

# **Alderman Pounder**

## Infant and Nursery School



School Prospectus  
2019/2020

*"Making a difference as we grow together."*



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## **Infant and Nursery School**

**'Making a difference as we grow together'**

Dear Parents/Carers,

A very warm welcome to our school. Alderman Pounder Infant and Nursery School may look like a traditional school building on the outside but inside magical things happen. We are a forward thinking team who are ever alert to opportunities no matter how quirky, crazy or 'out there'. Our committed, caring and nurturing workforce enable individuals to grow into strong independent risk takers, ensuring that the values we promote at Alderman Pounder are embedded in each class.

We use every inch of space to its full potential and take great pride in pushing the boundaries to offer our children the best possible learning opportunities. The main school building has six classes for reception, year one and year two pupils. The nursery buildings, affectionately known as The Potting Shed and The Pod, are where you will find our younger children who attend Seedlings, our nursery. The Pod has many exciting features including a pond, sensory room, mini allotment and a pets' corner. We also have a potion station on the key stage one playground, and BOB, our library bus, which was officially opened in summer 2015.

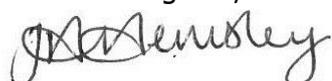
The key strength of Alderman Pounder is the atmosphere with its kind and caring ethos. Children, and their best interests, lie at the heart of everything that we do. Parents, in the spring term questionnaire, identified the main school strengths as caring staff, strong pupil and staff relationships, the school's positive respectful ethos, excellent communication, community involvement and the outstanding learning environment. A full copy of the questionnaire results is available from the school office.

Alderman Pounder is now part of the Flying High Trust. The Multi Academy Trust (MAT) is a group of twenty four schools across Nottinghamshire, Nottingham City & Derbyshire who all work closely together to ensure that we are providing the best education possible for your children. FHT were recently awarded with the title of the fourth highest performing Trust in the country and the highest performing Trust in the East Midlands. The ethos of the Trust is identical to ours, which enables Alderman Pounder to retain everything we hold so dear about the uniqueness of our school, whilst benefiting from collaboration with the Trust and all partner schools, to ensure we continue to offer the best opportunities for our children, staff and wider school community. Along with the other schools in the trust, we aim to be one of the best schools in the universe!

We hope this prospectus covers many of the questions you may have about the organisation of our school. We believe in the importance of a strong partnership between home and school and aim to develop a sense of security, interest and enquiry in children so that they may progress confidently through our school.

Ultimately, and above all else, our priority is that your child feels happy and valued. Our aim is to ignite a child's love of learning and inspire them to achieve their very best, ensuring your child leaves Alderman Pounder with high self-esteem, lots of independence, confidence and happy memories!

With kind regards,



Miss J Hemsley  
Head Teacher

**Head Teacher** Miss J Hemsley

## School Session Times



Regular, punctual attendance is expected of all children, therefore please ensure your child arrives, and is collected on time, every day.

To ensure your child's safety we need to know if normal collection arrangements are changed. Please ensure that **consent forms** are up-to-date and staff are made aware of any changes in family circumstances.

### Seedlings Nursery (Foundation Stage 1)

Nursery is open from 7.30am – 6.00pm

Main Learning Session 1 (am) **8.45am – 11.45am**

Main Learning Session 2 (pm) **12.30pm – 3.30pm**

### Cherry & Sycamore classes (Foundation Stage 2 - Reception)

Morning Session **9.00am – 11.45pm**

Afternoon Session **12.45pm – 3.15pm**

**Classroom doors are opened at 8.50am.** Parents are encouraged to bring their child into school, change books and join in with a learning activity for ten minutes before the start of school.

### Beech, Alder, Oak, & Maple (Key Stage 1 – Year 1 & Year 2)

Morning Session **9.00am – 12.10pm**

Afternoon Session **1.00pm – 3.15pm**

**The whistle will be blown on the playground at 8.55am** as a signal for children to assemble in their class lines and be brought into school by a teacher.

## Attendances, Absences and Holidays

To ensure your child achieves their full potential, it is vital that they attend all school sessions. All attendance and lateness is very closely monitored. Holidays are not permitted during the school term as this can be extremely disruptive to their education. Parents/ Carers are required by law to ensure that their child attend all school sessions.

In exceptional circumstances, a leave of absence form can be requested from the school office. The Head Teacher will write to you following the submission of an application to inform you whether the days will be granted as authorised or unauthorised. Unauthorised absences or repeated lateness is closely monitored by the Education Welfare Officer on a regular basis.

Please contact the school if your child is ill and therefore unable to attend school, confirming the reason for their absence. If your child is not in school without an explanation, then we will contact you to establish their whereabouts.

## School Values

Our values play a huge part in all that we do at Alderman Pounder. Our logo uses the analogy of a tree, symbolising a child's growth during their time here, and roots being the six values that are embedded in all aspects of Alderman Pounder. These are:



## Senior Leadership

The school is led and managed by the following team:

- Miss Hemsley, Head Teacher
- Mrs Ingram, Deputy Head Teacher
- Mrs Hume, Business Manager
- Ms Barnes, Early Years Leader
- Miss Davison, KS1 Leader

## Governors

Our Governing Body draws on the full range of skills and knowledge of its membership, this ensures different perspectives are considered when we make our decisions. It also means we have at our disposal experience of social work, teaching, marketing, business improvement techniques, health and safety assessment, and contract management, to name just a few. Governors actively support and challenge the school, working alongside the Head Teacher.

Much of the work of the Governing Body goes unseen, but they play a key role in helping the school provide the best education for its pupils. The Governing Body plays an active role in the strategic development of the school. Typically Governors will attend two meetings per term, the full Governing Body meeting, and the meetings of the sub committees.

## Children's Government

As a school we are very keen that children should have a voice, and are heard. We were keen for the children to begin to form a better understanding of how our national system of government functions and with that in mind, Alderman Pounder Children's Government was formed in October 2017.

Each autumn we hold a campaign week, giving children an opportunity to say why they should be voted in, followed by an election day, complete with polling booths.

The government meets weekly, considering a range of issues and projects, some of which are tasked to them by the senior leadership team, some at the suggestion of the ministers themselves. Projects they have already completed include deciding the new school uniform, acquiring an all-weather race track and organising the raising of funds to pay for a block of toilets for a school overseas.

## Family Support Worker

Last year we appointed our very own family worker, Mrs Hibbert. Whilst teaching and learning is still our core focus it is essential that we recognise that our children's health and well-being is fundamental to their academic success and overall happiness. Mrs Hibbert is based in The Pulse, just off the main school entrance. Mrs Hibbert will be there to work with and support children and their families who, for whatever reason, may need some additional support or advice.



Mrs Hibbert is a trained emotional literacy support assistant as well as being the school's very own behaviour champion – she is also really good at making a decent cup of tea and being a listening ear. Mrs Hibbert will be running a free drop in session every Monday morning from 9.00am – 10.00am but if you would like to discuss something more personal please feel free to email her on [lhibbert@aldermanpounder.notts.sch.uk](mailto:lhibbert@aldermanpounder.notts.sch.uk), drop her a message on Class Dojo or make an appointment at the school office.

## Parental Involvement

We actively encourage parents to be involved as much as possible with their child's learning and development. All school children will have a Home/School diary, which is used to record their daily reading progress, and includes useful guides for the various stages of the early years and key stage one reading development.

Parents are invited into school on a termly basis to discuss their child's progress. At the end of the summer term parents of all school children are given a written report on their child. Nursery parents are invited to meet with the relevant care worker to celebrate your child's progress. Parents are always welcome in school, but please make an appointment for a mutually convenient time if a more detailed discussion is needed.

We are extremely lucky to have a dedicated group of **Parent, Teachers and Friends (PTFA)** who work tirelessly to bring the school community together, whilst raising money for the school. Recent events such as our 12 days of Christmas, film clubs, Easter Egg hunt and fashion show have all been highly successful. All the money raised is used to enhance the learning opportunities for the pupils in school by providing additional activities and resources. They are a friendly group who meet on the first Wednesday of every month and who are looking for new volunteers. If you are interested, please look out for the invitation to the first meeting in October.

Throughout the year, we also invite parents to **Loving Literacy, Marvellous Maths, Emotional Well-being and Online Safety** briefing sessions, which are ideal opportunities to see how we teach and support these topics in school.

## Communication to and from school

Class Dojo is the main way that we communicate school news with our parents. This is a safe platform which requires a username and code, unique to each child. Dojo consist of three news feeds:

1. a whole school story visible to all
2. a class story communicating information specific to the class and
3. an individual feed which shares successes and photographs of your child and their work. You can use this platform to share information too, we love hearing and seeing what your child has been doing at home.

We send communications by email if sending a specific document such as a letter. We are an eco-school and take our contribution towards maintaining the environment seriously. Hard copies will be sent home when there is a reply slip to be completed. The school also has a text message service which we use for significant reminders. It is therefore essential that we have your correct contact details. The calendar and copies of all newsletters can also be found on our website at [www.aldermanpounder.notts.sch.uk](http://www.aldermanpounder.notts.sch.uk).

## School Uniform

We launched a new uniform last year, in which we hope parents will encourage children to take pride. **Please ensure that every item is clearly labelled.** The uniform consists of:

- navy jumper or cardigan with the school logo
- grey/black skirt, shorts, trousers or pinafore dress
- white polo shirt
- patterned navy and white summer dress
- Alderman Pounder navy backpack

For PE, the children will require a navy drawstring PE bag, with a pair of black shorts, plain white t-shirt and a pair of trainers or plimsoles.

School clothing is available from local retailers:

- **TGR Embroidery**, 145 Attenborough Lane, Nottingham Telephone 07952 192899
- **Morley's** on Bramcote Avenue, Chilwell. Telephone 0115 9258046.

This year we have launched Uniform Aid to support those families who are going through difficult times. This is a confidential and discreet service and if you would like to find out more then please send a dojo message to Mrs Hibbert, our Family Support Worker.

## Lunch Arrangements

We are very lucky that all of our school aged children benefit from government funded **universal free school meals**, and actively encourage our children to make the most of this free daily hot meal. We have an excellent catering team that follow a set three week menu, a copy of which is displayed on the external kitchen door and also on our website.

If your child has any allergies or specific dietary requirements, school must receive a copy of a letter from your GP in order for school to make special arrangements. A vegetarian option is always available.

Children are cared for at lunch times by midday supervisory assistants, operating a family service where children are served at the tables. **Please note that nuts, of any kind, cannot be bought into school.**

## Healthy Eating

We have achieved and maintained the Healthy Schools Gold Award for healthy eating, physical activity and personal and social education. We encourage our children to drink plenty of water throughout the day so please do ensure they bring a water bottle with them every day.



Snack time will consist of fresh fruit and a drink of milk, or water if they prefer. Both the fresh fruit and milk are funded by the government. We will register all new September starters automatically as their milk is free until they turn 5 years old, or if your child qualifies for Pupil Premium (see below). Please speak to the office staff if you have any queries.

## Seedlings Nursery – for children aged 2 to 4 years

At Seedlings we welcome children from the age of 2 years old into a secure, happy and stimulating environment. Seedlings nursery is on the same site as the school in two different buildings:

**The Pod** – is the bungalow at the front of school which is for our very youngest children

**The Potting Shed** – is the larger of the two buildings used for our pre-school children who will be starting school the following year



Children in both buildings will learn through a wide variety of play activities and experiences to develop confidence in working and communicating with different adults and children. We actively encourage the children to become more independent by developing their self-esteem and self-confidence and showing we value friendship and showing respect for other people, cultures, property and their surroundings. We allow them to express their ideas and make informed choices and encourage them to take responsibility for the decisions they make.

## Seedlings Sessions and Funding – 15 hours & 30 hours

Early Years Funding for nursery sessions for 3 and 4 year olds is 15 hours per week, starting from the term after their 3<sup>rd</sup> birthday. Funding may also apply to eligible 2 year olds. For families where both parents are working (or the sole parent is working in a one parent family) more than the equivalent to 16 hours at the national minimum wage, the funding is extended to 30 hours per week.

The 15 hours funding can be used against any of the main learning sessions per week. The 30 hours funding can be used slightly differently as follows:

- 10 hours per day, over 3 days, with a minimal charge for the breakfast, lunch and after-school sessions to cover the cost of food.
- Over 5 days from Monday to Friday, 8.45am to 3.30pm, with a minimal charge for the lunch session

Extra sessions in addition to the funded hours can be booked, which are paid in advance by a monthly invoice. The 2019/2020 structure is below, however please speak to the office team if you have any queries.

Time	Activity	Additional Cost These rates apply for additional sessions in excess of the 15 or 30 hours funding	Additional Cost These rates apply for sessions using the 30 hours funding
7.30am - 8.45am	<b>Breakfast Club</b>	£5.00	£1.00
8.45am - 11.45am	<b>Learning Session 1 (AM)</b> To be used against Early Years Funding	£12.00	Free
11.45am - 12.30pm	<b>Lunch</b> This includes a two-course hot dinner	£5.00	£2.00
12.30pm - 3.30pm	<b>Learning Session 2 (PM)</b> To be used against Early Years Funding	£12.00	Free
3.30pm – 6.00pm	<b>Afterschool Club</b>	£9.25	£1.00

## Extended Services – Breakfast, Afterschool and Holiday Club

Bouncing Beans has been offering our extended service for many years, serving both Alderman Pounder Infants and Eskdale Junior schools. From September 2019, the school will be running the service, with the nursery and reception aged children in the Potting Shed, and the older children based in the Pod. For more information please contact either the school office, or Ms Clare Goodyear on **07941 428240**.

## Keeping Children Safe

The school is committed to safeguarding and has a vigorous child protection policy and strict procedures. We have three fully trained designated teachers who are responsible for child protection in school and nursery. These are Miss Hemsley who is the Senior Designated Safeguarding Lead (DSL), and Ms Barnes and Mrs Ingram who are Deputy DSL. A copy of the child protection policy is available on request.

Alderman Pounder is also part of the Encompass project which shares information with Nottinghamshire Police on reported domestic abuse incidents. The project aims to support children who are affected by domestic abuse. The Head Teacher will liaise with the Education Advisor in the Multi-Agency Safeguarding Hub, when required, whilst ensuring support is available to the child during their school day.

Our Health and Safety procedures ensure that the children in our care are looked after in a secure environment. If your child appears to be unwell during the school day, we will contact parents as soon as possible.

All teachers, support staff and midday supervisors ensure that children are happy and behave well at all times. Emphasis is placed on good manners and respect for others with organised structured play activities during the lunchtime period. All staff hold first aid qualifications which are regularly updated, and are also trained in child protection procedures. If a child makes a disclosure to an adult in school which gives cause for concern, this will be reported to the Head Teacher who is the named child protection officer.

We have individual health care procedures for any child who has a medical need. Please inform us of any allergies or other health problems that affect your child. Please note that school is unable to apply antihistamine cream if children have been stung or bitten by insects.

There is a strict policy for **administering medication** in school. Please refer to our school website or speak to a member of the office team for further guidance.

## Special Educational Needs

At Alderman Pounder School all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum. However, some children experience considerable difficulties in learning at certain stages in their school life.

The majority of children will learn and progress within the normal class situation; those who have difficulty in doing so may have Special Educational Needs and may need additional support for a period of time. We believe the key to success is through early identification, assessment and high quality provision for any child with special needs. A child is likely to be more responsive if their needs are met at an early stage.

If at any stage you are concerned, please talk to the class teacher who will investigate and report back to you. Similarly, if a teacher is concerned about your child's progress, you will be contacted and a meeting convened to discuss any special educational needs your child may have. An Individual Educational Plan (IEP) that sets out clear targets for your child will be drawn up and implemented by your child's class teacher. Extra support will be made available in and out of the classroom to match the needs of your child. If your child has an IEP, you will be invited to review meetings to determine your child's progress and assess the level of support needed. The school has a Special Educational Needs policy which is available on request. The school's Special Educational Needs coordinator is Ms A Barnes.

## Pupils with Disabilities

All parents who apply for their children to attend Alderman Pounder have their applications assessed against our published admissions criteria. Students with disabilities are not treated differently in any way. The provision of support given to children with SEN also applies to disabled students. Every effort is made to ensure that all students have access to the full curriculum and to extra-curricular activities. The school is on one level and accessible throughout to wheelchair users, with ramps to some external doors. Students also have access to disabled toilet facilities.

## Pupil Premium

Additional funding is available to schools for children who are eligible for Pupil Premium. This is based on families who receive specific benefits. With your permission, the school can check with NCC to see if you may qualify. Please be assured that all information is handled in confidence by the school. If you would like any help please speak to the office staff.

# Enhancing the School Environment

Children absolutely love to explore their creativity and we firmly believe that learning can take place anywhere – it doesn't always just take place in a classroom. Whilst our external space may be limited, we try to push the boundaries to create as many external learning environments as possible across the school site. So far, these include a pond, mini allotment, pets' corner, potion station and BOB, our library bus.

Our playgrounds are covered with safe surfacing in many areas with a range of markings to encourage a variety of games and activities. A trim trail promotes exciting physical activity, with a newly laid race track next to it for our budding athletes.

Internally, on-going modifications ensure that the school is well-maintained and always fit for purpose. The classrooms enclose a courtyard which is used to support structured play, and will be the next focus for development. The reception (FS2) area has a mixture of open plan and quiet areas for focused work, which facilitates access to a wide variety of activities. The Key Stage One classrooms are all enclosed, promoting a quiet, calm environment but with access to role play, baking and craft areas.

## Eco School

Eco Schools provide a framework which helps schools to recognise good environmental practice and identify areas they need to improve on. Once identified the school creates an action plan which sets out how they will make those improvements. Crucially the programme is led by children and supports many areas of the curriculum. Eco Schools delivers the Government's Sustainable Schools Strategy accrediting schools as they progress. Schools can receive a Bronze Award, Silver Award and ultimately the Green Flag, which is endorsed worldwide by the United Nations Environmental Programme (UNEP) as an international symbol of excellence.



We are very proud of the fact that Alderman Pounder has so far achieved **five** Green Flag Awards and well on our way to the sixth!

## Religious Affiliations

The school has no affiliations with any particular religious denomination and the school follows the Nottinghamshire RE syllabus.

## Teaching Methods

A wide range of different teaching methods are used. The children may work independently, in pairs, in groups or as a whole class. Teaching is further enhanced by the presence of teaching and support assistants who provide support for children on an individual or small group basis.

Children engage with a range of different activities each day. This variety provides for all types of learners and abilities ensuring we meet the needs of all children. High quality and creative resources are used to support and motivate the children.

## Curriculum

Alderman Pounder has developed a creative, skills based curriculum which engages the children effectively and encourages a wide range of learning opportunities. In addition, we strongly believe in the importance of developing the qualities of outstanding learning in children, ensuring we equip them with a lifelong love of learning and an understanding of the attitudes required to be successful.

The curriculum is underpinned by a rigorous set of skills specific to each subject, which are progressive across each year group. The year is then divided into the three terms as follows:

Autumn	Spring	Summer
Discover: A Big Question linked to the humanities	Explore: A Big Issue linked to the sciences	Create: The Arts linked to the arts

Termly updates are provided on Class Dojo providing a full breakdown of what is being taught and how you can support learning at home.

We believe that it is essential that we make our curriculum as exciting and relevant as possible by inviting a range of visitors and providers into school. For example, a drama company helped the children explore fantasy settings, the local fire brigade visited to explain about their work and equipment, engineers helped the children think about designing and building safer structures, and museum curators brought in artefacts etc.

Due to the cost, off-site Educational visits take place approximately once per school year. In recent years visits have included Snibston Discovery Park, Twycross Zoo Manor Farm and the Space Centre.

We also run Friday Fun at different points throughout the year. This runs on a Friday afternoon, when children can choose from a range of different activities offered by staff. To date these have included such things as making pots, sign language, photography, puppet making, construction club, learning recorder, lego club and nature detectives.

We have a wide range of after-school clubs such as multi-sports, dance, racket rabble, French and many more, all of which enhance our curriculum. Details of these will be provided throughout the year.

## Early Years Foundation Stage

The period from birth to age five is described as the Foundation Stage. It is a distinct stage and important both in its own right and in preparing children for later schooling. The curriculum for the Foundation Stage underpins your child's future learning. It is organised into seven areas of learning:

- **Communication and Language** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

## Assessment of the Foundation Stage

Pupils are assessed regularly in order to plan a curriculum which meets the needs of all pupils and to track progress. Progress in the Foundation Stage is assessed using 'best fit' judgements against the Early Years Foundation Stage Ages and Stages document, which is an assessment tool used by both our Nursery (FS1), by other pre-school settings and by Reception (FS2) staff. This relates the performance of pupils to age-related expectations.

At the end of the Foundation Stage, pupils are assessed using the Early Years Foundation Stage Profile. This document describes the attainment of pupils in relation to Early Learning Goals for 17 different areas of learning. Pupils may be judged to be 'emerging' (i.e. still working towards the Early Learning Goal) 'expected' (i.e. having met the majority of the statements in the Early Learning Goal) or 'exceeding' (i.e. working at a level beyond the Early Learning Goal). This information is shared with parents at the end of their child's reception year

## Key Stage 1

Children in Years 1 and 2 are within the first key stage of their education journey, known as Key Stage 1. The format of learning is more structured, whilst following a broad topic-based curriculum aimed to stimulate and engage the minds of our older children. More information will be provided during the transition programme into Year 1, where parents will be invited for a stay and play to provide an opportunity to ask any specific questions.

## Phonics

For the last few years we have been using a phonics scheme called Story Time Phonics. This is a phonics programme which uses 'real' books created by phenomenal writers and illustrators who know how to engage children and make them want to read for pleasure.

Phonics is delivered daily as a whole class session. All the sounds that children need to learn remain the same as before and can be found in the front of their reading diaries.



There is an expectation that by the end of FS2 (Reception) children will know the words and sounds from phase 2, 3 and 4 and that by the end of Year 1, children will have completed phase 5. Year 2 children will build on phase 5 and complete phase 6. In Year 1 and 2 there are common exception words that children will need to read and write, these can also be found in the reading diary, which will be sent home with your child in September.

## School Discipline

***'Behaviour in lessons and around school is good. Warm relationships between adults and pupils throughout the school enable pupils to thrive in their learning and achieve well'***  
*OFSTED 2015*

Children in school are expected to be well-behaved and considerate to others. General reminders are given as to expectations and standards of acceptable behaviour. Specific reminders are given for misbehaviour and may result in loss of certain privileges. Incidents of unacceptable behaviour will usually be dealt with in school. If this proves to be an ongoing problem, then we will inform parents. Co-operation between home and school is the keystone to our discipline in school.

## Data Protection – our commitment to your privacy

Changes in data protection law came into effect in May 2018. The General Data Protection Regulation (GDPR) is a really positive step towards giving you more control over how your data is used and how you wish to be contacted. The changes will also help better protect your personal data, and we have an updated Privacy Notice to reflect these changes. As part of our community, you are at the heart of what we do and your trust is important to us, so we want to make sure you understand what these changes mean. If you'd like to find out more, please refer to our new Privacy Notice which can be found on our website under the 'About us' section.

## School Policies

The school has a very comprehensive range of policies and procedures which have been developed and adopted by the Governing Body of the school. Please refer to our website for all school policies.

## Complaints Procedure

We aim to make our school a happy, safe and caring place so that pupils may benefit from the best possible education. If you think we are not living up to your expectations of us, we want to know about it so that we may have the opportunity to put things right. If you do have a concern or a complaint, speak to your child's class teacher. If they cannot resolve the matter then it will be referred to the Head Teacher. Most complaints will normally be resolved at this stage but if this is not possible or your complaint is about the Head Teacher, you should write to our Chair of Governors at the school address, who will then liaise with the governor designated for complaints who will investigate. A copy of the school's complaints policy is available on request.

