



# BACTON COMMUNITY MIDDLE SCHOOL

## PROSPECTUS 2012 – 2013

The School is a Local Authority (LA) School, administered by Suffolk County Council, Education

### WELCOME

It is my hope that as you read through this Prospectus you are able to gain an appreciation of the wide range of opportunities that your child would have at Bacton Community Middle School. However, there is so much more to the school that cannot easily be expressed through the written word and I look forward to meeting you so that you may see, and feel, for yourself why Bacton Community Middle School has a well deserved reputation for caring for all of its pupils.

My team of staff continually strive to provide high quality education within a friendly, but structured learning environment. We believe in developing children's confidence and enjoyment of learning so that they lay firm foundations for their later lives.

OFSTED (June 2011) judged us to be a *good school* and we hope this will be your experience too.

Mrs A Nicholson—Headteacher

This booklet should be read in conjunction with the accompanying folder, in order to provide a full picture of what Bacton Community Middle School can offer your child.

**Committed to Safeguarding Children**

Whilst it is the Local Authority's intention to reorganise education to two-tier, ie pupils to transfer from Primary to Secondary at age 11 years; the current economic climate has prevented them from making a detailed proposal for the necessary changes.

### Special pages of

#### Interest:

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### Parent Teacher Association



The school is fortunate in having a very supportive PTA that helps to forge close links between parents and the school. The PTA arranges a variety of enjoyable social activities that involve children, staff, parents and Governors in fund-raising for the benefit of all the children. This aspect of the

partnership between parents and school is greatly valued and appreciated.

Membership of the PTA is automatic for parents of children attending the school. A list of committee members will be circulated after the Annual General Meeting, to which all parents are welcome. This is held in September.

## The School Staff

Your children will be taught by teams of highly-qualified and committed staff who, in addition to their initial qualifications attend many professional courses to ensure that their knowledge and skills are continually updated to provide your children with the best possible education.

### Teaching Staff as at September 2011

Mrs A Nicholson	Headteacher
Mr I Belham	Deputy Headteacher
Mr G Russell	Assistant Headteacher
Mr D Bracher	Year 8 Form Tchr.
Mr J Calvert	PSHE Co-ord./ Yr 8 Form Tchr.
Mrs K Cresswell	Year 8 Form Tchr
Mr P Crooke	Sub.Ldr Music
Mrs J Drew	Sub.Ldr Geog/Yr 6 Form Tchr.
Mrs S Elford	Sub.Ldr Science/Year 8 Form Tchr.
Mr S Ewing	Sub.Ldr Maths/Yr 7 Form Tchr. Assessment Co-ordinator
Mrs L Graham	Yr 5 Form Tchr/English
Miss C Grandjean	Sub.Ldr French/Yr 7 Form Tchr.
Mrs H Hemy	Sub.Ldr History
Mrs S Huckel	Sub.Ldr R E/Pastoral Leader
Miss C Morris	Year 6 Form Teacher
Mrs D Mawhood	Part time Tchr.
Mr C Perry	Sub.Ldr ICT/Yr 5 Form Tchr.
Mrs D Spall	Year 7 Form Tchr/Science
Mr D Stagg	Yr 7 Form Tchr./PE Subj.Ldr.
Mrs T Stagg	Yr 6 Form Tchr/SENCO
Ms F Stevens	Sub. Ldr. Art/Yr 5 Form Tchr.
Mrs L Stewart	Sub. Ldr. Eng/Yr 5 Form Tchr.
Miss K Wakefield	Subj.Ldr.Tech./Yr 5 Form Tchr.
Mr H Wilkins	Part time Technology

(Sub. Ldr = Subject Leader)

### Non-Teaching Staff as at September 2011

Mrs S Abbott	Higher Level T. A.
Mrs C Alexander	Finance Officer
Mrs J Bowers	Teaching Asst./Library
Mrs S Brett	Admissions & Attendance Officer
Mrs A Baker-Querelle	General Assistant Science
Mrs C Ferguson	General Assistant Reprog.
Mrs J Folkard	Pastoral Support Assistant
Mrs C Johnson	Teaching Asst.
Mrs S Lockwood	Teaching Asst.
Mrs J Manvers	General Assistant Admin.
Mrs J Norman	Cover Supervisor
Mrs W Nunn	Leadership Team P.A.
Mrs S Palmer	General Assistant Tech.
Mrs S Proctor	Teaching Asst.
Mrs M Rice	Teaching Asst.
Mrs P Shave	Teaching Asst.
Mrs A Smith	Teaching Asst.
Mr F Sutton	Custodian
Mrs M Tuttle	Teaching Asst.
Mr M Westcott	Cover Supervisor
Mrs B Witham	Behaviour/Learning Support Manager

**Mr Belham is the Senior Designated Professional for Safeguarding. Mrs Witham is the Alternate.**

## Admission Arrangements

This is a Local Education Authority Middle School, funded by Suffolk County Council. SCC are responsible for all admissions to this school. We cater for some 440 boys and girls between the ages of 9 and 13 years, including children with disabilities. Children who have reached the age of nine by 31st August normally transfer from Primary to Middle School at the beginning of the school year in September.

We receive the majority of our pupils from feeder Primary Schools in the surrounding villages of Bacton, Old Newton, Mendlesham, Haughley and Stowupland. In addition, each year we receive children from other Primary Schools where their parents have particularly requested this school for the education of their children.

An Evening for Prospective Parents will be held in the Autumn Term. In addition there will be a further evening in the Summer Term for parents of those children who are coming to Bacton Community Middle in September,

to find out more about their child's new class, teacher and the school in general. Towards the end of the Summer Term all new-intake children have the opportunity to spend a day at the school meeting teachers and looking around the school. There are also many other opportunities for children to get to know the school, such as our Science Fair in June. Additional visits, if necessary, can be arranged.

In November of the school year in which transfer is to take place parents will receive a letter from the Area Education Manager offering a place at a Middle School. You may at that time express a wish for a different school. In September 2011 there were 120 places available for pupil admission. 105 places were filled.

If you are moving into the area and want to send your child to Bacton Community Middle, please contact the Headteacher for an appointment. You will be given the opportunity to view the school, complete admission documents and have any questions answered.

## Transport to School

### Responsibility:

The responsibility of ensuring that children attend school regularly and punctually rests with parents, but the Local Authority has a duty to help with the provision of transport if your child lives beyond a certain distance and attends the school appropriate to your catchment area.

### School Buses and Taxis:

In carrying out this duty the Education Department may use Suffolk County Council vehicles, private contractors or local bus services. The administration of the school transport service is undertaken from County Education Department, Endeavour House as detailed in the Address Section, and any queries should be made there. Although we do not have official responsibility for issues on the school bus, we believe that a comfortable journey to and from school is essential for promoting good standards of learning and behaviour and will endeavour to support pupils having difficulties.

### Cars:

Parents who bring children to school by car are requested to park in the car park, to allow the orderly arrival and departure of the buses. On Parents Evenings the playground behind the school is also opened for parents use as a car park. Please ensure that the staff car park immediately in front of the school is left clear.

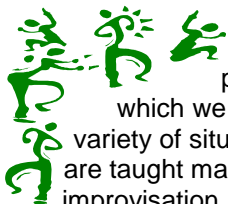
### Bus Passes:

Children with passes should be provided with somewhere to keep them safely, as duplicate passes currently cost £10.00 and can be delayed. The bus pass entitles the child to travel ONLY on the bus indicated by the number on the pass.

### Cycles:

All cycles brought to school must be roadworthy and provided with some means of security. Cycles at school are subject to periodic inspection by a Road Safety Officer. We advise children to wear a safety helmet.

## Drama



Drama is closely linked with the teaching of English at Bacton. All pupils will be taught Drama, through which we believe they can explore a rich variety of situations in meaningful ways. Pupils are taught many techniques including role-play, improvisation, and performance. In Drama they are faced with choices, conflicts, decision making and the consequences of their actions in the safety of role-play. Pupils can take part in performances for real audiences, assemblies, open evenings, during Activities Week and once a year they will have the opportunity to audition to enable them to put what they have learnt into practice in a whole school production, working cooperatively with other Departments.

## Special Educational Needs

It is accepted that many pupils will experience some form of difficulty at some time in their education. At Bacton we aim to match the pupils' needs, whether they are complex and recognised by a Statement of Special Educational Needs or of a more specific but temporary nature, with appropriate support.

Help may be given in a variety of ways, ranging from additional teaching to overcome a short term problem, to one-to-one support for more severe needs. Some pupils may be taught in smaller classes for part of the curriculum.

Pupils requiring support which is additional to or different from that which is normally provided, have their needs recorded and education monitored through Individual Education Plans. The school works closely with the LA's Learning Support Service and other agencies. Children experiencing difficulties may be discussed at multi-agency meetings.

More able pupils are catered for in a variety of ways at Bacton. Pupils are initially identified through liaison with feeder primary schools and are challenged in all subject areas, as well as through extra-curricular activities. The governing body's policy on pupils with special educational needs is reviewed annually. There were no changes to the policy last year.

### **Accessibility**

The school is three storey. The ground floor is accessible for wheelchair users and has appropriate facilities. The upper floors are currently inaccessible to children in wheelchairs. The governors will always seek to ensure that reasonable steps have been taken so that disabled pupils are not placed at a disadvantage.

A copy of the Accessibility Plan can be obtained from the school office.

## English / The Literacy Strategy

The English Syllabus at KS2 and KS3 ensures that pupils experience challenge in the three areas of the National Curriculum; (a) speaking and listening, (b) reading, and (c) writing. We wish to present English as an exciting and stimulating subject that sets out to explore the art of language in imaginative and interesting ways. Pupils will study a rich variety of texts, including novels, short stories, poetry, plays, and media texts. They will work in many different ways; as individuals, in groups, through drama, research and diverse creative enterprises. An emphasis is placed upon language structure, the writer's craft, spelling and style, while opportunities are given for "real" audiences, other than the teacher.

All pupils in Years 5 and 6 are taught Literacy each day, which ensures that language experiences can be reinforced and refined. Pupils are currently taught in mixed ability groups in Yr 5 and placed in ability groups in Yrs 6, 7&8. All pupils also have a regular library and drama lesson.

There are also opportunities for some children to receive "catch up" reading and extra English lessons.

## Mathematics

The programme of teaching and learning draws on the very best of resources; that is, a highly qualified and committed teaching team, a stimulating enquiry-based environment and a range of the very best published material.

We emphasise knowledge of the basic rules and a clear understanding of their application. Pupils across all year groups are taught in ability groups to

maximise their individual and collective progress.

This is delivered through a well developed and integrated scheme, which takes full account of the need to assess accurately and to plan formatively. The content of the scheme may be described as National Curriculum plus.

The focus of our maths has been sharpened and made ever more

effective by the introduction of the renewed Framework. Pupils receive an intensive programme of challenging lessons and opportunities to develop practical mental strategies.

### End of Key Stage 2 Test (S.A.T.) results.

As required, these are published in this Prospectus, and can be found on Page 11.

## Information and Communications Technology School Photographs

Pupils are introduced to our computer systems through specific Information and Communications Technology lessons in all years. They are then encouraged to employ and develop these skills throughout the curriculum. In KS3 pupils undertake an integrated project in which they choose how to combine ICT skills and programs to achieve an aim.

The school uses the Windows XP user interface along with 'Microsoft Word', 'Excel', Publisher and Powerpoint programs. This means that pupils use 'real world' programs, not

those that are supplied just for school use.

Pupils have access to information from the Internet with appropriate safety measures in place.

We also encourage pupils to use peripherals such as a digital camera, laptop and dataloggers to enrich their learning.

At Bacton, rather than limiting experience to tasks in I.C.T. lessons, we encourage pupils to use computers independently and across all curricular areas.

School Photographs are taken each September by the official school photographer, and subsequently offered for sale to parents. There may be times when children are photographed as part of normal school activity, including by the local press. If you do not wish your child to be photographed please let the school know.



## Science

The Science Course aims to make the subject interesting and fun. We feel this is the best way to help pupils develop enthusiasm for further active study of the physical and natural world. The majority of lessons are taught in the two fully equipped laboratories.

A modular approach is used throughout Years 5 to 8 to ensure coverage of the National Curriculum programmes of study and provide an interesting and varied content.

At all levels pupils are encouraged to develop a range of skills which enable them to work as good scientists; asking questions, making hypotheses, carrying out valid investigations, interpreting their results,



reporting on and supporting their findings.

A variety of teaching and learning strategies is used and these are continually being developed so that all pupils achieve their potential and enjoy their Science work.

Assessment is continuous and together with tests, is used to monitor progress of pupils. It is cross-referenced to National Curriculum Attainment Targets.

## Technology

Technology in school is about understanding how things are designed, how they are made, and how things work.

Technology is dealt with as a whole subject involving a wide range of materials and taught by subject specialists. In Years 5 and 6, Key Stage 2 of the National Curriculum, pupils follow an intensive course of Design and Make tasks building upon their manipulative skills and material experiences. Simultaneously they will be introduced to the 'Design Process' to form a

firm foundation for Key Stage 3.

In Years 7 and 8, at Key Stage 3, the pupils experience a series of long term projects where they are encouraged to become more independent. Under supervision, pupils will be expected to make decisions about their work, plan and organise practical tasks and manage their time effectively. Each task is specifically tailored to suit pupils of all abilities, allowing them to reach their full potential. Pupils will be given the opportunity to work both individually and as members of a team.

The course includes the following: - safety and hygiene, healthy eating, food from other cultures, fabric construction, design and decorative techniques, graphics, modelling and professional presentation, information and communications technology, mechanisms, electronics and the crafting of textiles and resistant materials



including timber, plastics and metals.

## Modern Foreign Language

A Modern Foreign Language is offered in Years 5,6, 7 and 8 at Bacton Middle School with French currently the language. Our aim is to teach pupils to communicate by developing four basic language skills. The initial emphasis is on listening and speaking activities. There is a gradual introduction of reading and writing skills with importance placed on increasing confidence and pleasure in language learning. Songs, games and authentic materials are used in order to create a lively and stimulating atmosphere.

Pupils in Years 7 and 8 have the opportunity to develop their language skills through specified

programmes of study, in line with National Curriculum requirements. We have a differentiated Scheme of work for KS2 and KS3. In KS2 we use Rigolo 1 and 2 to support the children's learning. We focus on developing their confidence when speaking the language. In KS3 we use a variety of resources to enable all children to reinforce their previous knowledge and learn new words and phrases. The children are encouraged to produce pieces of writing in Years 7 and 8. Skills are developed further through individual use of computers.

Pupils are assessed as part of their course work through tasks that re-

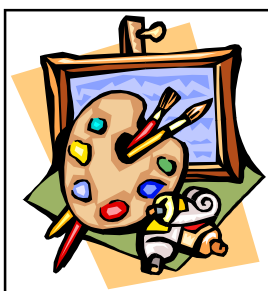
quire the use of the four language skills. There are a lot of opportunities to develop linguistic and cultural links abroad through participation in an educational language visit to a town in France with which we have a penpal link. Extra-curricular activities are available through French Club. More able pupils have the opportunity to experience extension work during Year 8.



## Art

Art is taught in a well-equipped, specialist Art Room. All work programmes are in line with the National Curriculum for Art. Pupils are taught drawing, two- and three-dimensional design, painting and crafts such as relief block printing and ceramics. They are given the opportunity to experiment and develop skills using a wide variety of techniques and media from pastels, chalk

and charcoal, to inks, paint and collage. Pupils work from direct experience, memory and imagination.



They are introduced to the work of artists, sculptors and crafts

people from different periods and cultures and to use these as stimulation and development of their own work. Pupils are encouraged to practise their skills at home and then to share their work in school. A sketchbook is supplied to use during the year, to create a record of their ideas and sketches.

## History

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. At both KS2 and KS3, National Curriculum programmes of study are followed. Some enquiries are in depth, whilst others provide an overview of events. During KS2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in

their own area, in Britain and in other parts of the world. During KS3 pupils will learn about the major political, religious and social changes affecting people throughout the British Isles from the Middle Ages with reference to the local area, where appropriate. They will also study the key aspects of the French Revolution and native American history. Historical skills, knowledge and understanding are built up by the pupils' active involvement in a variety of stimulating historical enquiries which enable children to experience, investigate and use a wide range of sources of information, including an interactive whiteboard, film, the internet, CD Roms

and textbooks.

Children will also communicate their knowledge and understanding using a range of techniques, including the use of ICT, discussion and debate, role play, organising exhibitions.

Teaching will be mainly classroom based but there are a number of history "Activity Days" in school. Assessment is continuous. The children will be encouraged to use evidence, weigh it up and reach their own conclusions. From this they will become more confident and questioning thinkers.

Above all, though, we hope they will enjoy the excitement of discovering the past with enthusiastic and committed teachers.

## Geography

Geography is studied as a separate subject throughout the four Years. The pupils are encouraged to use an enquiring approach to develop their knowledge of human and physical places and environmental change.

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the local area, the UK and abroad, and start to make connections between different places in the world.

They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

During Key Stage 3 pupils investigate a wide range of people, places and environments at different scales around the world. They learn about geographical patterns and

processes and how political, economic, social and environmental factors affect contemporary geographical issues. They also learn about how places and environments are interdependent. They identify geographical questions, collect and analyse written and statistical evidence, and develop their own opinions. They use a wide range of geographical skills and resources such as maps, satellite images and ICT.

## Pupil Attendance Statistics

The statistics for authorised and unauthorised absences compiled for the Department for Education and Employment, for the 2010/2011 school year up to 29th May 2011 were as follows:-

### % Authorised Absence

% of half days missed due to Authorised Absence  
= 4.0%

### % Unauthorised Absence

% of half days missed due to Unauthorised Absence  
= 0.4%

## Music

Pupils' understanding and enjoyment of Music are fostered through an active involvement in performing, composing, listening and appraising. They experience musical traditions and styles from a variety of cultures, times and places. The Music department is excellently equipped and pupils have the opportunity to learn a number of instruments in their classroom music including violin, guitar, keyboard, drums and bass guitar. They are also encouraged to make good use of the one instrument that is freely available to all: the voice. There are regular performance opportunities both at school and at Stowfest, a prestigious nearby music festival. Visiting teachers provide instrumental and singing lessons. Many pupils take advantage of extensive extra curricular opportunities, e.g. Rock Band coaching and choir.

## Physical Education

The aim of Physical Education at Bacton is to encourage pupils to have a life long interest and enjoyment of physical activity. Pupils will develop knowledge and understanding of Physical Education through a variety of activities which both boys and girls will experience. These activities are drawn from invasion, net/wall, striking/fielding games, dance, gymnastics, swimming and athletics.

Pupils will complete two hours of Physical Education curriculum per week and will have a vast opportunity to take part in a variety of after school clubs. Fixtures with local schools are also a

major part of the extra curricular programme. Competitive sport is an important part of pupils' learning at Bacton, helping them to cope with success and failure.

Pupils are expected to be appropriately dressed for the activity they are taking part in and be prepared for prevailing weather conditions. If a pupil is unable to participate due to an injury, a letter must be presented to the teacher explaining the reasons at the start of the lesson. It is expected that pupils with injuries will get changed to be able to take part in the lesson in the form of a coach or official.

## Religious Education

The main objective of R.E. is that pupils are encouraged to come to an understanding of their own beliefs and to make reasoned and informed judgements about religious, moral, social and citizen issues. The R.E. Syllabus reflects the fact that the religious traditions of Great Britain are mainly Christian so pupils will gain knowledge and understanding of Christianity. However, pupils will be taught about all religions in a

way that respects and maintains the integrity of those faiths and their believers. There are two Attainment Targets for R.E. and these make clear the areas in which children should be achieving. The areas covered are: Learning about Religion (AT1) and Learning from Religion (AT2). Arrangements for the act of Collective Worship and for Religious Education are made by the school in accordance with the requirements of the 1944 Education Act and the Education

## Library

The school's library is an important facility, and we employ a part-time librarian. It is open to staff and pupils during most lessons and lunchtimes. Each class has a timetabled lesson as part of English. Pupils are given help and advice on the selection of a suitable novel, taught how to locate information, how to use the Dewey system and how to use reference materials.

All the library stock is on a computer database which can be searched by staff on behalf of pupils. Computers are available with supervised internet access. Book Fairs are held at regular intervals and always prove popular. Book Mastermind competition is held annually for KS3.

Reform Act 1988. In this county school, Collective Worship and Religious Education are non-denominational in character. This school has regular afternoon assemblies. Parents may, if they wish, withdraw their children from these assemblies and R.E. Such requests should be made to the Headteacher in writing.

## Medicines

Parents continue to have responsibility for their child's well-being at school in circumstances where it is agreed that the Headteacher or a member of staff will act on the parents' behalf by administering medicine. However, the school reserves the right not to agree to administer medicine in certain cases, i.e. unless it is satisfied that this is the parents' wish, that the details of the dosage and timing have been conveyed precisely, and that to do so would have no harmful effect upon the child. We ask that parents sign a Form of Indemnity where medicines are to be administered at school.

Where children are required to take medicines during school hours, the medicines should be deposited with the School Office, clearly marked with the child's name and the appropriate instructions. It is recommended that parents ensure that anti-tetanus injections are kept up to date.



## Absence

The School should be advised of the reason for any absence as soon as possible each morning. We operate a text messaging service to ascertain the whereabouts of any pupil not in registration, whose absence has not been communicated to us. There should also be a letter explaining the absence when the child returns to school. Absence will be considered unauthorised if no satisfactory reason is supplied. The Education Welfare Officer may be involved in investigating absence where there is a concern. Permission for absence for reasons other than illness should be sought from the Headteacher. However, due to recent legislation the reasons for granting leave of absence are now very limited and can only be granted in exceptional circumstances. Such circumstances should be included on the Leave of Absence form. Suffolk County Council now issue fixed penalty notices for five days of unauthorised absence during a school term.

## Citizenship

Citizenship encourages pupils to take an active part in their School Community through fortnightly lessons, whole school projects, cross-curricular topics and citizenship studies. Pupils are given an understanding of the rights of being a citizen and the responsibilities that go with them. Pupils are introduced to and encouraged to use, skills which enable them to share their opinions and think through issues which relate to themselves and others. Each year School Council Elections introduce pupils to the theme of “democracy” and through the School Council all our pupils are able to take part in and offer their thoughts about their school.

## PSHEE

PSHE (Personal, Social, Health, Emotional & Economic Education) is delivered to the pupils at Bacton through cross-curricular topics, whole school or year projects, special programmes and events, assemblies and within fortnightly Citizenship time lessons. The main areas covered are Sustainable Development, World of Work, Relationships and Health. A big emphasis is placed not just on the knowledge and understanding of these four areas but on the skills pupils need to use and develop, for example in the Year 7 Enterprise pupils are introduced to the skills required to manage money, negotiate decisions, and organise themselves with others in a small business. In Years 6, 7 and 8 pupils take part in a Drugs Education Programme. Each one is based on a theme and encourages pupils to identify the reasons people make certain choices and offers them strategies to take on the responsibility they have for the choices they make. Two of these programmes invite parents in to the school to encourage them to discuss the issues relating to substance misuse and develop an approach of “learning together”. Our whole ethos as a school is aimed at promoting positive relationships between each other and encouraging pupils to respect themselves and others.

## The School Day

8.30	-	8.38	Registration	
8.38	-	9.35	Lesson 1	
9.35	-	10.35	Lesson 2 :	10.35 - 10.55 <b>Brunch</b>
10.55	-	11.55	Lesson 3	
11.55	-	12.55	Lesson 4	
12.55	-	1.50	<b>Lunch</b>	
1.50	-	2.10	Registration/Assembly time etc.	
2.10	-	3.10	Lesson 5	
3.10	-		end of day	

## Pastoral Care

The School is divided into four Year Groups. Each age group is divided into classes under the care of Form Tutors, who have immediate responsibility for the pastoral care of their classes. The Form Tutor guides the welfare, behaviour and day-to-day work of the children in his or her class and is the first person for parents to contact about their child. There is also a Pastoral Manager who is responsible for the work and welfare of all children in school.

## Assistance and School Meals

Assistance: You might not know that Suffolk County Council may be able to help you with Free School Meals for your child.

Free School Meals allow your child to have a meal at school without charge, currently up to £2.10 in value. To qualify for Free School Meals for your child you must show proof that you are getting Income Support, Income Based Jobseekers Allowance, guarantee element of State Pension Credit, Child Tax Credit and are not entitled to Working Tax Credit, and your income is below £16,190 or those who are

supported under Part Four of the Immigration Asylum Act 1999. Application can be made at any time. If you would like more information, application forms can be obtained from the school office, or contact the Area Education Office in Bury St Edmunds (01284-758883) or go to <http://www.suffolk.gov.uk> and follow the link or download a form.



Meals: A midday meal is cooked on the premises. Traditional school meals are served and children are given a very wide choice. Sample menus are published weekly. The meals cost £2.10.

Children whose parents do not wish them to have a school meal may bring a packed lunch, which will be eaten in the dining room or in another appropriate area. If you wish to send a hot or cold drink, please ensure that it is in an unbreakable container.

<b>Code of Behaviour</b>	<b>A Working Classroom</b>
<p><b>Our Code of Behaviour is based upon:</b></p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Courtesy</li> <li>• Common Sense</li> <li>• Consideration</li> </ul> <p><b><i>In Lessons –</i></b></p> <ul style="list-style-type: none"> <li>• Be ready to begin with all the right equipment.</li> <li>• Be prepared to listen to others.</li> <li>• Take pride in your school work and school books.</li> <li>• Enter your homework in your Homework Diary – get this signed weekly.</li> <li>• At the end of lessons leave the classroom as you would wish to find it.</li> <li>• Treat visitors and visiting teachers with respect.</li> </ul> <p><b><i>Appearance –</i></b></p> <ul style="list-style-type: none"> <li>• Keep make-up/jewellery for evenings and weekends.</li> <li>• Wear shoes NOT trainers around the building.</li> <li>• Wear your smart uniform with pride.</li> </ul> <p><b><i>Property -</i></b></p> <ul style="list-style-type: none"> <li>• Look after your own property and respect the property of other people.</li> <li>• Keep valuable personal items, eg mobile 'phones at home.</li> <li>• Never bring dangerous substances into school.</li> </ul> <p><b><i>On the Buses –</i></b></p> <ul style="list-style-type: none"> <li>• Wait sensibly at your bus stop.</li> <li>• Sit quietly and let the driver get on with his job - driving you safely.</li> </ul> <p><b><i>Before School and at Breaks -</i></b></p> <ul style="list-style-type: none"> <li>• Wait in the playground before school until the bell goes at 8.20 am.</li> <li>• At break, go quickly to the playground – remember your coat.</li> <li>• Leave the Dining Room clean and tidy.</li> </ul> <p><b><i>School Assembly -</i></b></p> <ul style="list-style-type: none"> <li>• Enter and leave the Hall in silence.</li> </ul> <p><b><i>Around the Building -</i></b></p> <ul style="list-style-type: none"> <li>• Walk quietly on the left, especially on the stairs.</li> <li>• Hold doors open for others.</li> <li>• Line up quietly outside when it is necessary, otherwise enter the classroom quietly and start to read.</li> <li>• Put all litter in the bins.</li> </ul> <p><b><i>Lunchtimes -</i></b></p> <ul style="list-style-type: none"> <li>• Eat your lunch quietly in the Dining Room.</li> <li>• Leave the Dining Room neat and tidy.</li> <li>• On wet lunchtimes go to your designated area and do something sensible and fairly quiet until called for lunch.</li> <li>• Make sure you have a teacher for clubs / activities.</li> <li>• Show respect to all adults supervising you during lunchtime.</li> </ul> <p><b><i>Outside School and on School Visits –</i></b></p> <ul style="list-style-type: none"> <li>• Take care near roads and crossing roads, use common sense and think about the safety of others.</li> <li>• Showing a high standard of behaviour and good manners will make it clear to others that Bacton Community Middle School is a good one - which it is.</li> <li>• In the event of serious or persistent misbehaviour during a school trip or residential visit, the pupil will return to school.</li> </ul> <p><b><i>Merit System</i></b></p> <p>The School operates a Merit Award System. Each child receives merits for outstanding effort, achievement or helpfulness. Additionally classes gaining the highest average number of merits receive a reward.</p>	<p><b><u>Looks Like:</u></b></p> <ul style="list-style-type: none"> <li>• Working quietly</li> <li>• Listening to the teacher</li> <li>• Listening to each other</li> <li>• Concentrating</li> <li>• Being sensible</li> <li>• Behaving well</li> </ul> <p><b><u>Sounds Like:</u></b></p> <ul style="list-style-type: none"> <li>• Talking quietly about work</li> <li>• The teacher talking to the class</li> <li>• A child talking to the class</li> <li>• Talking pleasantly to each other</li> <li>• Children moving quietly</li> <li>• Equipment being used sensibly</li> </ul> <p><b><u>We Feel:</u></b></p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Happy</li> <li>• Able to share ideas</li> <li>• Able to ask questions</li> <li>• Enthusiastic</li> <li>• Valued</li> <li>• Safe</li> </ul>

## The Governing Body

The duties and functions of Governors are defined in the Instruments and Articles of Government for Schools. The Instruments set out the composition and rules of procedure of Governing Bodies. The Articles define their powers and duties.

The members of the Governing Body are as follows as at September 2011:

Mrs W Lummis	)	Chair
Mr A Al-Aride	)	LEA Appointed
Mr G Shaw	)	LEA Appointed
Mrs L Henderson-Smith	)	
Mr P Harrad	)	
Mrs J Tomlin	)	Parent Governors
Mr P Staddon	)	
Mr N Butcher	)	
Mr C Stanton	)	
Mr C Green	)	Community Governors
Mr D Kemp	)	
Mrs M Rose	)	Vice-Chair
Mr K Doughty	)	
Mrs S Elford	)	
Mr H Wilkins	)	Teacher Governors
Mrs J Norman	)	Staff Governor
Mr B Dowman	)	Associate Governor

The Headteacher is also a Governor.

The Governing Body meets regularly to review and discuss all aspects of the life of the school. The Governors endorse the curriculum offered to the children and make regular visits to the school to observe progress and developments. Governors are elected by parents and the teaching/administration staff. Others are appointed by the Local Education Authority. The remaining members are co-opted by the Governing Body.

All Governors may be contacted at Bacton Community Middle School by letter or 'phone, on 01449-781389.

## Governors' Policy on Sex Education

Human reproduction and the physical and emotional changes that take place during adolescence will continue to be taught during Science lessons as part of the requirements of the National Curriculum, which is compulsory for all pupils.

During the academic year 2010– 2011 other aspects of human sexual behaviour and material on AIDS, HIV and other sexually transmitted diseases will be dealt with during Science curriculum time in Years 5 and 8, but not as part of the National Curriculum requirements. Parents will therefore have the right to withdraw their children from all or part of these lessons, and will be given the option to do so in the letter which informs them when the lessons are to commence, and invites them to school to see the resource material and discuss it with the staff.

(This is an extract from the Governing Body Policy on Sex Education, which can be read in its entirety on application to the Headteacher).

All resource material used will be made available for inspection by parents on request. Parents have the right to withdraw their children from non-National Curriculum aspects of the Sex Education offered by the school under the terms of section 241 of the 1993 Education Act.

## Local Arrangements for the Consideration of Complaints

The LEA has established procedures so that the concerns of parents and others about the school curriculum and related matters may be considered and – whenever possible – resolved locally.

The arrangements are to apply to complaints relating to the curricular responsibilities of the LEA or the governing body of a county, voluntary or maintained special

school; that is, that the authority or governing body has acted, or is proposing to act, unreasonably or has failed to comply with the requirements or duties imposed by the Education Reform Act 1988.

In the first instance, particular problems should be referred to the Headteacher who will endeavour to achieve a satisfactory outcome by informal means, if necessary through discussion with

appropriate members of staff and the complainant. If, however, the issue cannot be resolved in this way, it may be referred first to a panel of governors of the school and, as a last resort, to an LEA panel for formal consideration.

Further details of the authority's procedures may be obtained from the School Office or the Area Education Manager.

# Illness and Accidents

The school can only offer first-aid facilities, as there is no medically qualified member of staff. **It is essential therefore that parents provide the school with an emergency contact telephone number.** If a second number could be provided this would be helpful. The form providing this information should be completed and returned to the school. Any changes should be given to the school as they occur.

In the case of an emergency where parents cannot be contacted, a senior member of staff will take the appropriate action, if necessary in

consultation with medical authorities.

Children who are unwell should be kept at home, as there are no nursing facilities in school, and the danger of infection is obvious.

Parents of children with chronic medical conditions should inform the child's Form Tutor each September of the current medical position, and space is provided on the form sent home for correction, showing the details that we hold for your child.

Where a doctor states that attendance at school is advisable,

but suggests certain areas of the curriculum should be avoided e.g. PE and Games following fractures, sprains etc., then a note confirming this should be requested from the doctor, to avoid any misunderstanding at school.

## LEAVING THE SCHOOL PREMISES -

Only those children who go home on a regular basis may leave the school premises during lunchtime, unless there is written permission from a parent, in which case parents assume full responsibility whilst the children are off-site. If a child needs to leave school early it is essential that they bring a note and sign out at the office.

# SATs Results 2011

## Key Stage 2, 2011 Comparative Information

Number of pupils eligible: 102

### COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

The number of eligible children is:102

Figures may not total 100 per cent because of rounding.

		TEACHER ASSESSMENTS								
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	3	13	52	32	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	3	21	59	16	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	1	11	55	33	0	0	0
	National	1	0	2	12	49	36	0	0	0

		TEST RESULTS					
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered*	Pupils absent
English	School	2	15	54	27	0	1
	National	6	13	48	33	0	1
Reading	School	3	5	46	44	0	1
	National	8	8	33	51	0	1
Writing	School	2	30	43	23	0	1
	National	5	23	50	21	0	1
Mathematics	School	6	16	54	22	0	1
	National	5	14	46	35	0	1

W - Represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* - Represents pupils who were not entered for the tests because they were working below level 3 in English or mathematics, pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# - Represents pupils working at the levels of the tests, but unable to access them.

**BACTON COMMUNITY  
MIDDLE SCHOOL**  
Wyverstone Road, Bacton  
Suffolk IP14 4LH  
‘Phone 01449-781389  
Fax 01449-781852

## **Governors' Charging and Remissions Policy**

The Governing Body recognises the valuable contribution that the wide range of additional activities including clubs, visits and residential experiences can make towards pupils' personal and social education, and would wish to promote such activities as part of a broad and balanced curriculum.

### Disclaimer:

The information and particulars in this Prospectus relate to the school year 2011/2012, and are correct at the time of publication. It should not be assumed that there will be no changes affecting the relevant arrangements or some matter particularised:

- a) before the start of, or during the school year in question, or
- b) in relation to subsequent school years.

The Governing Body reserves the right to make a charge for the board and lodging element for residential activities deemed to take place within school hours, and the full cost to each pupil of activities deemed to be optional extras taking place outside school hours which may include residential activities. Charges may also be made for expendable materials used in Technology, Food Technology and Art.



Where the parents of a pupil are in receipt of Income Support, Income-based Job Seekers Allowance, Child Tax Credit (TC 602), has no Working Tax Credit, and an annual income that does not exceed £16,190 or is supported under Part VI of the Immigration and Asylum Act 1999, the Governing Body will remit in full the cost of board and lodging for any residential activity deemed to take place in school hours, or where it forms part of the National Curriculum.

There may also be cases of family hardship that may make it difficult for pupils to take part in particular activities. In such cases parents are asked to contact the Headteacher in confidence.

**Our email Address:**  
admin@bcms.org.uk

## **Useful Addresses and Telephone Numbers:**

### **The School -**

Mrs A Nicholson, Headteacher  
Bacton Community Middle  
School,  
Wyverstone Road, Bacton  
Stowmarket  
Suffolk IP14 4LH  
Tel. 01449-781389

### **Director for Children & Young People**

Endeavour House  
8 Russell Road  
Ipswich  
Suffolk  
IP1 2BX  
Tel. 01473-264000

### **Area Education Manager -**

Vanessa Harvey-Samuel  
Area Education Office  
West Suffolk House, Western Way  
Bury St Edmunds  
Suffolk IP33 3YU  
Tel. 01284-352000

### **Education Welfare Officer -**

Area Education Office  
West Suffolk House, Western Way  
Bury St Edmunds  
Suffolk IP33 3YU  
Tel. 01284-352000

*School Governors can be contacted  
through the school.*

### **School Transport Manager -**

Education Transport Service  
Endeavour House  
8 Russell Road  
Ipswich  
Suffolk IP1 2BX  
Tel. 0845 6066 173

### **Central Admissions (local rate)**

0845 600 0981





## TERM DATES 2012 – 2013

<u>Autumn Term</u> <u>2012</u>	3 <sup>rd</sup> Sept – 21 <sup>st</sup> Dec	<u>Half Term</u> 29 <sup>th</sup> Oct – 2 <sup>nd</sup> Nov	<u>PD Days</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Sept 26 <sup>th</sup> Oct
<u>Spring Term</u> <u>2013</u>	7 <sup>th</sup> Jan – 28 <sup>th</sup> March	<u>Half Term</u> 18 <sup>th</sup> – 22 <sup>nd</sup> Feb	<u>PD Days</u> 7 <sup>th</sup> Jan
<u>Summer</u> <u>Term</u> <u>2013</u>	15 <sup>th</sup> April – 23 <sup>rd</sup> July	<u>Half Term</u> 27 <sup>th</sup> – 31 <sup>st</sup> May	<u>PD Days</u> 15 <sup>th</sup> April