



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

Welcome and Introduction

Dear Parents and Carers

I am delighted that you are interested in finding out more about our school. I hope this prospectus gives you a real flavour of The Downley School as well as lots of useful information. Please visit us to find out more and don't hesitate to contact the school office should you have any further questions.



The Downley School moved to its present site in June 2002, combining separate infant and junior schools into a large primary school for children aged 4–11 years old. Our facilities both inside the modern building are excellent and our outdoor environment is breathtaking.

We admit 60 children into each year group throughout the school. There are two classes in each year group. Pupils start in the Reception department in the September of the academic year in which they become five years old.

Visitors often comment that the school has a very welcoming and happy atmosphere. Our children achieve extremely well in all areas of the curriculum and I am sure that the motivation to do well is embedded by our fantastic team of staff working in partnership with parents, Governors and the wider school community. Everyone really does want the very best for every child at The Downley School. We strive to recognise and develop talents which our children bring to school and to encourage those who are less confident to find aspects of their school life in which they can really shine. In doing this, we find children are inspired to learn throughout all areas of the curriculum and make the most of the learning opportunities we work so hard to give them.

It is our aim for them to become confident, responsible and respectful citizens. For them to foster a love of learning and to appreciate and care for the world in which they live. We promote a 'values-based' approach to the curriculum and explicitly reinforce positive values throughout all areas of school life. We encourage families to be as engaged as possible with this aspect of their child's learning. In May 2014, we were awarded the International Values Education Trust Quality Mark—recognition of the whole school community's commitment to Values Based Education at The Downley School.

Thank you very much for your interest in our school.
We look forward to welcoming you in the future.

With best wishes

Mrs S Webb

(Headteacher)





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School Information

Address:	Faulkner Way Downley High Wycombe Bucks HP13 5AL
Telephone:	01494 527033
Fax:	01494 474485
Email:	office@downley.bucks.sch.uk
Headteacher:	Mrs Sue Webb
Deputy Headteacher:	Mrs Helen Hadaway
Assistant Headteacher	Mrs Lynne Gippert
SENDCo (Special Needs and Disabilities Coordinator)	Miss Stephanie Reddington
Chair of Governors:	Mr Chris Gentry
Pupils on role:	420 (September 2014)
Type and Age Range:	Primary School 4 –11 years
School Hours	
Reception:	8.45am—3pm (full time) 8.45am—12pm (part time)
Key Stage 1:	8.45am—3.05pm
Key Stage 2:	8.45am—3.15pm





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School Aims and Ethos

The aims of the school are as follows:

- The school is committed to safeguarding and promoting the welfare of children and expects everyone involved within the school community to share in this commitment *
- The Downley School is recognised by pupils, parents/carers and the community at large as an outstanding school
- The curriculum is rich, broad, balanced and relevant for all
- Every child is given opportunities and encouragement to achieve his or her maximum potential in all aspects of school life
- Respect, tolerance and understanding towards oneself, all other people and the world in which we live is embedded
- Pupils become confident, lifelong learners and respectful citizens
- The Healthy School's philosophy and guidelines are actively promoted and encouraged
- Governors, staff, parents and pupils work together, valuing each other, in order to achieve the best for every member of the school community

To achieve these aims we work hard to create a community and environment which encourages everyone to:

- Feel safe, cared for and valued
- Be treated equally irrespective of gender, race, religion or beliefs, disability, physical characteristics or any other factors
- Develop a love of learning and take opportunities to be inspired by and learn from other people
- Challenge themselves to achieve their personal best in whatever they are doing
- Co-operate with and respect others
- Keep healthy in mind and body by taking regular exercise and understand the principles of a healthy lifestyle
- Proactively care for the environment in which we live and recognise the effects of non-sustainable practices
- Take responsibility for one's own actions

* *The Safeguarding Policy can be accessed via the school website*



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The School Day

Whenever possible, every day begins with Wake and Shake on the lower playground. It is a fantastic way to start the day and extremely popular with the children. A bell sounds at 8.40am which is a signal for children to get ready and take their places. It is also a signal for parents to leave the playground. Staff meet and greet the children and everyone does Wake and Shake together, starting at 8.45am. The main gates are shut promptly at 8.50am by which time all parents need to have left. Latecomers need to enter the school through the front door—although this is a rarity as everyone is so keen to do Wake and Shake! (Reception children build participation in Wake & Shake. We don't expect them to join in until they are settled and confident in starting the school day).



Session times

Reception (4-5 yr olds)
8.45am—12pm (part time)
8.45am—3pm (full time)
Lunchtime: 11.45am—12.45pm

Key Stage 1 (5-7 yr olds)
8.45am—3.05pm
Lunchtime: 11.45am—12.45pm

Key Stage 2 (7-11 yr olds)
8.45am—3.15pm
Lunchtime: 12.45pm—1.45pm



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Admissions

Children enter our Foundation Stage at the beginning of the school year in which their fifth birthday falls. All children born between 1st September and 31st August will start at The Downley School in September, either full time or part time as preferred.

- Children who are five between 1st September and 31st December inclusive begin as full time (8.45am-3.00pm) pupils in the autumn term.
- Children who are five between 1st January and 30th April inclusive have the option to start full time from September, or continue on a part time basis (8.45 am—12 noon) if preferred until January.
- Children who are five between 1st May and 31st August inclusive have the option to start full time from September, or continue on a part time basis if preferred until January or April.



On completion of their year in Reception, the children progress through Key Stage 1 and Key Stage 2 until they leave us and move on to the secondary phase of their education.

In the event of the number of applications for places at the school exceeding the number of places available, the criteria laid down by Buckinghamshire County Council will be followed in the allocation of places. Full details of this are available on the council website www.buckscc.gov.uk/schooladmission

The Downley School welcomes, and currently supports, pupils with disabilities for whom we are deemed to be the most appropriate school. Where necessary the curriculum content and delivery is adapted to make it fully accessible to all pupils. We are equipped with a disabled toilet and changing facilities and whilst the school is on two floors there is access to the upper floor via a lift. All parts of the school are fully accessible to wheelchair users.



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Admissions (cont...)

Transfer to Secondary Education

Children transferring to secondary school at the end of Key Stage 2 will have the opportunity to sit the 11+ examination as part of the Buckinghamshire Secondary Schools Allocation Procedure in the first term of their final year at primary school. This determines if a child is best suited to a grammar school or an upper school. Parents may withdraw a child from the exam if they so wish. Once allocated a place at secondary school, staff at The Downley School liaise closely with that school and provide opportunities for high quality transfer activities and meetings.



Year 6 pupils take on a high challenge at The Frontier Centre

School Terms

Under the 1986 Education Act children are required to be in school for 190 days each academic year. These are divided up into three terms:

Autumn (September–December)

Spring (January–April)

Summer (April–July)

The term dates are set by Buckinghamshire County Council and the exact term dates vary slightly from year to year depending on public holidays. During each term there is a half term break of one week. Teachers are in school for a further five days for professional training (INSET days). These dates are released at least a term in advance. Term dates for the current academic year are on the school website.





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The Golden Rules

Our Golden Rules are embedded throughout the school and are at the core of the highest expectations we have of everyone. We all need to be safe and happy in order to learn and make the very best of the opportunities in our lives. Pupils and staff work together to support and look after each other, especially when made aware that people are undergoing difficulties. Everyone is encouraged to ask for help if they need it but sometimes this is hard to do. The school has a zero tolerance policy towards bullying and this is reinforced constantly through assemblies, class discussions, work with charitable organisations and the general ethos of the school.

We are great ambassadors for our school!

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- We try our best and work hard.**
We don't waste anyone's time!
- We are friendly, kind and helpful.**
We don't hurt people or their feelings!
- We respect property.**
We don't waste or damage things!
- We listen to people.**
We don't interrupt!
- We are polite and have good manners.**
We are never rude!
- We are honest.**
We never tell lies!
- We wear our uniform with pride.**
We don't look untidy!
- We keep ourselves safe.**
We don't do dangerous things!

We have a very proactive School Council who represent their classmates at regular meetings. They were involved in creating these rules and asking their classes for feedback. Some rules were added and some were adapted as a result of **pupil voice**, which is a very strong feature of the school.

Good behaviour is strongly encouraged at all times. Everyone is part of a team and there are many reward systems running throughout the school. There is also a Behaviour Card system for times when children don't behave well and disrupt the learning of others, or their safety or well being.

Lunchtime & Playground Rules

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- We have good manners when we eat.**
We don't mess around with food!
- We respect all adults who look after us.**
We are never rude!
- We play thoughtfully and kindly.**
We don't hurt anyone!
- We look after outdoor equipment.**
We don't misuse or break things!
- We look out for others.**
We don't play selfishly!



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Home/School Agreement

We want the very best for our pupils and for all of them to achieve their potential; to achieve this, we believe that close communication between home and school fosters an effective partnership which benefits the wellbeing and achievements of pupils during their time at the school. Therefore the purpose of the Home School Agreement is to clearly lay out the expectations and responsibilities of pupils, parents/carers and staff of The Downley School.

Pupils:

I will:

- Attend school everyday, unless I am ill
- Be on time for the beginning of the school day and for each lesson
- Follow the Golden Rules and uphold the values promoted within the school
- Be an ambassador for the school, both whilst at school and also outside of school
- Ask adults for support and help straight away if I have any concerns
- Complete all Home Study that is set and hand it in on time

Parents/Carers:

We will do our very best to:

- Ensure my/our child arrives at school on time, is collected on time and is appropriately dressed and equipped
- Make sure the school is informed if my/our child will be or is absent for any reason
- Understand that children must not be taken out of school and that permission will not be given except in the most exceptional or extenuating circumstances. Therefore I/we will arrange holidays in holiday time only
- Support the school's aims and values; encourage my/our child to follow the guidelines for behaviour by respecting the Golden Rules and school values
- Give my/our child support with Home Study to ensure that it is handed in on time and to ensure an effective home/school learning partnership
- Attend Parent Consultation meetings and curriculum information evenings
- Inform the school of any issues or changes in circumstances that may affect my/our child's work or behaviour
- Respect all members of staff and take appropriate action should I/we have any concerns or complaints
- Not use social media in such a way as to cause grievance to the school or other parents and children

School:

We will:

- Support your child to achieve his/her maximum potential in all areas of school life and foster a love of learning
- Encourage your child to be a responsible and respectful citizen, making decisions based on the values agreed by the school community
- Send home an annual Report of Achievement
- Arrange Parents Consultation meetings for you to see, hear and talk about your child's progress in school
- Work with you to ensure effective home/school communication and maximum support for your child's learning
- Be available, through our Open Door policy, to discuss any concerns you may have and take swift and appropriate action
- Keep you informed about school activities through regular newsletters and notices about special events



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The Curriculum

Children are educated in a primary school from the ages of 4 to 11. There are three phases of learning:

Foundation Stage Reception Class (4-5 year olds)

As with all year groups within The Downley School, there are two classes which work in partnership. A successful start to school makes a crucial contribution to children's early development and learning. We follow the Early Years Foundation Stage Curriculum and provide children with a rich variety of teaching and learning experiences throughout their year in Reception.

The Foundation Stage Curriculum is based on three '*prime*' and four '*specific*' areas of learning.

The three *prime areas* of learning are: Communication and Language; Physical Development and Personal, Social and Emotional Development.

The four *specific* areas of learning are: Literacy; Mathematics; Understanding the World and Expressive Arts and Design.

Children in Reception spend much of the time out of doors. Activities outside are a fundamental part of their learning. The seven areas of learning can be clearly identified in Reception's own outdoor area as well as in their classrooms.

Key Stage 1 (5-7 year olds: Year 1 and Year 2)

Key Stage 2 (7-11 year olds: Years 3-6)

The National Curriculum is statutory at Key Stages 1 and 2.

It comprises of the following core subjects:

- English
- Mathematics
- Science

and foundation subjects:

- Computing
- Art and Design
- Design and Technology (DT)
- History
- Geography
- Music
- Physical Education
- Languages (In Key Stage 2)
- RE (*Bucks agreed syllabus*)
- Personal, Social, Health and Citizenship Education*

(* *not statutory at KS1 or 2, but included in TDS Curriculum*)





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Religious Education and Collective Worship

The school is not affiliated to any particular religious denomination. However, all state schools are required to teach Religious Education (RE). In addition, all schools are required to hold a daily Act of Collective Worship. Assemblies are an important part of the school day when we meet together as a community in groups of different sizes depending on the day. Assemblies are times when we place focus on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and reflect the multicultural society in which we live. Both RE and Collective Worship are required to be mainly Christian based. Parents have the right to withdraw their children from RE and Acts of Collective Worship.

Health, Sex and Relationship Education (SRE)

The aim of our programme is to help the children to understand their bodies, how to keep healthy and to develop an awareness of the physical differences we all have. The Governors have approved a programme of SRE which is taught in the context of moral consideration, personal relationships and family life. The programme is integrated with work being studied in science, RE and PSHE. Parents have the right to withdraw their children from SRE lessons.

Outdoor Learning and Planning

Our wonderful outdoor environment has become an integral part of lessons and life at The Downley School. Outdoor Learning is a key feature of the curriculum, with many whole lessons or parts of lessons taking place in different areas of the site. This makes for motivational, healthy and effective learning.

Overviews of each term are planned by teachers, working in partnership with each other and with experts in various subjects and fields. A 'Project-Based' approach forms the basis of the planning of projects lasting varying lengths of time and with a range of outcomes which are shared. This approach gives children more opportunities to take ownership of their learning. The delivery of the curriculum has the National Curriculum at its core, with cross curricular links and creative teaching and learning, ensuring the highest quality opportunities for our pupils.





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Extra Curricular Activities and Clubs

There are many extra curricular opportunities for pupils of all ages. This year we are able to offer a wide range of activities during lunchtimes and after school. Some clubs are run by teachers and other school staff, some are run by parents and some by external partners (there is a cost for the clubs run by external partners). Our sports clubs take part in matches and tournaments which are held at The Downley School and other local locations. Our choirs go out of school to sing to residents of the local community. The Senior Choir have taken part in the Echoes Buckinghamshire Schools event at The Royal Albert Hall and our Key Stage 2 pupils have participated in Energize at The Wycombe Swan. Children in Key Stage 2 are also able to take music lessons in small groups. These are taught by peripatetic music teachers and are paid for by parents.



Activities and clubs this year include:

- Judo (KS1 & KS2)
- Art (Yrs 1 & 2)
- Multisports (Yrs 1, 2 and 3)
- Cookery (Yrs 1 - 4)
- Girls Football (Yrs 4, 5 & 6)
- Boys Under 10's football
- Boy's Under 11's football
- Netball (Yrs 5 & 6)
- Hockey (Yrs 5 & 6)
- Athletics (Yrs 3,4,5 & 6)
- Choir (Junior & Senior choirs)
- Orchestra
- Table Tennis (Yrs 5 & 6)
- Mini Bridge (Yrs 5 & 6)
- Homework club (all ages)
- Leap - School of Performing Arts (all ages)





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Inclusive Provision

We aim for every child at The Downley School to be provided with the very best learning opportunities for them to fulfil their potential in all areas of school life. Quality first teaching is the primary aim for all teachers when delivering their lessons:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
(DCSF, 2008—*Personalised learning*)

Teams of teachers and Senior Leadership meet every term to discuss pupils' progress and attainment in depth. Pupils who need additional provision are identified, appropriate provision is supplied for them and their parents are invited into school to be updated in full and to be able to support their children at home. Pupils who may need such provision may include those with learning difficulties, sensory impairment, physical difficulties, behavioural and emotional problems and also the especially able.

The school follows the Special Educational Needs Code of Practice. As soon as a difficulty is identified, provision is made to meet that need and progress is carefully monitored through a Provision Plan. At later stages the class teacher and SENDCo may receive support from outside agencies. Parents are fully consulted and encouraged to actively participate at all stages.

Pupils may also be identified as being exceptionally able, gifted or talented at a particular subject. Additional provision and support will also be made available to challenge these pupils so that they are able to develop their skills and talents to the highest levels.





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Home Study

The school places extremely high value on the engagement of parents with their child's learning. Curriculum Information Evenings take place so that parents can be informed of the strategies and methods their children will be learning so that they are able to fully support them.

Children throughout the school are encouraged to **read** at home for at least ten minutes on a daily basis and we ask that this is recorded in their reading journal. As they grow older, emphasis will move from complete adult support to more independent reading for some of the time.

The children's **Learning Logs** tasks are set on a regular basis and give children the opportunity to show their current learning in their own style. Our families have become very involved in helping their children develop skills and creativity in these amazing logs.

Spelling homework has taken on a new format in line with latest research. As well as learning to spell most commonly used words, children focus on specific sounds, rules and patterns in class on a daily basis. They are given a 'menu' of activities to complete at home to enhance their understanding and application of these. They are continually assessed in class. Once every term they are tested on words that contain the sounds, rules and patterns which they have been learning. This is a more effective way of encouraging children to become independent spellers who can apply their knowledge to a range of situations rather than simply learning a list of words for a test that are invariably quickly forgotten.

The focus on **Maths** home learning is very much based on the development of mental maths skills as well as mathematical concepts being taught at the time. The use of an internet based programme is used to encourage motivation and personalised home learning. Computers are made available for any children who aren't able to access one at home for them to be able to complete their homework in this way.

Educational Visits and Charging Policy

Our childrens' learning is enriched by regular educational visits and by educational visitors coming into the school. These activities develop knowledge, skills and understanding in different areas of the curriculum and also play a vital part in enabling pupils to visit places and meet with people they may otherwise not experience. Examples of recent activities are visits within the local community to neighbouring schools, areas of natural interest, churches, mosques, temples, libraries, historical buildings and theatres. Further afield we have visited castles, museums, stately homes and specialist centres of learning.

Parents and carers are asked to make a contribution to cover the cost of any activities undertaken. The school is sensitive to the differing family situations and no child is ever excluded on the grounds of cost. However, if not enough contributions are received an activity may not be able to take place. Charges for music tuition and some technology activities are made on a termly basis.





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Parents As Partners

Parents are a child's first and foremost educator. At The Downley School we value and appreciate parental support, helping children to develop a positive attitude to school and a love of learning. Research has shown that children learn best when home and school work in partnership. There is a strong and clear link between parental engagement and children's achievement. We offer a wide range of opportunities for parents to actively participate in supporting their children in school. These include:

Parent/teacher consultation evenings

These are held in the autumn and spring terms and are a chance for parents to meet with teachers and discuss their child's learning and progress, areas in which they need extra support or additional challenge. The children are welcomed and encouraged to be a part of these meetings, so they are able to hear how well they are doing and what targets they have to make their next steps of progress. A further opportunity to meet with teachers is available after publication of the End of Year Report in July.

Open evening

In the summer term, parents are invited to tour the whole school, guided by their children. They are able to look around all the classrooms and facilities, celebrate the school's work and meet with staff.

Curriculum evenings

These are very well attended by parents, keen to learn how best to help their children with their learning. They have focused on Mathematics and Literacy in recent months, giving parents information as to the latest in educational thinking and practical ways in which to support their children.

Mums/Dads In School Days

Once a year we invite Mums or Dads to spend some time in school, working alongside their children in class. These events are extremely popular and it is a wonderful opportunity for parents to get a feel of their child's learning environment.

Surveys/Consultations

Surveys and consultations are conducted on a regular basis so that parents are involved in important decisions and changes.

Parents Association

All parents are automatically members of the PA. They are invited and encouraged to participate in the various functions and fundraising initiatives that are arranged throughout the year.

Good News Friday

This is published each week and a newsletter is published at the end of each half term. The new school website will be frequently updated with Latest News and events.

Volunteers

Lots of parents offer their time to volunteer in school - hearing reading, leading guided reading groups, helping in class, with school trips, running extra curricular clubs and clearing the pond area We are extremely grateful for their help.



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Uniform

We encourage a sense of pride in being a pupil at The Downley School and encourage high standards in the wearing of the uniform. Jewellery, apart from medical alert bracelets or items worn for religious reasons, is not permitted. Any child with newly pierced ears (6 weeks maximum) may wear earrings of the stud variety and only if they are covered by micropore tape. A roll of micropore tape must be provided to be kept in school should the covering need to be replaced. Long hair must be tied back and clips or hairband worn to prevent hair falling across the face in lesson time.

'Winter' uniform may be worn from the half term of the autumn term until the end of the spring term.

'Summer' uniform should be worn from the beginning of the summer term until half term of the autumn term. This is an optional choice; winter uniform may be worn at all times if preferred.

Reception—Summer Uniform

Navy blue sweatshirt/cardigan
Gold polo shirt
Navy blue or grey shorts *for boys*
Navy blue pinafore/skirt/tailored shorts/
yellow checked dress *for girls*

Reception—Winter Uniform

Navy blue sweatshirt/cardigan
Gold polo shirt
Navy blue jogging bottoms *for boys*
Navy blue pinafore/skirt/jogging bottoms *for girls*



Key Stage 1 and 2—Boys' Winter Uniform

Navy blue sweatshirt, white shirt, grey trousers, school tie

Key Stage 1 and 2—Boys' Summer Uniform

Navy blue sweatshirt, gold polo shirt, grey trousers/tailored shorts

Key Stage 1 and 2—Girls' Winter Uniform

Navy blue sweatshirt/cardigan, white shirt, navy blue pinafore/skirt/trousers, school tie

Key Stage 1 and 2—Girls' Summer Uniform

Navy blue sweatshirt/cardigan, gold polo shirt, navy blue pinafore/skirt/trousers/tailored shorts/yellow checked dress

Trousers and shorts must not be combat style

PE and Games

White T shirt, navy blue shorts,
black plimsolls (KS1) or trainers (KS2)
Navy blue tracksuit (recommended)

Footwear

The children should wear black shoes. Trainers, as general school footwear, are not allowed to be worn, nor are shoes with flashing lights. In the summer brown or white closed sandals can be worn. In the interests of Health and Safety open-toed sandals should not be worn.





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Healthy School and Hot Lunches

Our modern, purpose-built Downley Diner serves delicious hot and nutritious lunches. The building is an excellent facility and we think of The Downley Diner as our very own restaurant. There is a simple pre-ordering/pre-payment system which allows for choice on a monthly basis. As part of our healthy schools philosophy we do not allow sweets or fizzy canned drinks to be brought into school as part of a lunchbox.



Breaktime Snacks

All children in Reception and Key Stage 1 are provided with a piece of fruit to eat at the morning break. We encourage our Key Stage 2 children to bring fruit or a small sandwich to eat at break times to sustain their energy levels as their lunchtime is later than KS1's. The school has several drinking fountains that can be used at break times. Please provide your child with a clear plastic bottle with the sports style cap to enable them to drink water as and when they need to during class time. Crisps, cereal bars and chocolate are not allowed at break times.

After School Care

The Downley School After School Club, an independent organisation, provides childcare from 7.30am— 8.45am (Breakfast Club) and 3:00pm – 6:00pm (After School Club). They also provide a Holiday Club and INSET Day service. Details can be found in the school reception area.

Safer Routes To School Travel Plan

The school actively participates in the Safer Routes to School programme. There is a travel plan in place, updated annually, which encourages as many children as possible to walk to school. This not only reinforces our keeping healthy and sustainable message but helps to alleviate the danger caused by too many cars at the school gate. As part of the travel plan we have arranged that cars can park in the Cross Court car park. The children can then walk to school from there. **No unauthorised cars are allowed to enter the school grounds at any time.** If for reasons of disability you need to use the school car park you must apply to the school office for permission from the Headteacher.

We currently have eight Junior Road Safety Officers (JRSO's) in Years 5 and 6. They promote walking to school and road safety through talking in assemblies, running competitions and helping to organise the annual Walk to School Week.



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Equal Opportunities

Every pupil, regardless of gender, race, religion, ability, disability, special educational needs, culture and language is entitled to access fully the whole curriculum. Every effort is made to ensure that this is the case. Where necessary, outside agencies will be used to deliver the provision. The school has good access for anyone with mobility problems.

The Care of Children

The care and welfare of the children is our primary concern at all times. It is essential that the school be kept up to date with emergency contacts so that we may contact you immediately should we have any concerns. All staff receive Child Protection training every three years and are extremely vigilant in safeguarding all pupils. The Headteacher is the Designated Person for Child Protection and Safeguarding.

The Governing Body

Our Governing Body are an extremely dedicated team of people who take a full part in the life of the school. The Governors bring to their role a wide breadth of interest, experience and expertise. Much of the work is managed in sub-committees but all Governors share responsibility. The Governing Body is made up of Parent, Community, Local Authority and Staff governors. More information and profiles are on the school website.

Community Links

We enjoy strong links with the Downley community including the local churches, local schools and nurseries, the Parish Council, senior citizens, Brownies, Guides, Cubs, Scouts and the Rotary Association.

Complaints

We hope that you never have any cause to complain, but if you do the school has a formal complaints procedure. The first port of call is to take the complaint to the class teacher and if you feel that the issue has not been adequately addressed then arrange to meet with the Headteacher. If after discussing the matter with the Headteacher you still have concerns you should write to the Chair of Governors via the school office.

***We hope you will find everything you require contained in this prospectus.
If there is any area you feel has not been adequately covered please contact
the school office for further information.***



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Safeguarding Statement

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Criminal Records Bureau checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under Section 175/157 of the Education Act 2002, we have a Designated Person for Child Protection, Mrs Webb (Headteacher) who has received appropriate training for this role. It is her responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

There are occasions that our concern about a child may mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under Section 47 of the Children Act 1989, may want to speak to a child without parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mrs Webb or your child's class teacher: the Policy can be found on the school website. www.downley.bucks.sch.uk



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

Latest Results

In the summer term of Years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs). We are extremely proud that our pupils achieve higher than national average results at the end of each Key Stage.

End of Key Stage SATs Results—July 2014

Key Stage 1	Level 2+	National (2013)	Level 3	National (2013)
Reading	98%	89%	40%	29%
Writing	98%	85%	28%	15%
Maths	98%	91%	47%	23%



Key Stage 2	Level 4+	National (2013)	Level 5	National (2013)	Level 6	National (2013)
Reading	98%	86%	74%	44%	2%	0%
Writing	93%	83%	36%	30%	2%	1%
Maths	95%	85%	67%	41%	23%	6%

