

BURTON GREEN CHURCH OF ENGLAND ACADEMY



2018/19



SCHOOL PROSPECTUS

BURTON GREEN CHURCH OF ENGLAND ACADEMY

CONTENTS

Head's Welcome

Governors' Role

Our School: Aims and Ethos

Admissions

Teaching and Learning: Organisation, The Curriculum

Beyond the National Curriculum: - Burton Green Entitlement,
Burton Green Bonus

Assessment

Special Educational Needs

Reporting Pupil Achievement

Pastoral Care: - Behaviour Management, Bullying

Parents in Partnership

Community Links

Church Links

General Information:-The School Day, Uniform

Absence

Health and Safety

Staff and Governors

End of Key Stage Assessment Results

Burton Green Church of England Academy

Hob Lane
Burton Green
Kenilworth
CV8 1QB



Head Teacher: Mr Andrew Morris BEd NPQH

Dear Parents

It gives me great pleasure to welcome you to our school.

The happiness, wellbeing and achievement of each child are our main concerns. We aim to create an exciting, stimulating learning environment. An environment that is safe and secure, where children's welfare is the concern and responsibility of everyone, a place where children are given opportunities to realise their talents across a broad and balanced curriculum, developing into caring and responsible young people.

We believe that the quality of relationships within school between adults and children and with parents and the wider community underpin everything that we are able to achieve as a school. We are committed to our 'Open Door Policy' and partnership with parents, the church and the wider community. We encourage parents and friends to come into school regularly and to participate actively in school life.

Above all, our school is a place of learning where all stakeholders feel valued and children are at the centre of everything we do.

Choosing your child's school is one of the most difficult decisions you will have to make and one that you should ensure is right for your child.

Yours faithfully

Andrew Morris
Headteacher

THE GOVERNORS' ROLE

Our team of Governors comprises a group of local people with a range of experience and expertise who are representatives of the local community. Many have a thorough working knowledge of the school and make a point of spending time in the classrooms with the children and staff. We attend training courses on all aspects of the curriculum and school management to ensure we have the necessary knowledge and skills to support the Head in the effective running of the school.

The main roles of the Governing Body are threefold:

- **To achieve a strategic view.** We focus on helping the school's strategy for improvement so that pupils learn most effectively and achieve the highest standards.
- **To act as a critical friend.** We provide the head teacher and staff with support, advice and information, drawing upon members' knowledge and experience. This is critical in the sense of the governing body's responsibility for monitoring and evaluating the school's effectiveness and a friend because the governing body exists to promote the interests of the school and its pupils.
- **To ensure accountability.** The governing body is responsible for ensuring good quality education in the school. The head teacher and staff report to the governing body on the school's performance and the governing body has the right to discuss, question and refine proposals, whilst always respecting the professional roles of the head teacher and other staff and their responsibilities for the management of the school. In its turn the governing body answers for its actions, above all to the parents and the wider local community for the school's overall performance.

We feel Burton Green is privileged to have such a caring, well-resourced village school with a highly skilled and enthusiastic teaching staff that creates a stimulating and exciting learning environment within a Christian framework. The happy atmosphere in the school and the enthusiasm with which the children approach their work and the high quality of work achieved makes us very proud of our school. We have the greatest confidence in recommending our school to you for your child, and hope that you will come to experience for yourself all the good things we have to offer.

Barbara Mead
Chair of the Governing Body



OUR SCHOOL

Burton Green Church of England Academy school caters for children aged 4-11.

Head of Federation and Head Teacher: Mr. Andrew Morris

School Address: Hob Lane, Burton Green, Kenilworth, Warwickshire CV8 1QB

Telephone 02476 464130 Email: head3143@welearn365.com

Website: burtongreenschool-warwickshire.org.uk

The MAT

The Diocese of Coventry MAT Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

The MAT's Vision

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

- Every lesson to be good or better
- Every child expected to make progress at least, and for many, above national expectations
- Every Academy to be well led and governed
- All teachers motivated to self-improve and aspire to excellence
- All academies to be judged good or better at Section 48 inspections

Our School Aims Statement

Within a Christian framework at our 'Green Leek Federation Schools' we aim to challenge and support all pupils to enable them to develop their talents and achieve their potential. All individuals are valued irrespective of ability race, gender, culture or faith.

At our 'Green Leek Federation Schools' we aim to provide effective teaching and stimulating learning experiences across a broad and balanced curriculum, within a happy, caring, inclusive and safe environment.

We aim to enable each child to develop the personal and social skills necessary for them become independent, responsible, active participants in their community through partnerships with home, our parish churches, local neighbourhoods and the wider community.

Our Green Leek Federation Values

At All Saints' and Burton Green we share three values regularly and explicitly within our school and wider community. These values underpin everything we strive to achieve.

- Value yourself as a unique, special, talented person by always trying to do the best in whatever you do;
- Value each other by treating everyone with care and respect through listening to people's opinions, talking politely and treating everybody in the way we hope they will treat us;
- Value our school by caring for our school building and outdoor environment, and the resources we share.

Our Green Leek Federation Ethos

As Church of England Schools our Christian ethos is integral to all aspects of school policy, practice and relationships. We hope that the way all people are valued in school reflects the principle, "Treat one another as you would wish to be treated yourself." The basis of all decision-making in school begins with what is best for the child, as an individual, within a group and as a member of the whole school.

We appreciate the importance of nurturing the 'whole child' intellectually, physically, personally, morally, spiritually and socially. We are committed to providing an exciting, relevant curriculum that develops a love of learning through a broad curriculum and a wide range of extra-curricular experiences. All children are encouraged to value themselves and others, to grow in confidence and develop the skills of learning to recognise and use their own talents and the talents of others.

The quality of our relationships underpins everything that we are able to achieve for each child and as a school. Adults and children work together to create and maintain a welcoming, happy, caring, positive learning environment. Each member of the community, irrespective of their role, strives to love, respect and understand the thoughts, feelings and beliefs of others.

We work together with parents and recognise that learning is more effective when this partnership supports and extends children's learning. We value our close relationships with All Saints', St Johns' Westwood and St Nicholas Parish Churches and appreciate the way these contribute to the special spiritual and community aspects of school life.

All Saints' and Burton Green Academies are community schools where each child is encouraged to understand their place in the village and the wider community, the privileges they enjoy as a result of this and the responsibilities they share.

The School Site



Burton Green' Primary Academy is situated on the edge of the village of Burton Green, a small village between Kenilworth and Balsall Common

We are a small rural school with an intake of fifteen pupils. We currently have one hundred and four pupils from 4 to 11 years old on roll. We are a popular and inclusive school who strive to have distinctly Christian values. The school has four classes: Maple Class (Year R and Year 1), Cedar Class (Year 2 and Year 3), Damson Class (Year 4 and Year 5) and Oak Class (Year 6).

Our Buildings

Our beautiful Victorian building was the original school. Over the years, building works have meant we have a hall (built in 2005) and a purpose designed Reception/Year 1 classroom (built in 2011). The school is an integral part of the village community and supports local events and activities.

The Green Leek Federation 2014

From 1st September 2014 All Saints' and Burton Green Primary Academies have been working together in partnership as a federation of schools.

Effective learning for each child and efficient management including the wise use of resources, underpin the aims of our partnership. Working together enables us to widen opportunities for both children and adults in terms of curriculum experiences within the school day, experiences outside the school day, supporting children who need to learn more slowly and extending our most able learners. Sharing staff expertise and professional development opportunities enables us to continue to develop a highly skilled staff across both sites.

Mr. Andrew Morris, as the Head of the Federation, works with the federation governing body to determine the strategic direction of the schools, to ensure that by working together we continue to build on the existing good practice that is part of the life of both schools. She divides her time equally across both sites in order to support both schools most effectively and ensuring that she appreciates the individuality, talents and needs of each child, in each of the two schools.

ADMISSIONS



Admission Arrangements

Parents considering applications to Burton Green Academy are encouraged to make an appointment with the Headteacher so that school procedures and

policies can be explained, questions answered and the classrooms visited whilst the children are working. Open mornings are held in the summer and Autumn Terms. Parents are asked to complete a Local Authority application form in the Autumn Term prior to the year of their child's entry into school. The local authority operates a centralized preference form system. Parents with children outside Warwickshire must apply for a place through the Local Authority in which they live.

Pupils start school in September after their fourth birthday and places are offered in the spring term using criteria outlined in the school's admissions policy.

Admissions Policy

1. Introduction

Burton Green Academy follows the admissions criteria set by Warwickshire County Council to ensure fair admissions procedures.

2. Priority Area

Our priority area includes: Red lane, Cromwell Lane (as far as Westwood Heath Road junction), Hob Lane and Hodgetts Lane (as far as the Burton Green signs). We also have children from Kenilworth, Coventry and Solihull in our school.

3. Starting School

As an Academy (4+ to 10+) Burton Green admits children in the September following their fourth birthday, the children staying until they transfer to Secondary School in the September following their eleventh birthday.

Parents who are considering Burton Green as the school for their child are encouraged to make an appointment to visit the school and meet the Head Teacher. All applications are administered through the Local Authority Central Admissions Service and considered together during the Spring Term in line with dates published by Warwickshire Local Authority's School Admissions Service. Places are offered in early April for September 2015. Burton Green is an inclusive school and admission is without reference to ability.

4. Timetable for Admissions and transfer groups (Reception and Year 3)

Applications should be made using the application form attached to the Primary Admissions Booklet produced by the Local Authority, or by the LA online facility, naming Burton Green Academy as one of their preferences. Applicants living outside the Warwickshire boundary apply through their own Local Authority for a place at Burton Green.

The Admissions Service holds an automatic waiting list until the start of the Autumn Term for applicants refused a place at Burton Green and not offered a higher priority.

5. Late Applications

Late applications i.e. those received after the deadline for the normal admissions round will not be considered until after all of those which were received on time have been processed by the Admissions Service.

6. Waiting List (September entry to Reception and Year 3)

If the school is oversubscribed for children due to start in Reception or Year 3 in the year 2018-2019, a waiting list will be maintained for each year group until the start of the autumn term 2018. At the start of the autumn term or during the course of the year, parents may

request that the names of children for whom a place is unavailable be put on the waiting list by confirming this in writing to the local authority. This waiting list will operate for the remainder of the school year. The position on the list will be determined by applying the published over-subscription criteria and not by date of receipt. This will mean a position on the list will change if a later application is received from someone with higher priority according to the over-subscription criteria. The existence of a waiting list does not remove the right of appeal against any refusal of a place from any unsuccessful applicant. Names will only be removed from the list if a written request is received or if the offer of a place that becomes available is taken up or declined.

7. In-Year Admissions

Parents should apply via Warwickshire Local Authority School Admissions Service, which coordinates admissions through the course of the year.

8. Waiting Lists (other than initial entry in September)

At the start of the autumn term or during the course of the year, parents may request that the names of children for whom a place is unavailable be put on the waiting list by confirming this in writing to the local authority. This waiting list will operate for the remainder of the school year. The position on the list will be determined by applying the published over-subscription criteria and not by date of receipt. This will mean a position on the list will change if a later application is received from someone with higher priority according to the over-subscription criteria. The existence of a waiting list does not remove the right of appeal against any refusal of a place from any unsuccessful applicant. Names will only be removed from the list if a written request is received or if the offer of a place that becomes available is taken up or declined. Parents will need to reapply at the beginning of each new school year if they still wish their child to be on the next waiting list.

9. Over-subscription Criteria

Using the admission criteria below, the school will admit all applications up to the published admission number (PAN) of **15 in any year group**. Burton Green is a highly regarded school, which in recent years has admitted the maximum number to the Reception Class. When the school has more applications than places, places are offered according to the same criteria in the following order of priority:

- 1. Children in the care of, or provided with accommodation by, a local authority (under Section 22 of the Children Act 1989).**
- 2. Children living in the priority area who have a sibling at the school at the time of admission.**
- 3. Other children living in the priority area.**
- 4. Children from outside the priority area who have a sibling at the school at the time of admission.**
- 5. Other children from outside the priority area.**

Authority decisions are based on the distance between home and school measured by a straight line. Priority will be given to those living nearest to the school. This applies equally to children living inside and outside the Authority boundaries.

Parents and carers of children who would like a place in Reception receive an application pack from Admissions and Appeals at Warwickshire County Council in the year that their child is four and places are allocated by the Admissions Department.

Parents and carers who apply for a place at the school after the start date in September need also to contact Admission and Appeals at Warwickshire County Council. Applications can be made online through the Council's website: www.warwickshire.gov.uk/admissions or call (01926) 742037/742027.

A full copy of Warwickshire County Council's Admissions Policy can be found on the Warwickshire County Council website and on our own school website.

6. Contacts

For further information please contact:

Admissions: Andrew Morris, Head Teacher 02476 464130

Primary Admissions Booklet and Application Form: Warwickshire Local Authority School Admissions Service 01926 410410 www.Warwickshire.gov.uk/admissions

Permanently Excluded from School

The governors have adopted the Local Authority In-Year Fair Access Protocol for all categories of children referred to in this document. Pupils who are permanently excluded from school are referred to Area Behaviour Management Panels in order that consideration can be given as to the appropriateness of a return to mainstream school. On the recommendation of the Behaviour Management Panel, schools may offer places to previously excluded pupils even though the school is full in the year group.

Induction Procedures

Induction activities and visits are arranged for the children during the summer term. These provide opportunities for them to get to know the school, the teachers and future class friends. Parents are invited to a number of events including an information evening meeting when they have the opportunity to meet staff and receive a comprehensive induction pack. A comprehensive induction pack of information is provided. We want all parents and their children to feel comfortable and confident about starting school.

Buddies

In order to support children and ease their transition into school each child is given a 'Buddy'. This older Year 6 pupil welcomes their 'Little Buddy' into our school community by helping them in practical ways at lunchtime, introducing them to older friends and generally 'looking out' for them as they face new situations each day. Our 'Buddy' system is appreciated by all our pupils and is recognised as a strength of our school.

TEACHING AND LEARNING

Organisation

The school caters for children aged 4-11 in three Key Stages

Foundation Stage	Reception	4-5 year olds
Key Stage 1	Year 1	5-6 year olds
	Year 2	6-7 year olds
Key Stage 2	Year 3	7-8 year olds
	Year 4	8-9 year olds
	Year 5	9-10 year olds
	Year 6	10-11 year olds

The children are organised in three mixed age group classes: Reception/ Year 1 (Maple) Year 2/ Year 3 (Cedar), Year 4/ Year 5 (Damson), and one single age group class, Year 6 (Oak). Each class has a class teacher who is responsible for the pastoral care of the children and oversees the curriculum for the children in that class. Children throughout the school are taught by Year group for science.

Each class caters for a wide range of ability. Within a class activities may be carried out by the whole class together, by smaller groups or on an individual basis. Children are taught as a class, as a year group, in groups or as individuals because we believe that they require different learning situations and opportunities at varying times. Encouraging each child to progress at his or her most appropriate rate makes it possible for all pupils to achieve their full potential.

The Curriculum

We offer a wide ranging and comprehensive curriculum that is both structured and stimulating. Burton Green places great emphasis on teaching the skills of literacy and numeracy, believing that these provide the foundation upon which further study in other subject areas is based.

In the Early Years Foundation Stage setting the curriculum is based around the around the Statutory Framework for the Early Years Foundation Stage. The excitement of learning as children start school is captured in the characteristics of the curriculum which underpin planning: Playing and exploring, Active Learning and Creating and thinking critically.

The Early Years Curriculum consists of 7 areas for development.

- 3 Prime areas: Personal, Social and Emotional Development, Physical Development, Communication and Language,
- 4 Specific areas: Literacy, Mathematics, Understanding the world, Expressive arts and design.

Burton Green provides a curriculum that is balanced and broadly based and which:

-
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

Curriculum 2015

The revised National Curriculum has been implemented since September 2014.

The National Curriculum at Key Stages 1 and 2 consists of 11 subjects and Religious Education.

English, Mathematics, Science, Art and Design, Computing, Design Technology, Geography, History, Languages, Music and Physical Education.

Subjects are brought together under topic headings in order to develop meaningful links that support learning and ensure continuity, progression and full coverage of National Curriculum Programmes of Study. As the children progress through the Academy some areas of knowledge are taught as discrete subjects. Curriculum plans for each class are distributed at the beginning of each school year.

Mathematics

All children experience a daily mathematics lesson. Pupils are taught mental strategies and provided with opportunities for their application. All children will conduct mathematical investigations, which will help them to appreciate the enjoyment and excitement of maths. Mathematical concepts and processes will be introduced involving calculation, measurement, shape and space and data handling. The learning of key skills such as number bonds and multiplication tables are linked to achievement certificates. Pupils become 'Maths Wizards' in Key Stage 1 as they master their number bonds and move on to face the 'Megastastic Multiple Challenge' in Key Stage 2. Initiatives such as these, ensures that mathematics has a high profile in our school.

English

All pupils experience a daily literacy lesson. They share texts in class and small groups and are taught writing skills through shared and guided writing. Due emphasis is placed on spelling and grammar which is taught in a structured way throughout the school

Spoken language and listening skills are developed in a variety of situations and for different purposes including drama.

The development of reading skills is carefully monitored. We regularly hear children read individually using a structured approach to the teaching of reading. Children are provided with reading books to take home to share with parents.

In Key Stage 2 reading is structured to enable pupils to continue to consolidate and extend both their mechanical reading and comprehension skills. "Ready, Steady, Go" is popular both with pupils and parents. A reading challenge motivates children to read a range of authors and genre chosen by teachers. This system is linked to certificates awarded in weekly achievement assemblies.

Emphasis is placed on both the development of spelling skills and handwriting. Letters and Sounds is used effectively throughout the Foundation Stage and Key Stage 1 and children are encouraged to learn high frequency words weekly. Formal handwriting lessons are introduced during Year 1. Once the basic letter formation is correct, children are introduced to joined-up handwriting.

Science

Children are encouraged to make observations, ask questions, devise and conduct experiments, communicate their findings both verbally and through written reports. Learning experiences in Key Stage 1 cover Working Scientifically, Plants, Animals, including humans, Materials, Seasonal Changes, and Living things and their habitats. These are further expanded in Key Stage 2 to include Sound, Electricity and Earth and Space.

Geography and History

History and Geography form aspects of broad experiential learning topics studied in Key Stage 1 whilst in Key Stage 2 they frequently form the focus and starting point for learning. Vile Victorians, Rainforest, The Grand Tour and Coast are some of the topics studied in Key Stage 2.

Computing and Programming

Pupils throughout the school access computers and mobile technology to support their learning in their classrooms. Interactive whiteboards are used to present learning opportunities across the curriculum. Children receive weekly, focused ICT skills teaching and are encouraged to apply ICT in all subject areas. Online learning resources such as Mathletics and Active Learn are used in school and can also be accessed at home to support home learning.

Curriculum 2014 introduces computing to the Academy curriculum Burton Green is already well placed to deliver this exciting aspect of the curriculum for the 21st century.

Design Technology

DT is an inspiring, rigorous and practical subject taught within cross-curricular contexts throughout the school. Children are taught to draw plans, design and make models using a variety of materials and then evaluate and test their own products and the work of others.

Art and Design

Children develop skills in drawing, painting, sculpture and other art, craft and design techniques. They are encouraged to acquire control of tools and equipment to enable them to experiment creatively with a wide variety of media. The work of famous artists is studied and art from other cultures as well as our own is given a high priority.

Music

Class music lessons include singing, percussion and creative music making. Importance is also attached to appreciation and listening to works of musical significance. From Year 3 they may learn an orchestral instrument from the visiting peripatetic music staff from the County Music Service. A charge applies for these additional music lessons.

Physical Education

The Primary PE curriculum includes athletics, dance, games, gymnastics, swimming and outdoors and adventurous activities. Curriculum P.E lessons are extended via after school clubs throughout the year. All pupils' in Years 2, 3, 4 and 5 participate in the swimming sessions for half of the year each academic year. Children in upper Key Stage 2 are actively encouraged to represent the school in teams competing against local schools and leagues. Selection is fully inclusive.

Languages

At Burton Green we are committed to extending pupils understanding of themselves as members of a global community through the introduction of modern foreign languages. Children in Key Stage 2 are taught French as a discrete subject and via a range of cross-curricular contexts. A Spanish Club is currently offered as part of our programme of after school activities. A bi-annual visit to France takes place for children in Years 5 and 6.

Relationships and Sex Education

Relationships and Sex Education is an important aspect of our Personal, Social and Health Education curriculum. It is taught predominantly through the delivery of 'Spring Fever', a broad and positive approach where sex education is discussed in an atmosphere of talking about relationships and caring and respect for others. The 'Taking Care' programme runs alongside 'Spring Fever', within a planned PSHE programme, and reinforces the same protective behaviours to empower children.

Religious Education

Burton Green is a Church of England Voluntary Controlled School and as such Religious Education is an important part of the curriculum. The Religious Education teaching follows the Warwickshire Agreed Syllabus and is broadly Christian in nature. Our aim is that children should have an understanding of their own spiritual development and be tolerant of the beliefs of others. They are also provided with opportunities to learn about other major world faiths.

Collective Worship

There is a daily collective act of worship or assembly. Pupils also take a very active role in presenting and leading class assemblies. The school has close links with St Nicholas Church in Kenilworth and with Westwood Church and we have opportunities to worship in these churches. Assemblies are of a broadly Christian nature but also provide links with other major world faiths to ensure our children have a good understanding of the community around them.

Celebration assemblies are held weekly. Parents and Carers are actively encouraged to join with use to celebrate a wide range of pupil achievement.

The school holds a range of traditional festivals, celebrations and services throughout the year to which all are invited. These include:

- Harvest Festivals
- Christmas Plays
- Mothers' Day thanksgiving
- Easter Service
- End of School Year celebrations

Whilst parents have the right to withdraw their child from Religious Education or assembly we would hope that all children would feel able to join in these activities.

Racial Equality

The School strives to enable all children to reach their potential within an environment that values and respects religious and cultural diversity. The impact of the School's aims statement on the ethos and curriculum is detailed in the School's Racial Equality Policy.

BEYOND THE NATIONAL CURRICULUM

We offer a curriculum broader than the confines of the national Curriculum. As a Church of England School particular emphasis is placed on the children's spiritual and moral development. A programme for Personal, Social and Health Education and begins in Reception and addresses crucial issues throughout both Key Stages such as appropriate behaviour, roles and responsibilities, relationships and sex education, health education and road safety.

Opportunities are also given to the children to enhance their experiences of music, theatre, poetry, art and sport. We endeavour to balance the number of visits across year groups and curriculum areas to provide a range of rich experiences for the children.

Burton Green Entitlement

Our commitment to a broad and balanced curriculum that enables all children to develop their talents is embedded in the 'Burton Green Entitlement'. We see this statement as a promise of the opportunities we will provide for each child in addition to the National Curriculum during their time at Burton Green. Visit an Art gallery, participate in a performance, visit a theatre for a performance, learn to play a tuned musical instrument, participate in a sporting event, be introduced to a modern language, visit the local Parish Church, visit a place of worship of a world faith, participate in an annual visit linked to classroom study, take part in a residential experience, support younger children as a 'Buddy', hold a responsibility.

Building Learning Power

Our children are growing up into a world where we do not even know the jobs they will do in the future. So children need to know how to learn and develop approaches to learning that will help them solve problems. Building Learning Power gives children, teachers and parents a common language of learning. It develops in our children an awareness of their own thinking and helps them take a growing responsibility for their own learning.

Visits and Residentials

We believe that effective learning is enhanced by taking the learning out of the classroom through visits to places of interest and of educational value. We aim to provide children in each year group with a number of day visits that enhance the understanding and enjoyment of a topic. We use our local community regularly as a learning resource for children throughout the school and also travel further afield.

Residential visits are an important part of our Personal, Social, and Health Education Curriculum. In Years 5 and 6 we offer a bi-annual programme of visits. Environmental

Science, Geography and the application of ICT skills, alongside action adventure, are the focuses of our visit to a Kingswood Centre in Norfolk. The focus shifts to History, Modern Foreign Languages when we travel to explore 'Invaders and Liberators' along the Normandy beaches and by visiting the Bayeux tapestry.

Charging

We find that parents appreciate the personal and educational value of these events and cooperate fully with the necessary requests for voluntary contributions to finance these occasions. However, children will not be excluded if parents are unable to make a voluntary contribution towards school-time experiences. Parents should discuss financial difficulties with the Head Teacher; we may be able to help so that no child is disadvantaged.

'Burton Green Bonus'

At Burton Green we value out of school activities that we believe enrich learning and offer children a wider range of experiences which they may not otherwise have access to.

'Burton Green Bonus' is a 'Burton Green Bonus' governor managed club which provides an extensive range of extra curricular activities. Activities run Monday to Friday after school until 5.00 pm. All our activities are popular and have limited numbers to ensure appropriate staff/ pupil ratios. Timetables and activities are changed and updated termly and registration forms are sent out via pupils. Activities should be paid for in advance. Burton Green Bonus accepts payment through Employer Child Care vouchers for all of the activities provided by Burton Green Bonus. The school has an online payment system.

Burton Green Bonus use a variety of outside providers and school teaching staff as well as their own staff to run the clubs. Typical activities include football, art, multi-sports, Nature Detectives, Spanish, Drama, Story Keepers and netball.

Burton Green Bonus also operate an 'Early Risers' before school breakfast club which is available from either 8am or 8.25am (different charges apply) onwards. This is a popular club and needs to be booked and paid for in advance.

National Healthy School Status



The school was awarded National Healthy School Status in 2007 which recognised the sustained commitment of the whole school community to encouraging children to develop Healthy Lifestyles. Healthy Eating is taught and revisited through the curriculum and is encouraged through a healthy snacks policy at break times. This award was extended in 2010. Although this award is no longer available the school has maintained its commitment to encouraging children to understand and develop a healthy lifestyle.

Pupils Involvement

All pupils are encouraged to take an active part in the day to day organisation of the school by assuming progressive roles and responsibilities. Pupils have contributed to the

development of a school that strives to meet their needs through an active school council which is elected termly

ASSESSMENT

Each child's progress is carefully monitored in the classroom by the teachers through a system of continuous assessment for learning, which aims to identify pupils' developing knowledge, concepts, skills and attitudes. Assessments are used by the teacher to plan the next step in learning for each child across the curriculum. Careful records are kept of each child's progress and are passed to the next teacher.

During the first few weeks in school Reception class teachers work with children and parents to identify a baseline of understanding and achievement upon which the school will build.

At the end of Key Stage 1 children are assessed with national tests underpinning teacher judgments to provide a Teacher Assessment Level.

At the end of Key Stage 2 the children undertake a series of national tests. These results are reported to parents, used by the next teacher to plan the next learning stages, and at the end of Key Stage 2 sent to the Secondary school to form a baseline for the Key Stage 3 work.



SPECIAL EDUCATIONAL NEEDS and DISABILITIES

At Burton Green we aim to develop the full potential of each child. Identification of special needs at as early a stage as possible is crucial. During the first few weeks at school, teachers and parents work together to identify baseline skills, attitudes, knowledge and concepts that the children already have.

Learning experiences are devised by the teacher to meet the individual needs of the children. Some children, those with learning difficulties or the exceptionally able receive additional support to meet their special needs. This additional support is available to children throughout the school.

The SEND framework is designed and implemented to enable all children to make appropriate progress. Burton Green children on the special needs register are fortunate to benefit from high levels of support and resourcing. Well qualified and committed staff works to ensure that all children have the opportunity to achieve their full potential.

How does the school identify individual needs?

Teachers make assessments of all children on a daily basis through observations, listening, marking work and arranging tests. Formal assessments are made during the child's first year in school and at the end of both Key Stages in years 2 and 6. Burton Green has a planned system of termly assessments and annual tests which enable teachers to monitor progress. The school's Special Needs Co-coordinator (SENCO) works with class teachers to monitor progress identify needs and plan ways of supporting children with individual needs.

What support is provided?

The school works within a statutory framework known as the Special Education Needs Code of Practice. The class teacher is responsible for the individual needs of all children in his/her class. This may involve providing differentiated tasks or by providing support through increased adult attention. Some children may be supported through intervention programs in literacy and/or numeracy. Parents are fully informed when children receive classroom based support.

A new Code of Practice was introduced nationally in September 2014.

The Information Report for Parents gives more information regarding provision for children with special educational needs and is available on the school website.

REPORTING PUPIL ACHIEVEMENT

At Burton Green we think it is particularly important that parents are informed and involved in all aspects of their child's development. We are happy for parents to call into school informally to discuss progress with the teacher. We arrange a series of more formal parents' evenings termly and a written report is sent to parents at the end of the school year. We believe that parents wish to be actively involved in their child's education, and so we are totally committed to providing you with all the information you need to enable you to support your child in partnership with the school. If parents have any concerns they are always welcome to discuss them with the class teacher, the Head Teacher and the school governors. There is a formal complaints procedure, details of which are available at the school.

Celebrating Pupil Achievement

At Burton Green we believe that every child is a special person, has many talents and should recognize and be proud of them. We are proud of all aspects of our children's achievements and wish to celebrate it with them and their parents. Pupils are awarded Merit Points for all aspects of achievements, academic, behaviour and caring actions towards others. Pupils can become 'Super Cool', 'Amazingly Wicked' or 'Mind Blowingly Brilliant' as they work through the 'Reading Challenge'. Maths Wizards and Megastastic Multiple Challengers are recognised in Mathematics. Thursday Celebration Assembly is a focal point of our week shared by all members of the school community.

PASTORAL CARE

At Burton Green we all share a concern for the children in our care, and pay every attention to their well being. We promote a family atmosphere where each child is known by name, where brothers and sisters are given opportunities to meet and look after each other and where parents are regularly welcomed into school.

We realise that young children need security and that they gain confidence from knowing that adults around them care and are interested in them as individuals.

This belief is shared by all who work at Burton Green, and children will receive attention from teachers, teaching assistants, midday supervisors, the administrative assistant, in fact anyone they choose to turn to. We let parents know if your child is unhappy at school, and by working together, generally manage to find solutions to most problems.

The school has policies on behaviour management, bullying and child protection, which are readily available for parents' reference, and can also be viewed on the school website.

Behaviour Management

We expect and obtain from our pupils the highest levels of self-discipline and responsibility for their own work and behaviour. The children are guided to become caring and tolerant, and are encouraged to share in the creation of a happy and secure school environment.

At the beginning of each school year the teachers work with their children to establish class rules. The children themselves determine rewards and sanctions and review effectiveness.

Whole school rules are based on courtesy, care and safety. We believe that children respond best to praise and encouragement rather than constant reprimands. We therefore operate a positive rewards system of certificates. Each week there is a special assembly when children's efforts and achievements in work and behaviour are celebrated and recorded. A House system exists for all pupils, which encourages a sense of community membership.

Of course, we do occasionally have to deal with unacceptable behaviour, and at these times privileges, such as playtimes, use of particular resources or activities are withdrawn for a limited period of time. Parents are consulted whenever children's behaviour gives real cause for concern, and by acting together in a home/ school partnership issues are generally swiftly resolved.

Bullying

Bullying of any sort is not tolerated and children are urged to disclose information in confidence to an appropriate adult. Children need to be assured that they must tell, that they will be protected and that information is acted upon. Matters are dealt with sensitively, but we hope effectively.

ATTENDANCE

Good attendance is essential as it has a direct influence on pupil attainment and their access to a broad and balanced curriculum. It is also important that children develop positive attitudes to punctuality and attendance in the Academy so that these attitudes serve them well through their secondary schooling and on into the workplace. The school actively discourages late arrival since this is disruptive both for the individual pupil and the class. We aim to encourage good attendance and punctuality by:

- Providing a stimulating and caring learning environment for the pupils;
- Developing relationships with parents, which enable them to value primary education;
- Encouraging staff to set good role models in terms of punctuality and attendance at the beginning, and throughout, the school day;
- Focusing upon punctuality and commitment in appropriate aspects of Personal, Health and Social Education and Citizenship;
- Monitoring pupil punctuality and attendance, and responding when necessary;
- Informing parents of persistent lateness;
- Implementing government have regulations amended in September 2013 regarding Leave of Absence: The Education (Pupil Regulations) (England) Regulations 2006 as amended by Education (Pupil Regulations) (England) (Amendment) Regulations 2013.

Leave of absence including holidays in term time

The Government has introduced some significant changes to attendance regulations for pupils at school from September 2013, some of which you need to be aware. The most important of these is in relation to term-time leave of absence.

Amendments have been made to the 2006 regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013. These amendments, as described below, came into force on 1 September 2013.

The amendments make clear that head teachers may not grant any leave of absence during term time unless there are **exceptional circumstances**. Head teachers should determine the number of school days a child can be away from school if the leave is granted

The government has not defined the 'exceptional circumstances' referred to in the 2013 regulations. It is for the Head teacher to decide what he/she views as exceptional circumstances.

Parents are therefore asked to respect these new regulations under which we must now work, and that if there is a need to take a child out of school during term time, it must be made very clear in the request how the circumstances are exceptional.

Attendance Percentage Summary 2016/2017

For the year 2016/2017 our attendance record for compulsory age children was:

Attendance	96.6%
Unauthorised Absences	0.3%
Total authorised absences	3.1%

PARENTS IN PARTNERSHIP

At Burton Green we are committed to a partnership approach with parents in the education of their children. We believe that school based education is a continuation of the process begun by parents at the birth of their children. We aim to acknowledge what each individual child has already achieved and to build on this. Once the children start school parents, teachers and children continue the learning process together.

Home - School - Child Agreement

The home school partnership is formalised in a home-school child agreement which parents are requested to sign when children start school. This agreement outlines our responsibilities as a school to parents and children and the responsibilities that parents have in supporting the school.

Parents and Learning

Parental involvement in school and in their child's learning underpins everything we aim to achieve at Burton Green. It is reflected in the ethos of the school because we believe parental involvement positively affects the children's total development.

So that parents can support their child's learning more effectively at home we hold frequent curriculum evenings when we explain how a particular aspect of the curriculum is taught. We are happy to share with parents information on what we teach, and how we teach it. We value your interest and support in the children's learning.

Support resources are provided by the school to help parents become involved in their child's learning. From their first day in school children bring home reading books and materials to share with parents. Information sheets are provided on such topics as 'Hearing your child read'. Children may also need parents' support in researching information for topics, collecting items for class display or preparing a talk about their hobby.

A Home - School reading link book is provided which is used by teachers and parents to communicate progress in reading. In Key Stage 2 pupils have a home/ school communication book which is used to record homework, timetables and a range of activities in which pupils are involved.

Home Learning

As we value parental support and we know pupils' achievements are enhanced by parents' involvement, the children are given a range of activities to do at home. This begins with reading activities in Reception and develops to include a wider range of curriculum subjects as the children progress through the Academy. At all times children will be given clear instructions, appropriate resources and realistic time targets which acknowledge the importance of out of school hobbies and interests. We intend home learning to be an enjoyable extension of school activities, which provides children and parents with opportunities to learn together.

Parents in School

Parents are warmly welcomed into school at any time, and we have many parents who actively involve themselves in the life of the school helping regularly with such activities as reading, art, and swimming. Grandparents and friends also have talents which benefit the children. All volunteers are warmly welcomed. A current DBS form, previously known as CRB submitted through Burton Green is required for all volunteers.

Newsletter

A weekly newsletter that provides information and celebrates the week's achievements, is emailed to all families on Wednesday.

'The Friends of Burton Green'

All parents are automatically members of our very active association who work hard to raise additional funds to supplement the school's ability to source additional learning resources. They play an important part in enhancing the social opportunities of our children and families allowing a real sense of community.

Christmas Fayres, Summer Barbecues, Film nights and Bingo are a few events that are advertised in the school's weekly newsletter. The fund raising focus of the year is the Christmas Fair and end of term barbeque, whilst a welcome income is received from the '100 Club'.

Each year the 'Friends' raise considerable funds to benefit all the children in the school. Major developments include ICT equipment, support for Early Years reading development and musical instruments.

Parental Concerns

At Burton Green we believe that children's learning is enhanced by a partnership approach between pupils, parents and teachers. We endeavour to ensure that all decisions and actions are taken for the benefit of the children.

From time to time you may feel concerned about particular aspects of school life relating to your child. The class teacher is always available to discuss concerns and the Head Teacher is committed to an 'Open Door' policy where she is happy to discuss concerns with parents.

However there may be times when you, as a parent or guardian feel you wish to discuss your concerns further and you should approach the Chair of Governors.

The governing body has agreed to follow the complaints procedure drawn up by Warwickshire Local Authority. A copy of this is available in school.

COMMUNITY LINKS

Burton Green Academy values the place that it has at the heart of the village of Burton Green. We are totally committed to fostering links with the village and the wider community in order to prepare our pupils for their future roles and responsibilities as caring citizens.

Members of the community are regularly welcomed to events that take place in school. They provide an invaluable source of talents, which are used to support and widen the curriculum. Children make visits into the local community and further afield and use these experiences as a resource in their learning.

Educational Trust Funds

As a school we appreciate the funding and support we receive from the Leigh Educational Foundation Trust and the Edwards Charity. Equipment provided by the Trust enhances our children's education and enables us to provide additional learning experiences. Projects supported include the provision of ICT, Early Years resources and our new development of the 'Open Air Outdoor Learning Area'

Schools working together

Burton Green is part of the active Kenilworth Learning Community and works closely with all the schools in Kenilworth including infant, junior, primary and secondary schools. Kenilworth Head Teachers meet regularly to discuss common issues such as admissions to school and the transfer process at the end of Key Stage 2. Subject Leaders support each other and co-ordinate curriculum development issues relevant to all schools.

Burton Green participates in sporting and cultural events organised by Kenilworth District Primary Sports Association meetings. Learning opportunities are also offered through this cluster of schools to extend curriculum strengths as appropriate and to enable children to benefit from wider shared opportunities.

The Green Leek Federation

Since September 2013, Burton Green Academy has been working in close partnership with All Saints' Academy, also a small village school in the Kenilworth Cluster. Both schools share similar aims, values and expectations of high achievement and good behavior, within a broad curriculum context. This was formalized in a federation in September 2014. This federation enables us not only to enhance and widen the quality of learning experiences for our children, but will also enable staff from both schools to work together to continue to develop their professional skills to the highest levels. The schools have shared a Head Teacher since September 2013.

CHURCH LINKS

As a Church of England Voluntary Controlled School, Burton Green has close links with St Nicholas Parish Church in Kenilworth and Westwood Church and both of these churches nominate Foundation Governors. Visits are made throughout the time that the children are at school to support Religious Education, History and Geography work as well as transition to secondary school

GENERAL INFORMATION

The School Day

Session Times

Key Stage 1 8.55 – 12.00 – 1.00 – 3.20

Key Stage 2 8.55 – 12.15 – 1.15 – 3.30

Excluding the time spent for registration, breaks and acts of collective worship, there are 21 hours 15 minutes available per week for learning at KS1, and 23 hours 30 minutes available per week at KS2.

Approximately 80% of this time will be taken up with the National Curriculum; the other 20% will be spent on extending and broadening the curriculum, projects of special interest, personal, health and social education and curriculum enrichment

Arrival/ Departure

Children should arrive at school from 8.40 onwards. Children enter school as they arrive, organize their belongings and then undertake activities and routines organised by the class teacher. Staff are on the school premises and responsible for the children for 10 minutes before and after school times. Prior to this time there is no adult supervision on the playground and children remain the responsibility of their parents.

During the first few weeks parents bring Reception children into the classroom and generally help the children with the organization of their belongings and prepare them for the beginning of the school day. We encourage independence from as early an age as possible.

At 3.20 Reception and Year 1 children are escorted to the door close to the Early Years classroom to meet their parents or an adult responsible for collecting the child. Key Stage 2 children brought around to the front of the school. It is important that the class teacher knows who is collecting the child; please inform us of any changes in your arrangements. Children whose parents are delayed will wait in the school entrance hall. Parents of Key Stage 2 children are welcome to meet them on the school site.

Breaktimes

There is a twenty-minute break during the morning session. Children in Reception and Year 1 play in their own designated outdoor area whilst the rest of the children play on the playground. Children are supervised by their teachers or teaching assistants working on a rota.

The children are invited to bring a 'healthy snack' of their parents' choice to eat at break time. This should be stored separately from the packed lunch. Free fruit is provided by the Government for KS 1. There is also an opportunity to purchase milk.

School Meals and Mid-day Arrangements

Parents may choose for their children to leave the school site at lunchtime to have a meal at home. For safety reasons we would expect younger children to be collected by a responsible adult, and older children to have a letter from a parent. School must be informed of this arrangement in advance.

However generally all pupils remain on site during the lunch break, and are carefully supervised by a team of mid-day supervisors working under the direction of the Head Teacher.

A hot school meal service is offered each day. A menu is published each term to enable choices to be made. The school operates a band system whereby the children are able to choose their main meal each morning from the two options available. Children in Reception, Year 1 and Year 2 are entitled to Free School Meals. Details of current charges for children in Key Stage 2 are available from the Administrative Assistant. We prefer payment for meals to be made half termly at the beginning of each half term. We operate an online payment system using 'School Money'.

Parents may prefer to provide a packed lunch, which should be in a small named plastic/unbreakable container.

When children start school a Year 6 'Buddy' supports them through lunchtime helping with their meal and play.

A wide range of equipment is provided for the children to enjoy themselves during the lunchtime period.

Uniform

In school we positively encourage pupils to wear uniform so that they are appropriately and safely dressed for a wide range of activities, so that they can share in the common aims and values of the school, and that they have a sense of belonging to the school community.

School Uniform can be ordered using the Tesco home delivery site and delivered to your home. This includes items with our embroidered badge.

Daywear

Grey standard school trousers, shorts, skirts or pinafores (any style)

White polo shirt with a school crest.

Red sweatshirt or sweatshirt cardigan with school crest.

Grey or white socks or tights.

Black shoes

During the warmer months girls may wear red and white checked summer dresses in any style.

Craft Kit

Some activities in school can be messy. Parents are asked to provide children with some kind of apron or 'coverall'. An old shirt or blouse worn back to front is very effective.

Games and PE Kit

For Indoor PE

Black Shorts and white T-shirt with school crest. Indoor PE is taken in bare feet unless there is evidence of Verruca infection.

For Outdoor Games

In addition to indoor kit all children will need PE shoes with elasticated fronts or Velcro.

Swimming

Key Stage 2 pupils will require appropriate swimwear for lessons taken at Kenilworth Swimming Pool.

For health reasons children must not wear the same clothes / footwear for PE and normal daily wear. We would appreciate it if parents ensure that pupils have the appropriate kit for PE, games and Swimming lessons. If it is forgotten, parents will be telephoned and requested to bring it to school. If parents cannot be contacted, children will be provided with kit from school, which they will be asked to take home to wash and return as soon as possible

If for medical reasons a child needs to miss a PE, Games or Swimming lesson a letter is required from parents.

Notes on School Uniform

Uniform items with a school crest can only be purchased from Tesco.

The advent of designer clothing for children, and especially designer sportswear and trainers, makes enforcement of the school dress-code even more important but also more difficult. In order to keep fashion competitiveness out of school we stress 'plain and simple' in the dress code and strongly discourage fashion brands and logos on any kind of sportswear. Football strips are not allowed.

Whilst we allow trainers as an alternative to boots in Key Stage 2 outdoor games, they are unsuitable for indoor PE and for reasons of expense and fashion outlined above, school does not allow trainers to be worn as ordinary daywear.

Naming Clothes

It is essential that all items of clothing are clearly marked with the child's name to enable expensive and valued items to be returned to their owner.

Kit Bags

An old-fashioned pump bag is the cheapest and best for PE kit and Craft apron. This should remain in school on the child's peg in the cloakroom. Pupils are asked to take home PE kit at half term intervals so items can be washed, checked and renamed if necessary.

Games kit should be brought to school on the appropriate day. We would appreciate children using the smallest bags possible since cloakroom space at Burton Green' is limited. Plastic shopping bags should not be used for safety reasons.

Jewellery and Personal Property

For safety reasons we discourage children wearing jewellery of any kind during the school day. Earrings are especially dangerous and children with pierced ears may only wear plain studs. This is particularly dangerous during PE. On days when children have PE, games or swimming we would appreciate all jewellery being removed before coming to school.

The wearing of make-up and nail varnish is strongly discouraged.

It can cause great distress and upset if possessions get lost or broken. We advise that money, jewellery, large toys and precious items are not brought to school. We cannot accept responsibility for the loss of valuables. There are times when children need to bring money to school for trips, swimming etc. Please ensure that this is sealed in an envelope, clearly marked with your child's name and the amount enclosed.



ABSENCE

If your child is absent from school for any reason, please contact us as soon as possible. On your child's return to school, a short written note of explanation must be sent to the school office. If a medical or dental visit has to be made during school time, we would appreciate a copy of the appointment card.

Children will not be allowed to leave the school premises during school hours unless accompanied by a parent. If your child is to be collected from school by any other adult, written authorization from the parent will be required. When collecting children for appointments at any time during the day please report to the school office so that your child may be signed out and the teacher informed. Children may not be collected directly from the playground.

From time to time family circumstances change as a result of illness, separation or close bereavement change. These may impact directly on the well being of your child. Please let us know so that we are able to support your child and understand why they might be upset, withdrawn, or lacking in concentration.

Illness

When children are feeling unwell they need to be at home. We are willing to administer medicine in school in exceptional circumstances, or for asthmatic cases. Any medicine must be clearly marked with the child's name and precise instructions on its administration. At no time should any medicine be taken into a classroom or left in a cloakroom. For safety reasons, all medicines are kept the school office and not in classrooms. All medication should be handed to the Head Teacher or Administrative Assistant. Inhalers are kept in classrooms and should be handed to the class teacher.

Emergencies

Should a child become ill, or sustain an injury during school hours, every effort will be made to contact parents. An up-to-date address and telephone number, and second point of contact are essential and are updated every September by the school. If this is not possible, and should it be necessary, the child will be accompanied to the hospital by a member of staff. In the case of minor illness or injury, a member of staff who is a qualified First Aider will care for your child. Parents will be notified if First Aid has been administered.

Medicals

School medical examinations, including hearing and sight tests, take place during your child's first year at school. Height and weight checks take place in Reception and Year 6.



HEALTH AND SAFETY

Health and safety is always at the forefront of everything undertaken at school. The governing body and staff are committed to providing a secure, safe environment for your child. Regular health and safety checks are made of the building and equipment and children are taught basic safety rules and how to develop safe working practices.

Security

The governing body has installed security systems throughout the school. Access to the school during the school day is restricted to the front office entrance. All visitors to the school, including helpers, are required to sign the visitor's book and to wear an identity badge.

Fire

Fire drill procedure is posted in each room and is reviewed regularly. Teaching staff will explain the procedure to the children. A fire practice will take place at least once per term.

Insurance

The Local Education Authority does not provide personal accident insurance for pupils in its schools. It is the responsibility of the parents/guardians to arrange cover for personal accident, if they wish. The Authority is insured against its Legal Liability to pupils if they are injured accidentally due to the negligence of the Authority or any of its employees. The Authority expects all employees, pupils and students to accept full responsibility for their personal possessions, including money, and to take out insurance themselves to cover any risks.

Safeguarding

Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. The schools designated safeguarding leads are Mrs. Sue Patterson, the Head Teacher, Miss Stella Villiers, the Deputy Head Teacher and Mrs Caroline Thompson, Burton Green Bonus Coordinator.

Data Protection Act

Data will only be collected, used and disclosed in accordance with the school's registered purposes for the education and welfare of your child.

Emergency Closures

In cases of emergency, usually due to bad weather, the school may have to be closed.

If it is necessary for a school to close, we will alert parents by using a texting system and by informing the Warwickshire County Council School Closures Line. So, in times of severe weather you can obtain additional information by:

- Visiting the website <http://www.warwickshire.gov.uk/schoolclosures>

This will be continually updated with information as it is received from schools

We already have text contact details for many parents. If we don't have yours please contact Mrs. Choudry on admin3143@welearn365.com.

Deciding whether to close is always very difficult. When we remain open I would urge you to make your own risk assessment of travelling conditions dependent on your own context, which is different for each family.

The information in this prospectus is correct at the time of printing (2018) but may be subject to change and amendment at any time.



STAFF

Head of the Federation
and Headteacher of Burton Green

Mr. Andrew Morris

Deputy Head Teacher

Miss. Stella Villiers

Teachers

Mrs. Sarah Carroll (Maternity Leave)
Ms. Harriet James
Miss. Melissa Gaynor
Mrs. Kelly Lucking

Teaching Assistants

Mrs. Gunnel Bal
Mrs. Ruth Waite
Mrs. Nicolette Watts
Mrs. Janet Hind
Mrs. Caroline Thompson

Premier Active Sports Coaches

Mr. Richard Clark
Mr. Thomas Cox
Miss Shannon Salt

Office Manager

Mrs. Eleanor Choudry

Clerical Assistants

Mrs. Nik Wright

School Caretaker

Mr. Andy Moseley

Dining Room Assistant
Supervisory Assistants

Mrs. Sarah Crabb
Mrs. Marion Southam (Senior Supervisor)
Mrs. Ruth Waite
Mrs. Gunnel Bal
Mrs. Nik Wright

Burton Green Bonus

Mrs. Caroline Thompson
Mrs. Nicolette Watts
Mrs. Ruth Waite



The Green Leek Federation

GOVERNING BODY

Chair of Governors	Mrs. Barbara Mead
Parent Governors	Mr. Mark Cooper Mr. Duggie Brooks
Foundation Governors	Mrs. Debra Chapman Mrs. Rebecca Finlayson
Community Governor	Mrs. Bal Pierpoint
Ex Officio Foundation Governor	Rev. Jim Perryman
LA Representative	Mrs. Lesley Tacon
Staff Governor	Mrs. Michelle Reddish
Head Teacher	Mr. Andrew Morris
Clerk to the Governors	Mrs. Janet Hickenbottom c/o School 01926 400498

The Address of the Area Education Office is: -

The People Group
Warwickshire County Council
Saltisford Office Park
Ansell Way
WARWICK
CV34 4UL

Diocesan Director of Education:-

Mrs. Linda Wainscott
Diocesan Board of Education
The Benn Education Centre
Claremont Road
RUGBY CV21 3LU
Tel: 02476 521250

Contacts

For further information please contact:

Admissions: Mr. Andrew Morris, Head Teacher 01926 400498
Central Area Admissions

Primary Admissions Booklet and Application Form: Warwickshire Local Authority
School Admissions Service 01926 410410 www.Warwickshire.gov.uk/admissions