girls' toilets, headteacher's office and kitchen.

There are toilet facilities for the disabled and access ramps.

Our central library contains over 900 non-fiction books. Each class also has a selection of fiction and non-fiction as well as reading books.

We have a large field where football and rounders pitches or a running track are marked out according to the season. There is also an extensive wild area with long grass, wild plants and fine old trees, which can be used for ecological studies.

The playground is outlined for games lessons and is big enough for all the children to use in wet weather. There is also a large playing field and large play apparatus was installed in 2010.

The children are taught to take pride in caring for their school and its grounds in order to gain an awareness of the importance of caring for the environment in which we live.

The school is well equipped for teaching the National Curriculum. All classes have computers and printers. In addition we have a trolley with 22 laptop computers and we are building up a collection of iPads.

Other equipment includes interactive white boards in all classes, a PIP robot, television, video, DVD, digital camera and a digital video camera.

There is a wide range of PE apparatus and musical instruments.

## Organisation

The school is organised into four classes and these are of mixed age and mixed ability.

The number of children in each year group varies, so the composition of the classes is reviewed each year. Where possible, we aim to keep our class sizes balanced as we recognise the benefits of smaller classes.

If a year group has to be divided, the age and level of each child in National Curriculum core subjects, as well as friendship groups, are taken into consideration when placing them in classes. The class teacher for each class is responsible for planning and monitoring the children's work. We value the partnership between school and home and like to keep parents fully informed about their child's progress.

Written reports are sent to parents at the end of the spring term and there are two evening meetings each year for private consultations between parents and teacher. Parents with any anxieties whatsoever about their child's progress are invited to contact the class teacher or the headteacher immediately.

## Admission arrangements

The majority of children attending Benington School live in the village, but our register also includes some from other villages in the area and some from Stevenage. We are pleased to hear from parents who may consider placing their children in our school and will be happy to show them around.

Children may start school in the Autumn Term of the school year in which they have their fifth birthday.

Children are allocated places in accordance with Hertfordshire County Council admission procedures.

We have a current roll of 104 pupils (November 2017). Should there be pressure on numbers in a particular year group, the approved Hertfordshire admissions policy would be used to determine those children who would be offered places.

A 'Readiness for School' programme is in place before new children start school.

## School times

Morning Session	8.55 am to 12 noon (12.05 KS 2)
Morning Break	10.30 am to 10.45 am
Afternoon Session	1.00 pm to 3.15 pm

We ask parents to ensure that children are always punctual for school, but not to arrive before 8.45 am. Children should go straight to their classroom and the register will be taken at 8.55 am. Any child arriving after that time must be brought into school via the office. Registration closes at 9:05 and any child arriving at school after that time will receive an 'unauthorised absence' mark.

## Attendance

If your child has to be away from school, a phone call on the morning of the absence is required.

Please arrange doctor and dentist appointments out of school hours where possible.

We would ask you to ensure that family holidays are arranged to coincide with school holidays as children who are absent for long periods may miss important elements of the National Curriculum which it may not be possible to repeat

Holidays taken during term time are not authorised and the Governing Body looks very unfavourably on any requests to take children out of school for holidays. We would especially urge you not to take children out of school at the beginning of a term, or during May when the Standard Assessment Tests (SATs) are administered.

Any absence taken during term time has to be requested. Forms are available from the office.

## Pastoral care and discipline

At Benington School we expect everyone to show respect and consideration towards others at all times and to behave in a courteous and thoughtful manner. We encourage good manners, honesty and a sense of responsibility, whilst also emphasising the importance of self-discipline.

We believe that good discipline is firm, consistent and fair, and should always be supportive of the child. If a child's behaviour becomes unacceptable, parents are informed at an early stage so that we can work together to put things right. Bullying is not tolerated and any such incidents are taken very seriously.

Please refer to the Rewards and Sanctions Policy.

## School lunches

We are fortunate to have our lunches cooked on the premises in our own kitchens. Lunchtime is a part of the day when the children enjoy a meal together in a family atmosphere. The school meals are of a high quality, providing the children with a nutritionally balanced meal.

We are proud of our success of becoming a Hertfordshire Accredited Healthy School.

Lunch money is payable, in advance, half-termly by cheque, made out to Hertfordshire County Council, or in cash on Mondays, or on-line using 'WisePay'.

Lunches will only be provided if they have been paid for in advance.



At break time, children are encouraged to bring in a piece of fruit and a bottle of water with a sports cap to use during the day.

Children in Acorn and Willow Classes (four to seven year olds) are provided with fruit under the NHS free fruit and vegetable scheme for schools.

## Learning

We are continually looking at ways in which we can raise pupil motivation and achievement. Training is constantly taking place to support this whether it is for specific areas of the curriculum or larger whole school issues. We feel very strongly about ensuring that the children at Benington have every opportunity to learn to their full potential, that their learning is fun and that they feel secure enough to take risks.

It is important to create a supportive learning environment and connect this to the learning that takes place. Having informative and interactive displays in classrooms gives a big picture to their learning. Positive messages around the school help to raise the children's self-esteem. They need to feel part of a group, that their contribution, whatever its nature, is valued. They need to have a sense of belonging. Pupils need to be encouraged to set their own goals and reflect on their own progress so that they become learners with aspirations.

The school and their classroom should be safe havens for learning where there is consistency in expectations and standards enabling them to learn in safety. They need to be encouraged to have their own identity, catch them being successful and let them know it. Mistakes are valuable learning tools in an environment where they can take risks and achievement is valued, we need to reinforce success.

High expectations shapes performance. We need to continually encourage the children to be positive about themselves and believe that they can achieve. Our children are our future.

*"Whether you think you can or whether you think you can't you are probably right"*  
Our children definitely CAN!

## Curriculum

At Benington School, we have developed a Creative Curriculum which covers all topic work and has science at its centre. Emphasis on teaching English and Maths is at the heart of the curriculum.

Pupils greatly enjoy this approach and high standards are being maintained.

We aim to teach our pupils to be independent learners and to challenge them according to their needs and abilities.

### English

Our aim is to enable pupils to understand language, to use it with confidence and to foster a lifelong enjoyment of literature, drama and poetry.

Children develop their communication skills by listening to others, by expressing opinions and by reflecting upon and describing events, feelings, places and situations, which may be real or imaginary, games, songs, rhymes, poetry, stories, drama and play are used to encourage and expand their abilities. We have a variety of structured reading schemes which ensure that children are reading at the appropriate level.

Reading is taught using a combination of phonic work (letter sounds) and a whole-word approach, which helps the children to become confident, independent readers. Reading is tested regularly and any children who are having difficulty in learning to read are given extra help. Children take books home to practise

reading and parents are encouraged to become enthusiastic listeners. Guided reading is a specific focus for our school. The scheme 'Accelerated Reader' is used and through this, pupils' progress and attainment is regularly monitored.

The children have many opportunities for different kinds of writing. These include stories, news, invitations, letters, poems and a range of other creative writing. Emphasis is placed upon the structure of written work and pupils are encouraged to appraise what they have written and, if necessary, to re-draft it.

Children are introduced to the most common spelling patterns and are taught to use dictionaries, thesauruses and other reference material. The importance of correct grammar and punctuation is emphasised. Pupils are taught the skills of handwriting and encouraged to develop a fluent, legible style. Attention is paid to the quality and presentation of all written work.

## Mathematics

Our aim is to help every child to become confident and competent in all aspects of mathematics and to make it an enjoyable activity. Our mathematics scheme of work is used throughout the school and supplemented according to individual needs, and provides clear progression through the National Curriculum levels. We place a strong emphasis on basic numeracy skills, mental arithmetic, and the children learn multiplication tables and number bonds.

Problem solving is central to the mathematics curriculum. Children are taught to apply their skills and develop reasoning.

Where appropriate, computers are used to aid understanding and develop numeracy and data handling skills. We always aim to maintain a balance between the practical and formal aspects of the work.

## Science

Our science curriculum enables children to develop intellectual and practical skills which allow them to investigate the world around them. We give them the opportunity to observe, explore, ask questions, discuss, evaluate and draw conclusions from situations that are real.

Through the topic work, children will develop:

- Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- An understanding of the nature, processes and methods of science
- A scientific knowledge required to understand the uses and applications of science today and in the future

Children will be taught how to present their findings in an appropriate way using diagrams charts or writing. In all practical activities health and safety issues will be stressed.

## Technology

IT (Information Technology)

Throughout the school every child has access to a computer and uses a variety of programs to develop and support a range of curriculum activities. Each class has three computers, together with a range of software.

There is a trolley with 22 laptop computers that is shared by the whole school and there are a number of iPads in use.

From the time they start school, pupils learn to use a standard keyboard, iPad and a computer mouse. They will then progress on to word processing, data handling,

control, graphic and simulation packages to enable them to organise, develop and present their ideas in a variety of forms.

### Design Technology

The children are provided with a variety of experiences which enables them to plan, design, produce, modify and evaluate their projects. They are given opportunities to use the knowledge and skills they have learnt to solve practical problems and are taught to select appropriate materials and use equipment safely.

### Music

Music is an important and integral part of the curriculum and features strongly at Benington. In the early years the children are introduced to music mainly through singing and movement. They explore sounds and rhythms by listening and by playing percussion instruments.

As they progress through the school they have the opportunity to learn an instrument. Individual instrument tuition is available. The children listen to a range of live and recorded music. They are taught about different composers and instruments and learn to compose music themselves, individually and in groups.

All the children have the opportunity to take part in a production throughout the school year and those learning an instrument are also given opportunities to perform to different audiences on various occasions.

Children regularly sing at church services and to the community. In 2016, a group of children performed in a Herts Music Gala at the Royal Albert Hall.

### History

Our aim is to stimulate and foster an interest in the past. Children are taught about how history has influenced our lives today, and books, artefacts, video material and drama are used to increase the pupils' understanding of our past. The children may also visit historic sites and museums. Topics may include ancient civilisations (Egyptians and Greeks), Romans, Saxons, Vikings, the Tudors, Victorians and an aspect of local history.

### Geography

Children are taught about their own locality, the British Isles and the wider world. Geographical knowledge and skills are gained through carefully planned topics which are also designed to make pupils more aware of their environment. The children learn how to use maps, atlases, globes and compasses and how to identify features in the landscape. Visits may be made to contrasting localities and places of interest.

### Art and Craft

Work is planned throughout the school to enable children to enjoy the experience of art whilst developing confidence and skill in the use of a wide range of tools and materials. The children will explore colour, pattern, texture, shape, form and design at a level appropriate to their age, using a variety of techniques and media.

Activities will include drawing, painting, printing, dyeing, collage, working with clay, natural and man-made materials, model-making and design projects. Art appreciation is emphasised and children are shown works by a variety of artists and craftsmen.

### Physical Education

The promotion of healthy physical development is an important part of a child's education, not only in terms of individual fitness but also through experience of team work, co-operation and endeavour. The children take part in dance, gymnastics, games, athletics and swimming. We try to provide a balance of

activities and expect the children to participate unless there are special grounds for exclusion. Football matches are played against local schools and in the summer all children take part in our Sports Afternoon. We also participate in Inter-Village Sports each year - which we have won for the last eight years!

It is important that the correct kit is brought to school on the appropriate days

## PSHE

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that we part of growing up.

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

E-Safety is taught as part of the PSHE curriculum as well as in IT. Parents are invited to attend E-Safety information meetings.

## Religious Education and Collective Worship

At Benington we have three whole school Collective Worship sessions, one class session and one hymn practice each week. We give our children a knowledge of religion by familiarising them with festivals, religious stories and ceremonies. The teaching is predominantly Christian but pupils are also introduced to other faiths, cultures and traditions.

Our children are encouraged to have 'reflection times'. Within the classroom there are 'reflection corners' where children can go to be quiet and reflect on their learning or other aspects of school life.

There is a weekly theme or value that the whole school embraces in Collective Worship times and PSHE lessons.

Our local church, St Peter's, is used each term for special services and a member of the ecumenical team regularly takes assemblies. We encourage our pupils to develop consideration for others and to respect the world around them.

Parents have the right to withdraw their child from religious education or collective worship and any parent wishing to exercise this right should contact the headteacher. If a child is withdrawn from religious education or collective worship, they will be expected to take work to another class or to another area under the supervision of an adult.

## Sex Education

Sex education and health education are taught in ways appropriate to the age and maturity of the children.

The questions that they ask as a natural consequence of their curiosity will be

answered appropriately and in the context in which they arise.

This aspect of the curriculum is very much a shared responsibility between parents and teachers.

All parents will be informed before the teaching takes place and will have an opportunity to view the materials used, so that they can be prepared for any questions or issues that arise afterwards at home.

## Homework

We expect parents to take an active interest in their child's learning. As they move through the school, children will begin to bring work home on a regular basis. This will include reading, spellings and tables, which will be tested regularly at school.

Older children may also be set tasks related to current work as part of their preparation for the routines of secondary education and to enable them to become independent learners. Teachers are happy to discuss any aspect of homework with parents.

# Inclusion

## Special Educational Needs (SEN)

At Benington Primary School, the special needs of children are identified by the class teacher or a colleague by observation, testing, assessment and consultation with parents, previous school records and health agencies, eg school nurse, doctor, etc (particularly in physical problems).

Our Special Educational Needs Policy has been written with the consideration of the national Code of Practice. A summary is available from the school office.

We have a full time teacher who is also the Special Educational Needs co-ordinator, who regularly helps to assess children with learning difficulties, working with the child's teacher to plan suitable programmes of work and support.

Parents are consulted at each stage and are invited to attend meetings with the SEN co-ordinator and support services. If parents, teachers or the Headteacher feel that the assessment of a child's needs would benefit from an educational psychologist's report, the class teacher is asked to complete a referral form and parents are informed by the SEN co-ordinator. Parents are consulted at every stage.

We have a counsellor who works with individual pupils and small groups. Children also have the opportunity to talk on a one-to-one basis, or in a small group, with a member of staff trained in nurturing. We encourage our children to develop resilience and we believe that if pupils are supported in this way, they are more likely to achieve to their full ability.

## Equal Opportunities

We wish to promote positive attitudes in children, staff, governors and parents so that the children can fulfil their potential and make choices, unhampered by expectations based on gender or role stereotyping.

We seek to fulfil the aims of the school regardless of age, gender, ability (both academic and physical) ethnic origin or background of the child. The school follows the Local Authority Admissions Policy, which does not permit sex, race, colour or disability to be used as criteria for admission.

The school will liaise with the Local Authority when assessing the needs and providing for children admitted to the school with particular physical disabilities.

## Disability Discrimination Act

The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The school has:

- Ramps to the front and rear of the school.
- Wheelchair access via the rear classroom building.
- Wheelchair accessible toilet facilities in the main building.
- The modular classroom also has full disabled access.

## The Governing Body

The Governing Body of the school consists of elected parents, Local Education Authority nominees, Foundation governors, a Parish Council representative and an elected teacher. The Governors meet at least twice a term and have general responsibility for the effective management of the school. They work within the framework set both by national legislation and the policies of the Local Education Authority.

Their responsibilities include the appointment and dismissal of staff, discipline, control of the delegated school budget, the forming of curriculum policies and maintenance of the premises. In practice, the Governors delegate the day to day running of the school to the headteacher.

Parents can raise any concern with a governor at any time, although it is usually more appropriate to contact the headteacher in the first instance. Elections and appointments of Governors take place every three years.

## School uniform

Benington School colours are navy blue and white. A detailed uniform list is available separately together with details of where our uniform can be purchased. All clothes and shoes should be clearly named. For PE activities all children should have a PE kit, made up of navy shorts, and white T-shirt and plimsolls, which should be kept in a suitable, named bag.

No jewellery (except watches), nail varnish or make up should be worn in school. If children have pierced ears, only plain studs (not rings) are acceptable and they need to be removed for P.E. or covered with tape. No hair gel, hair colours or braids should be worn and long hair should be tied back, in the interests of health and safety, using ribbons etc in school colours. Hair styles should not be extreme in appearance nor of an outrageous fashion or design. 'Spiked' and gelled hairstyles are discouraged.

## Health and Safety

If your child is taken ill or has an accident at school, we will contact you. It is therefore essential that we have up-to-date information on home and work telephone numbers.

If a child needed hospital treatment, a member of staff would accompany them until a parent arrived.

Our school nurse visits regularly and medical interviews are carried out at various stages of a child's school career. Parents are most welcome to consult our nurse over minor health matters.

### Medicines

If a child is fit to attend school but has to take medication during the school day, parents should try to make their own arrangements for administering the medicine. If this is difficult, the headteacher will agree to the medicine being given by a member of staff. In such cases a medical form must be completed.

### Child Protection

Benington School is a Safeguarding School and as such the school has a duty, under Section 43 of the Child Protection Act 1989, to inform the Local Authority if any child is thought to be suffering significant harm. Such harm includes non-accidental injuries, physical neglect, emotional abuse and sexual abuse. When assessing the need for such action, the child's best interests will be paramount.

## School events

Parents are welcome to join us in school or at St. Peter's Church on several occasions during the year. There are annual events in which every child takes part, such as concerts, the Harvest Festival and the Christmas Carol Service. Parents also join us for our Easter Service, Sports Afternoon, Open Afternoons and the Parents' Consultation Evenings in October and March.

Parents are welcome to attend celebration assemblies on Friday Mornings (9 - 9:30am) when children have the opportunity to share their work.

## Fledgling Club

This club is for parents to bring their pre-school children to school where they join the younger children from Class 1. This takes place in the summer term.

## Friends of Benington School (FOBS)

FOBS is a registered charity which aims to enhance the school's resources by raising funds for school equipment, activities and outings. Parents and teachers get together and organise social and fund-raising events throughout the school year. The events are varied and provide an opportunity for families to meet and have fun, whilst helping to support the school.

In recent years FOBS has provided the school with a range of resources for each classroom and guided reading and writing resources for the whole school. They have helped us to purchase laptops for all classes and have contributed to the furnishings in our new library.

They have provided us with new dining room furniture and have saved funds for us to use in developing our outdoor learning area for the younger children.

FOBS is a good opportunity for parents and teachers to work together and improve the resources that will help our children develop.

If you would like to get to know some other parents and be part of this team please speak to the headteacher.

## Extra-curricular activities

Extra-curricular activities are organised for the children after school. Staff, parents

or friends of the school supervise these voluntarily.

They include sport, art, football and homework. Activities may vary from term to term. Children are encouraged to join and maintain their interest rather than attending casually.

#### Breakfast Club

This is held each morning in the Nursery (Pre-School) building from 7.45 - 8.45am. Please see the Nursery pages on our website for charges.

#### After School Club

Monday, Tuesday and Thursday 3:15 - 5:30pm. £12 per session. Book through the school office.

## Educational visits and charging

Regular outside visits are organised throughout the year and we also aim to provide all children with the opportunity to take part in extended residential visits during their years at Benington. Other activities such as swimming, visiting musicians and theatre groups, cooking, etc. all help to develop and enrich the school curriculum.

With the exception of board and lodging, payment for all these activities is voluntary and no child may be excluded. However, if voluntary contributions are not sufficient to cover the cost of the event and the school is unable to fund the difference, the activity may need to be cancelled.

We are confident that parents recognise the value of these activities and with their full co-operation hope to continue to provide a varied and interesting programme of events. The Governors agree that the school may charge for activities which take place outside the school day, up to the actual cost of the activity.

## Toys and sweets

Children are not permitted to bring in toys of any description as they are a distraction to themselves and the rest of their class. The children do not need toys in school and get extremely upset if they are lost or damaged. In the interest of dental health and good diet, no sweets are to be brought to school. This also ensures that our playground remains free of litter.

## Complaints procedure

There is a procedure, under the Education (School Curriculum and Related Information) Regulations 1989, for a parent to register a complaint about the school in relation to the National Curriculum and religious worship.

The procedure has three stages, as follows:

1. Informal complaint - discussion between the parent and the headteacher.
2. Formal complaint to the Governing Body.
3. Formal complaint to the Local Education Authority.

It is hoped that any concerns will be resolved quickly at stage 1. The headteacher is always happy to meet parents and talk about the school organisation and the arrangements we make for our curriculum which are outlined in this prospectus.

There is an active Parent Council that meets twice a term. Parental concerns can be raised at this and discussed with the headteacher and governors.



## School term and holiday dates

Academic Year 2017-18

Autumn Term 2017	30 August - 19 December
Occasional day	30 August (school closed)
Inset days	31 August, 1 September (school closed)
Half Term	23 - 27 October
Inset day	4 December
Christmas Holidays	20 December - 2 January 2018

Spring Term 2018	3 January – 1 April
Inset day	3 January
Half Term	12 -16 February
Easter Holidays	30 March -13 April

Summer Term 2018	16 April - 27 July
Bank Holidays	7 May
Half Term	28 May - 1 June
Occasional day	4 June (school closed)
Inset day	23 July (school closed)
Occasional days	24 - 27 July

## Ofsted

The school was inspected in June 2014.

The full report can be downloaded from the school website at [www.benington.herts.sch.uk](http://www.benington.herts.sch.uk)  
or from the Ofsted website at -  
[Ofsted Report](#)  
or a copy can be obtained from the school

## SIAS

The school was inspected in March 2014.  
The full report can be read by following this link -  
[SIAS Report](#)

# National Curriculum assessment results 2016 - 2017

## Key Stage 2

	% Achieving a pass at expected level
Reading	85%
Writing	85%
Maths	85%
Grammar, punctuation, spelling	85%

(These results were among the top 20 schools in Hertfordshire)

Average progress in reading	1.4
Average progress in writing	3.5
Average progress in mathematics	2.5
Percentage of pupils achieving a high level of attainment in reading	38%
Percentage of pupils achieving a high level of attainment in writing	38%
Percentage of pupils achieving a high level of attainment in mathematics	38%
Average scaled score in reading	108
Average scaled core in mathematics	108
Average scaled core in GAPS	111

Department for Education Performance Tables can be viewed at - [DfE Tables](#)