

The Archbishop Lanfranc School

School name: The Archbishop Lanfranc School

Address: Mitcham Road
Croydon
CR9 3AS

Telephone: 020 8689 1255

Fax: 020 8683 3113

E-mail: office@lanfranc.com

Website: www.lanfranc.com

School status: Foundation, Specialist

Headteacher: D C Clark BA (Oxon)

Chair of Governors: Derek Loughborough

Pupils on roll: 1050 as at 12 September 2007

Admissions:

If there are more applications than the **200** places available the following criteria for the allocation of places will be employed:

For the first 170 places (85%)

- first - children in public care
- second - siblings (brothers or sisters of existing pupils)
- third - medical reasons supported by a doctor
- fourth - straight-line distance from the school to home as measured on a map

For the remaining 30 places (15%)

- first - those who score highest on standard tests administered by the school
- second - in the case of tied scores straight-line distance from the school to home as measured on a map

For in-year admissions the school will employ those criteria which would apply to the first 85% of places as described above.

The school participates in the co-ordinated system for admissions in Croydon.

For admission to year 7 in September 2007 there were 540 applications for the 200 places.

Visiting the school:

- the open evening for parents considering admission into year 7 in September 2008 is on Wednesday 12 September 2007 from 6.30pm to 9pm
- all parents are encouraged to visit the school at any time during the working day – no appointment necessary but please sign in at reception – a pupil guide will be provided if required

Vision statement

The School Community believes in:

Education for Life

The school will give pupils the opportunity to acquire knowledge and skills and promote understanding to access opportunities for the future. It will help them to recognise that they are responsible for determining their future and give them the knowledge, skills and understanding to do so.

We shall present education as a means to develop active citizens as well as securing personal success by enabling pupils to recognise the importance of achievement in all spheres of life.

The development of basic skills

The school recognises that 'every child matters' and that all pupils have an equal right to basic skills in literacy, numeracy and ICT, The school will address each child's individual learning needs and provide opportunities for children to enjoy and achieve, make positive contributions, be safe, enjoy good health and economic well being.

The fulfilment of all children

The school takes pride in what our children have achieved and helps them to recognise the importance of quality. It will endeavour to give all its community members a sense of self worth and lead them to experience success.

The school will always strive for achievement and success. It will ensure that all children have access to a curriculum, which inspires, stimulates and develops an open-minded view of the world.

A community of mutual respect and tolerance

The school will develop further the friendly and supportive atmosphere, which embraces all stakeholders.

The school will continue to recognise that the commitment and quality of the whole staff make a difference and strive to maximise the effectiveness of the school's specialism in sport and ICT, the extended school community and all human resources.

Education Improvement Partnership (EIP)

The school has been involved in partnership working through its participation in the “Excellence in Cities” (EiC) programme.

This school has benefited from funding to:

- operate a programme for gifted and talented pupils, for which the school has received the prestigious NACE challenge award
- support pupils who join mid-year or mid-course and ensure that they not only settle but also meet coursework requirements for the GCSE
- establish a learning support unit (LSU) to accommodate a small number of pupils in key stage 3 who are at risk of exclusion

Successful participation in EiC has led to further opportunities to:

- share good practice in leadership and management through the Leadership Incentive Grant (LIG) which has attracted £130000 of additional annual funding to the school
- work more closely with a variety of 16+ providers in ensuring that more of our pupils enter higher education in the top universities in the country – funding for these activities comes through Aim Higher and has been worth around £50000 of additional annual funding for the school
- engage in the behaviour improvement programme including the creation of a full-service extended school which now provides opportunities and support services for our families and others in the local community throughout the year – this has attracted considerable additional funding

Involvement in such initiatives, particularly Aim Higher, has encouraged the school to forge very strong links with, for example, some of the Sutton grammar schools who are pleased to have us as partners in their specialist, beacon and training school plans. We have also developed practical working relationships with the universities of Cambridge, Oxford and Sussex.

The life span of Excellence in Cities has been completed but the school has undertaken to continue and develop further our very successful collaborative work through helping to establish an EIP in Croydon.

The full range of former EiC/LIG/Aim Higher programmes is being continued and developed further. This has led to:

- the development of approaches to independent learning
- improvements in Education Welfare provision
- the establishment of subject networks to help disseminate good teaching practice across the borough’s schools
- the further development of work with parents
- building on successful initiatives related to “pupil voice”

Full Service Extended School

The status of being a full service extended school indicates the wide range of support services and extra curricular activities that are on offer to pupils, parents/carers and members of the local community, all of which are based on the school site. Services currently located in the school are:

- the Early Years Team, experts in looking after the welfare of the under 5s
- a full time nursery offering high level child-care for the under 5s
- a pre-school unit offering local children free pre-school care and social/educational experiences
- adult education classes – including ICT, maths, english, craft and car maintenance
- family learning – offering parents an opportunity to gain skills to support their children with homework and research tasks
- the safer schools police officer – offering daily support to pupils, a drop in service to parents and specialised police information sessions for parents/carers throughout the year
- Silver Strands – a club for members of the local community aged 60+ years
- the uniform service – a turn around service where good quality uniform is donated, cleaned and given without charge to any pupils who need items for any reason
- Parents' Forum – a termly meeting where parents are invited to discuss, feedback and suggest ideas on how the school can best support their children
- A volunteer programme – offering parents and member from the local community the opportunity to gain work experience, free training, c.v. and references
- Free crèche place for children under 5 of parents attending courses
- Holiday sports camps
- A wide range of free after school activities from BMX biking to pop stars academy, to homework clubs
- Weekly access to advice, guidance and help for parents to keep their children on track to achieve well academically

The Archbishop Lanfranc is keen to support other schools in the local area that are or are in the process of becoming extended schools and are working with Kingsley, West Thornton, Gonville and Elmwood Juniors. It is anticipated that a joined up service between the schools will be offered in the near future.

A guide to the extended school activities is published once a term and should arrive home to parents via pupils. Extra copies can be collected from the foyer or reception.

Academic organisation:

Pupils are grouped according to ability as follows:

- streaming in years 7 and 8
- fine setting from year 9 onwards

In all cases there is regular review of the placement of pupils to ensure that the needs of each individual are appropriately met by providing work of appropriate pace and challenge.

Pastoral care:

With more than one thousand pupils in the school it is important that each individual child has:

- one teacher with whom there is a special relationship
- one group of pupils of which he/she feels a part

It is for these reasons that the school is organised into year groups comprising:

- approximately two hundred pupils
- eight tutor groups each of approximately twenty-five pupils
- a year co-ordinator (YCO)
- an assistant year co-ordinator (AYCO) in years 10 and 11
- a pastoral assistant in years 7 to 9

A pupil will retain the same tutor and YCO throughout his/her time at the school. Pastoral teams are responsible for:

- monitoring the progress of each individual across all curriculum subjects
- having oversight of each child's welfare
- maintaining links between home and school
- ensuring that pupils adhere to the school's "daily routines" including:
 - attendance and punctuality
 - uniform
 - homework
 - good behaviour

Discipline including sanctions:

The school's discipline policy is intended to:

- facilitate the smooth running of the school
- provide an ordered environment which facilitates learning
- engender respect for self, others and their property
- engender respect for the environment
- achieve self-discipline
- develop an awareness and acceptance of personal responsibility
- ensure the safety of self and others

The vast majority of pupils behave well and conform readily to the school's requirements. For those who on occasions do not there is a range of sanctions:

- after school detention (45 minutes duration with 24 hours notice to parents) for pupils who produce inadequate work, misbehave or are late
- Saturday morning detention (3 hours duration with 7 days notice to parents) for persistent offenders or extreme cases
- referral to an off-site unit for very serious breaches of discipline including for example fighting, bullying, racial or sexual abuse
- permanent exclusion when even referral has failed to result in improved behaviour and where there are repeated serious infringements of school discipline

In most cases extreme sanctions such as referral/exclusion would not be employed prior to the involvement of parents in attempting to resolve whatever difficulties exist.

Rewards:

Pupils make most progress when their best efforts are rewarded.

Pupils earn merit marks for good work and having collected ten in six different subjects are presented with a certificate of achievement and accompanying badge in school assembly.

Pupils in the upper school receive "graded" certificates on completion of modules or sections of coursework.

Prizes for academic achievement, progress and 100% attendance are awarded at the annual prize-giving ceremony.

Uniform:

The policy agreed by the Governors is that all pupils are required to wear school uniform. This is emphasised in the home-school partnership agreement which all parents and pupils are asked to sign prior to starting at the school.

The uniform is as follows:

All pupils:

- navy blazer with school badge
- “V” necked plain navy pullover
- school tie
- plain black shoes (not trainers)
- craft apron for technology
- reversible rugby shirt in royal blue with yellow hoops
- white T-shirt for athletics
- royal blue shorts (or royal blue leggings or wrapover skirt for girls), socks and jogging bottoms
- trainers/football boots
- royal blue sweat shirt with badge (optional)

Boys:

- white shirt
- plain grey trousers

Girls:

- white blouse
- navy skirt or trousers
- white or navy socks
- plain navy or black tights

Please note that jewellery is not allowed and is likely to be confiscated. Pupils with pierced ears may wear “studs”.

If an outdoor coat is worn it must be in a plain dark colour (navy blue or black) and have no logos or other decoration.

Attendance:

The school's attendance policy is as follows:

Rationale

Good attendance is vital:

- for pupils to be successful in any aspect of school life, including public examinations such as the GCSE
- if pupils are to secure a positive reference which will assist in securing a place in further education or employment

Parents are responsible for securing good attendance for their children and must appreciate that the school's attendance policy and procedures are determined by legal statute.

Purposes

- to secure good individual attendance (97% or above)
- to assist in achieving the school's annual attendance target
- to assist in raising attainment
- to ensure that each pupil is within the care and control of the school
- to clarify the nature of authorised and unauthorised absence
- to make explicit parental responsibility for attendance
- to clarify the procedures relating to absence
- to exemplify the sanctions available to combat poor attendance

Guidelines/procedures

⇒ Parental responsibility

- it is the responsibility of parents to ensure that their children attend school
- a pupil may only be absent for an "unavoidable reason" which would usually mean ill-health - this is classified as **authorised** absence
- allowing a child to be absent for reasons other than ill-health and without the prior agreement of the school is illegal - this is classified as **unauthorised** absence (**truancy**)
- pupils must never be kept off for trivial reasons such as shopping, minding the house, visiting or receiving relatives or as a treat
- parents who break the attendance law may be referred to the Education Welfare Service and ultimately fined up to £3000 or imprisoned
- information about the cause of each half-day absence is always required in order that the school may classify the absence as authorised or unauthorised

⇒ **Types of absence**

- any absences which have never been properly explained are classified as **unauthorised**
- pupils who arrive after 10.00am are given a “late absent” mark which is classified as **unauthorised** absence (**truancy**)
- the provision of a note does not in itself make an absence “authorised” - that is the school’s decision

⇒ **Procedures for absence**

- if a child is unfit for school parents should contact the school on the first day of absence and provide a written, signed note using the journal on his/her return - no absence will be authorised without this procedure
- parents will usually be contacted by the school’s attendance officer on the first day of any unexplained absence
- any other reasons for absence must be discussed with the school in advance and permission sought - leave may be granted at the school’s discretion in an emergency (eg, bereavement) or for medical appointments which are unavoidably in school time, provided a written request is received

⇒ **Holidays and other special requests**

- holiday leave in term time is at the discretion of the Headteacher who on written request may grant leave for up to 10 working days per school year
- decisions on discretionary leave for holidays are based on previous attendance and will not be granted for those whose attendance has been unsatisfactory
- requests for leave beyond 10 working days in total per school year will only be granted in exceptional circumstances and will be considered on an individual case basis
- application forms for requests for holiday leave are available from Year Co-ordinators
- unauthorised holidays of more than 10 days will result in removal from the school roll

Homework:

Homework is an integral part of school work and its proper completion is essential to:

- the development of independent learning
- the acquisition of study skills
- academic progress
- examination success

All pupils are provided with a homework timetable for inclusion in their academic planners. Parents are requested to check the completion of homework against the timetable.

The following are guidelines for the minimum time to be spent on each subject set:

- years 7, 8 and 9 – 30 minutes
- years 10 and 11 – 40 minutes

Parents are asked to provide a suitable environment for study at home but supervised study facilities are available at school during break and lunchtime and before and after school.

Special arrangements are made for those pupils who experience genuine difficulty in completing homework.

Sanctions such as detention are used with those pupils who fail for no good reason to complete homework to a good standard.

Examination entry policy:

It is the school's policy to enter all pupils for all subjects studied in key stage 4 which are GCSE accredited.

If necessary special arrangements are made including the use of Saturday morning sessions to ensure that all pupils have completed the minimum coursework requirements for GCSE. The school may also utilise term-time "coursework days" in key subjects such as mathematics and science to ensure coursework is completed under supervision and to the highest possible standard.

Sport:

The school became a sports specialist school with effect from September 2005.

Each pupil experiences two hours of PE each week. The wide range of activities undertaken within the curriculum is supplemented by a large number of after-school clubs and teams which include:

- Football
- Dance
- Cricket
- Basketball
- Rugby
- Netball
- Athletics
- Badminton
- Softball
- Tennis
- Hockey
- Fitness
- Martial arts – Aikido
- Table Tennis

Pupils have the opportunity to study PE as a GCSE subject.

The school also offers the “ Sports Leaders Award” which is a nationally recognized and hugely successful coaching scheme allowing our year 11 pupils to coach in the local primary schools.

The school has its own sports hall, gymnasium, dance studio, fitness suite, all weather cricket wicket, outdoor cricket nets, floodlit netball and tennis courts and extensive playing fields.

The school offers numerous sporting trips abroad; this school year involves a ski trip to the French Alps and a football/ basketball tour to Italy.

The school operates Saturday morning sport for pupils who are coached in basketball, football and rugby alongside pupils from our primary feeder schools. This programme is delivered by a combination of specialist external coaches and the PE department.

All pupils are encouraged to enjoy team and individual games as competitive, leisure pursuits which can be continued into adult life and to become involved in out of hours sport by representing their tutor groups in inter-house competitions where the emphasis is on participation and enjoyment.

The PE programme is delivered by six full-time, well qualified school staff supplemented where necessary by “expert” coaches utilizing our strong links with the local sporting community, including:

- Crystal Palace Football Club
- London Towers Basketball Club
- Surrey County Cricket Club
- Croydon Harriers Athletics Club
- London Storm Rugby Club
- Melwood Football Club

Permanent additional coaching staff who help teach and develop our gifted and talented pupils include:

- Mr Alleyne, current England U18 basketball assistant coach
- Mr Hibbs, current England U18 basketball Head of Delegation

Pupils have access to school teams in a multitude of sports. Notable success has been achieved in recent years and highlights from the academic year 2005/06 include:

- Football:
 - Year 10 Croydon League winners
- Basketball:
 - Year 11 boys Surrey league and cup winners
 - Year 11 boys Croydon Cup
 - Year 11 boys Croydon League winners
 - Year 11 girls Croydon Cup winners
 - Year 10 boys Surrey League and Cup winners
 - Year 10 boys Croydon League and Cup winners
 - Year 10 boys U15 National champions
 - Year 10 girls Croydon Cup runners up
 - Year 10 girls Surrey Cup winner
 - Year 9 boys Surrey League and Cup winners
 - Year 9 boys Croydon League and Cup winners
 - Year 9 boys U14 National Final 8's
 - Year 7 girls Croydon cup winners
- Athletics
 - Year 9 boys Croydon Schools third place
 - Year 9 girls Croydon Schools third place
 - Year 8 boys Croydon Relay winners
 - Year 8 girls Croydon Relay winners
 - Year 8 girls Croydon Schools runner up

- Cricket

Year 10 Croydon League runners up
Year 9 Croydon League runners up
Year 8 Croydon League runners up

- Netball

Year 10 Croydon League runners up
Year 7 Croydon League runners up

Cultural activities:

The following regular events always prove to be highly successful and very popular:

- school production
- music evening
- international evening

In addition there are:

- extensive and subsidised opportunities for individual instrumental music tuition
- visits to the theatre, opera, galleries and exhibitions
- opportunities for public speaking and debating
- performances by visiting theatre groups
- collaborative activities with local artists

Religious affiliation: None

Religious education and collective worship:

- the programme of religious education follows the agreed local syllabus and is delivered through a multi-faith approach
- school assemblies are used to illustrate and explain sound moral values and to heighten pupils' awareness of personal and social conscience

Any parent has the right to withdraw his/her child:

- wholly or partly from religious education
- from school at the beginning or end of a school session to receive elsewhere religious education of a denominational character not provided in school

If a pupil is withdrawn from school by his/her parent for the above reason the Governing Board must be satisfied that:

- the pupil cannot reasonably attend another school at which such denominational education is provided
- arrangements have in fact been made for the pupil to receive the desired religious education elsewhere

Requests to withdraw pupils:

- should be in writing if at all possible
- must be granted
- remain in force until such time as the parent withdraws the request

Personal, Social, Health and Citizenship Education (PSHCE) and Careers Education and Guidance

Key Stage 3

All pupils in KS3 benefit from one session per fortnight devoted to a combination of personal, social and health education, citizenship and careers. The programme covers a variety of themes such as:

- personal development
- belonging
- needs, rights and responsibilities
- risk taking
- bullying
- nutrition
- equal opportunities
- local and national government
- the media

Outside agencies including, for example, the Police Youth Unit, Croydon Community Health, Drug Concern and the Samaritans support the delivery of the programme. Speakers are also invited to assembly to complement the taught programme.

Pupils also benefit from many of these themes being reinforced through other subjects in a cross-curricular approach.

During year 9, careers education and guidance is provided for pupils in preparation for making their GCSE options choices. Kudos, an interactive networked careers programme, is used to guide and support pupils in their research.

Key Stage 4

In year 10 all pupils take part in a social education programme which has four parts. The programme is delivered on a carousel:

- RE
- Citizenship
- PSHE
- Careers Education

In year 11 pupils are given the opportunity to study a Short Course GCSE in either RE or Citizenship. All pupils will also receive some PSHE input from outside speakers.

The year 10 Careers Module builds on option choices made in year 9 and prepares pupils for work experience and transfer into college, training or work. In partnership with their tutors, pupils negotiate their school reference which records the usual areas of progress required by outside agencies.

The reference is used in year 11 to support applications to a variety of post-16 providers, work experience and as a basis for guidance during pupils' individual interviews with the careers adviser. Representatives from a variety of post-16 and training providers are regular participants in the year 11 programme. Pupils are also withdrawn from lessons on a rotating schedule for specialist careers advice. The approach meets the needs of individual pupils and groups of pupils where they share a common career goal. All pupils benefit from an agreed and informed individual transition plan that maps out their route post-16.

All pupils in year 11 take part in a work experience programme, which is administered by Croydon Work Experience. Pupils are placed in a wide variety of companies for two weeks in January. This experience always produces very positive feedback from pupils and employers alike.

Pupil Support Services

The school operates within the framework of the revised special Needs Code of Practice and pupil support services consists of the following sections:

- Literacy
- Numeracy
- EMAS (Ethnic Minority Achievement Support)
- SEBS (Social Emotional Behaviour Support)
- LSU (Learning Support Unit)
- Family support

Pupil Support Services is staffed by specially trained teachers in literacy, numeracy and SEBS for those pupils who need:

- support in lessons from a support teacher, teaching assistant or learning mentor
- to be withdrawn from lessons for intensive support
- examination concessions such as extra time or a reader to reach their potential at SATs or GCSE level
- small group support to develop, for example, speech and language or self-esteem

The Learning Support Unit is run by highly experienced staff who help provide support for pupils who are at risk of not completing their education at The Archbishop Lanfranc due to social/emotional/behavioural needs in years 7-9.

The principle aims of the EMAS section are to:

- encourage minority ethnic pupils to reach their full potential and develop a positive attitude towards learning and academic success
- provide support to make the curriculum more accessible and appropriate for pupils with English as an additional language (EAL) and underachieving minority ethnic pupils
- work with parents through family learning initiatives in order to give them strategies to provide learning support for their children
- promote minority cultures through the teaching of community languages as well as other initiatives
- help pupils who have recently arrived in the UK to understand the school system, settle in, make friends and provide additional support for those who have experienced bereavement and/or other traumatic events

Our pupils are well supported by an increasing number of outside agencies and professionals, many of whom can provide support and advice on site.

Members of the department are always happy to talk to pupils and/or their parents about progress made at school. All pupils with Special Educational Needs are placed on the SEN Register. Regular meetings take place for pupils on the SEN register to review progress and agree targets for further improvement included in their Individual Education Plan (IEP).

A copy of the school's SEN policy is available on request.

Information for parents:

The school values the support and active involvement of parents. A successful educational experience can only come about when the three partners, pupil, home and school work in harmony. Consequently on admission parents and pupils are asked to sign the **home-school partnership agreement**.

The following are used to provide academic and other important information for parents:

- an academic planner for pupils' use to provide a daily link between home and school
- an annual report on each pupil's work and progress in each subject
- half-termly assessments of effort and attainment in each subject
- half-termly attendance summaries
- progress review summaries for all pupils in years 10 and 11
- an annual consultation evening with individual subject teachers
- guidance meetings with the academic guidance tutors who maintain oversight of progress in all subject areas
- a SATs preparation evening for parents and pupils in year 9
- a coursework evening for parents and pupils in year 10
- an examination preparation evening for parents and pupils in year 11
- a coursework planner for the use of pupils and parents starting year 10
- parents' guides to:
 - coursework
 - homework
 - assessment and reporting
- an options evening for parents of pupils in year 9
- a work experience and 16+ transfer evening for parents of pupils in year 11
- a newsletter at the start of each school year giving dates of:
 - GCSE examinations including modular examinations
 - key stage 3 SATs
 - year group examinations
 - report distribution times
 - parents' evenings
- a half-termly newsletter describing all major events in the school

Parent governors:

The constitution of the governing board requires there to be six elected parent governors.

Parents' forum:

A group of parents meets with the school's leadership group approximately once each term to discuss the parents' perspective of the school and how it can provide an even better service to pupils.

Charging for school activities:

The Governing Board reserves the right to charge for certain "special" activities organised by the school. It is envisaged however that the majority of such activities will be funded on the basis of voluntary contributions from parents and that no pupil will be disadvantaged as a consequence.

Complaints:

Everyone at the school is constantly striving further to improve the quality of education provided for pupils.

The headteacher is grateful to receive any comments about the school's performance including suggestions for improvement.

Similarly any complaints should in the first instance be directed to the headteacher.

Should a parent feel that his/her complaint has not been dealt with satisfactorily by the headteacher he/she has the right to refer the matter to the Governing Board.

Home-school partnership agreement:

The school will:

- provide a broad, balanced and appropriately differentiated curriculum delivered by high quality and committed staff
- within the framework of equal opportunities support an emphasis on achievement in academic, cultural, sporting and social spheres
- have high expectations of all pupils including those who require specialist provision to meet individual needs
- provide pupils and parents with regular information on progress and effort made and targets for improvement in academic work
- respond promptly to correspondence from parents where this relates to pupils' academic progress or welfare
- operate within a well-disciplined and supportive atmosphere which ensures the safety and well-being of the school community
- contact parents if there are concerns regarding attendance, punctuality, academic work or behaviour
- provide a wide range of extra-curricular activities
- make provision for "out of hours" study support
- provide in a timely manner appropriate work to be completed by pupils who have a period of genuine absence extending beyond one week
- foster spiritual and moral development
- equip pupils to make career and life-style choices for the 21st century
- establish routes for progression with the 16+ institutions
- keep parents informed of school activities via a half-termly newsletter

Pupils will:

- attend school regularly and on time
- wear the full school uniform to and from as well as in school
- bring all the necessary equipment each day
- complete all classwork, homework and coursework to the best of their ability
- adhere to deadlines for the completion of work
- make proper use of the journal/academic planner
- behave in a polite and responsible manner which demonstrates respect and does not prejudice the academic chances or health and safety of others
- treat the school buildings and all other property with respect

Parents will:

- work in partnership with the school to secure the best for their children
- ensure their children abide by the school's uniform requirements
- provide a written explanation of any temporary breach of the uniform code
- ensure that their children attend school unless seriously ill and help them aim for a minimum of 97% attendance
- notify the school on the first day of any absence and support this with a written explanation
- ensure that their children arrive punctually and properly equipped for school
- support the school's system of sanctions including after-school detentions of 45 minutes duration at 24 hours' notice for breaches of school discipline, failure to complete homework, lateness, etc
- read, sign and return daily reports which are used to monitor behaviour and/or progress
- ensure that their children attend any out of school hours sessions where these are necessary to support learning
- support the school's system of sanctions including Saturday morning detentions of up to three hours' duration for serious or persistent breaches of school discipline including regular lateness
- support the school's non-violence code and accept that fighting/bullying will lead to referral/exclusion
- support the school's equal opportunities policy and accept the possibility of referral/exclusion for racist or sexist behaviour
- attend all parents' consultation evenings and pupil guidance meetings
- check and sign their children's journal **at least** weekly
- ensure that all homework is complete and inform the school of any concerns regarding the apparent lack of homework

I understand that this agreement is for the duration of my son/daughter's time at the school and that failure to accept the school's sanctions will result in serious consequences possibly culminating in the forfeit of a place through the school's disciplinary procedures.

Holiday dates for the School Year 2007/2008

Autumn term 2007

Monday 3rd September 2007 to Friday 21st December 2007 inclusive

Half-term: Monday 22nd October 2007 to Friday 26th October 2007 inclusive

Staff training days (the school is closed to pupils): Monday 3rd September 2007
Tuesday 4th September 2007

Spring term 2008

Monday 7th January 2008 to Friday 4th April 2008 inclusive

Half-term: Monday 18th February 2008 to Friday 22nd February 2008 inclusive

Occasional Closure for Easter: Friday 21st March 2008
Monday 24th March 2008

Summer term 2008

Monday 21st April 2008 to Tuesday 22nd July 2008 inclusive

Half term: Monday 26th May 2008 to Friday 30th May 2008 inclusive

Occasional closure (the school is closed to staff and pupils): Monday 5th May 2008

Staff training days (the school is closed to pupils): Monday 21st July 2008
Tuesday 22nd July 2008

The school day 2007-2008

Registration	8.20-8.30
Period 1	8.30-9.30
Period 2	9.30-10.30
Break 1	10.30-10.50
Period 3	10.50-11.50
Period 4	11.50-12.50
Break 2	12.50-1.15
Period 5	1.15-2.15
Registration/assembly	2.15-2.30