

Bardney Church of England and Methodist Primary School



School Prospectus

Lincolnshire County Council

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Headteacher: Mr Garth Hicks

Chair of the Governing Body: Mrs Joanne Kerry

Autumn 2017

'Opening the door to learning'

WELCOME TO

BARDNEY CHURCH OF ENGLAND AND METHODIST PRIMARY SCHOOL

To all prospective parents/carers,

We are delighted to present our School Prospectus.

Choosing a school for your child's education is an important step.

We hope you will find this prospectus helpful when making this decision.

We are committed to providing a high quality education for every child.

We hope children who join us will quickly feel at home and enjoy learning at our school.

We welcome any feedback about how your child is settling in. If there are ways in which you think we can improve our 'induction' process, please let us know.

At Bardney we believe our role is to ensure that all of our children achieve the best they possibly can. We do this within the context of Christian belief and practice in an environment that stimulates a love of learning. We are committed to our mission statement of 'Opening the door to learning' within a Christian context of John 10:10 'to have life in all its fullness'. Through this we support our children to succeed academically, socially, personally, physically and spiritually, both inside and outside school.

In January 2013, OFSTED rated us as 'good' and wrote of our school:

- 'Positive, caring relationships are a strength of the school.'
- 'Pupils say they feel safe and well cared for.'
- 'Pupils' mature behaviour, respect for other, relaxed and courteous manners and the open views they express about other cultures and religions all reflect their good social, moral, spiritual and cultural development.'
- 'Pupils find their lessons interesting.'
- 'Pupils make good progress.'
- 'Behaviour in lessons and around school is good.'
- 'The way subjects are taught gives pupils a wide range of learning experiences, both within school and beyond.'

I hope you will arrange to come and see the school of which we are all so proud and that your association with us will be a long and happy one.

Best Wishes

Garth Hicks
Headteacher

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SECTION 1: Our School

The present school, designated a voluntary controlled school, is one of a small number within the county of Lincolnshire which maintains strong historical links with both Church of England and Methodist traditions. Originally two schools, funded separately by locally based Wesleyan (Methodist) and Kitchings (Church of England) Charity, these were amalgamated into one in 1965, whilst remaining on two sites that were separated into infant and junior children. This situation continued until July 1983 when the buildings were closed upon the opening of the present spacious premises, and all children came together on one purpose built site on the edge of the village.

The buildings are well equipped for modern teaching, with six classrooms and separate entrances, toilets and cloakrooms for Foundation Stage, Key Stage 1 (Infants) and Key Stage 2 (Junior) children. We have improved facilities with the construction of an outdoor classroom for the Foundation Stage children and we are developing the outdoor environment to further support learning. We have recently added an additional Resources Centre within the school grounds which also houses our extremely successful Breakfast and After School Clubs.

The grounds of the school are attractive with trees and shrubs and a large grassed area for games activities. Two hard-surfaced play areas are provided. The grass areas are also used at playtimes when the weather is suitable.

The school has provided a building to the rear of the main school building for the use of the local Playgroup. The playgroup, although independent of the school, works in partnership with us to ensure a smooth transition to the Foundation Stage. In line with Local Authority policy we ask that parents/carers of children in Playgroup or Nursery to complete an on-line Admissions Application to apply for places in the Reception class.

Bardney Church of England and Methodist Primary School is fortunate to have such an attractive environment for learning. School life is an enjoyable experience and we believe that the quality of our surroundings help to influence the attitudes and achievements of our children.

SECTION 2: School details

Bardney Church of England and Methodist School is a mixed aged primary school admitting children aged three to eleven. Children starting school for the first time are admitted at the beginning of the school year (September) following their fourth birthday. Children attending our Nursery Class are admitted the September after their third birthday.

Current number on roll: 188 (correct at June 2017)

School Session times:

Morning:	8:40 am	to	12:15 pm
Lunch:	12:15 pm	to	1:15 pm
Afternoon:	1:15 pm	to	3:15 pm

Supervision of pupils on the playground is provided from 8:35am ready for a prompt start to the day, with the first bell going at 8:40am, when children are allowed to enter their classrooms.

SECTION 3: Mission Statement together with the aims and values of the school

Our Mission Statement

As a caring Church School we are committed to the Christian values that develop a distinctive ethos underpinning the way in which we carry out our work and the way in which our children learn. We wholeheartedly adopt the 'Every Child Matters' agenda and believe that we can inspire all members of our school community to achieve their full potential.

We wholeheartedly adopt the 'Every Child Matters' agenda, which includes:

- To enable each child to develop their enquiring mind with the ability to question and discuss, so that they become independent, life-long learners.
- To develop Christian values and principles.
- To help all members of our school community in achieving their potential
- To provide an environment which is dedicated to promoting high standards of achievement for all and a love of learning which will be life-long and achieved within a Christian context.

Our Christian Values are:

- Friendship
- Trust
- Compassion
- Forgiveness
- Honesty
- Respect
- Fairness

SECTION 4: Pupil Progress and Performance

All children are encouraged to achieve to the best of their ability. The progress of children is monitored regularly and learning is adjusted to meet individual needs. Children are informally assessed each term to see how much progress they have made and identify what they need to learn next. Meetings with Parents/Carers are arranged at three points in the year to discuss the progress made and how we can work together to move learning forward.

Pupils in Foundation Stage have their progress recorded throughout the year on the e-profile. Year 1 pupils undertake the National Phonics Check during Term 6. Formal testing is done through the Qualifications and Curriculum Authority's Standard Assessment Tests (SATs) in Year 2. We choose to use Year 3, 4 and 5 optional tests and in Year 6 pupils do SATs.

Transfer to Secondary School

Most of our children transfer to Horncastle Banovallum School, Branston Community College or Cherry Willingham Community School. Pupils also have the opportunity to take the eleven plus test for admission to the Horncastle Queen Elizabeth Grammar School. Many children from this area may be able to apply for free transport to these schools. Parents/Carers may of course choose another secondary school in which case further advice regarding transport will be provided by Lincolnshire County Council at the time of transfer.

SECTION 5: Aspects of the School Curriculum

We aim to provide a broad and balanced curriculum which incorporates the Early Learning Goals for the Foundation Stage and all the subject areas in the National Curriculum for Key Stages 1 and 2. Through the learning we provide pupils will develop the essential concepts, knowledge and skills which are required for further learning to take place. There is a continuous appraisal of the curriculum carried out by all staff, ensuring continuity through the school and revisions to include current educational guidance and legislation.

Early Years Education

Children entering school into our nursery class are working on the foundation stage curriculum.

Reception children starting school at the beginning of September are working towards the final stages of the foundation stage curriculum which they start during their Playgroup/ Nursery education period. Most children are expected to achieve the early learning goals by the end of the foundation stage, which is the end of their reception year.

The curriculum for the foundation stage underpins all future learning by fostering, promoting and developing children's:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Children in the nursery year have the opportunity to be an integrated part of the school.

Core Subjects:

The following four subjects are referred to as the 'Core Subjects' and therefore have a greater proportion of the timetabled teaching time. All classrooms have Interactive Whiteboards which are used to stimulate and support learning across the whole of the curriculum as appropriate.

English

This subject includes speaking, listening, reading and writing. Our lessons are based on the Primary Framework for Literacy which clusters objectives into the three major themes of Narrative, Non-Fiction and Poetry. Pupils have many

opportunities to develop their communication skills not only in Literacy lessons with paired, small group and class work but also in other subjects and during occasions such as shared assemblies.

Early reading is taught using a phonics approach with 'shared' and 'guided reading' times which enable children to make further progress. We use reading schemes to help the children develop their confidence in reading and this is further supported by the use of our well stocked library.

Writing is taught through 'shared writing' which incorporates a range of approaches and covers a variety of genres. The formal rules of grammar are taught and frequently revisited and developed.

Mathematics

Mathematics lessons are drawn from the Primary Framework for Mathematics. At Key Stage 1 this is based very much on practical activities that develop a good grasp of the basic concepts for mathematical understanding. At Key Stage 2 pupils develop a range of mathematical strategies and recording techniques. Each year the children will cover the seven strands of Mathematics. These strands are: Using and applying number; Counting and understanding number; Knowing and using number facts; Calculating; Understanding shape; Measuring and Handling data. Lessons make use of a range of approaches including investigations, problem solving and applying knowledge such as tables.

Science

Lessons in this subject are based upon the National Curriculum. Practical activities are planned to teach both the skills and methods of scientific investigation together with the knowledge that forms the foundation of the subject.

Information and Communication Technology (ICT)

This subject encompasses the use of computers and a range of other technologies. Pupils have opportunities to develop their skills in using the resources we have available. They will develop their understanding and use of the Internet, word processing, databases, simulations and control software. Children are able to apply their skills with technology to undertake research, produce photographic work and undertake video editing.

Foundation Subjects:

The following subjects are referred to as the Foundation Subjects and occupy a smaller proportion to the time table. Not all subjects will necessarily be taught throughout the year. Some aspects may be incorporated into other subjects.

RE

The school follows the Lincolnshire Agreed Syllabus throughout the school. As a church school we have close links with both local churches.

Art & Design

We deliver Art and Design through providing lessons that arise from the links we make in planning a cross curricular learning approach. We ensure that pupils have the experiences as detailed in the National Curriculum guidance.

Citizenship & PSHE

We have recently implemented the SEAL (Social Emotional Aspects of Learning) programme into our PSHE Framework. Each class has a designated time for PSHE and Citizenship.

Design & Technology

We deliver the D & T curriculum through the cross curricular framework we have devised. This enables pupils to experience a range of opportunities some of which are enhanced by working alongside members of our school community.

History and Geography

These subjects are taught through the study of themes such as 'World War II' or 'Festivals' which cover the key skills required in each area. Lessons are planned in units based on the Qualifications and Curriculum Authority schemes of work

Modern Foreign Languages

Children in all year groups, from Reception to Year 6, receive French lessons.

Music

At our school we follow the 'Music Express' scheme of work which covers the programme of study. In addition to this pupils are given opportunities to develop their musical ability as part of their cross curricular lessons in other subjects. The school has recently also joined the 'Sing Up' programme.

PE

All our children participate in the recommended two hours of PE a week. The PE subject leader ensures coverage of all aspects of the PE curriculum. We encourage and promote sportsmanship and elements of PSHE. The school offers a variety of after-school clubs for all ages and we take part in inter-school challenges as often as we can.

School Activities: The School will inform Parents/Carers by letter if there is to be any change in school activities or routine. Parental/Carers are asked to sign a consent form to give their permission for a pupil to attend an after school club or special event. We issue an annual consent form asking for permission to take pupils on routine visits (such as swimming) or just on local walks.

Educational Visits: All classes have opportunities to visit local places of interest as part of their learning. In the summer term, we like to broaden these visits to include journeys further away. These are usually full-day educational visits. Visits are part of the School curriculum, and are offered to all children. Parents/Carers are asked to give a voluntary contribution to cover the cost of the visit. This year the Parents and Friends Association are fund raising to contribute towards travel costs and so reduce the cost of the visit for Parents/Carers wherever possible.

Residential Visits: In Key Stage 2 there is the opportunity to be part of a residential visit, usually for several days. The School feels that there is great value in these experiences and is proud of the reputation that children from this school enjoy. These optional visits are a valuable educational experience for the children and Parents/Carers are asked to make a full contribution. Financial help may be available in some circumstances.

Special Educational Needs Provision: We welcome all pupils to our school. Children who have difficulty in a particular aspect of the curriculum or who may have an ongoing or temporary need will have the nature of the area identified and assessed. Appropriate use of the various support agencies will be sought so that relevant strategies are employed for each individual child. Parents/Carers are fully involved in this process. Please do not hesitate to raise any concerns that you may have with your child's teacher.

Homework

Learning at home is an essential part of good education. Regular homework is important, as it gives pupils the opportunity to practice at home the tasks done in class, and helps the pupils work towards improving important skills. It also helps children to become confident and independent in their learning, which will help throughout their time at school, and in adult life.

We base our homework provision on the Government's recommended time allocation which is set out in *Homework: Guidelines for Primary Schools and Secondary Schools*, as follows;

Foundation Stage, Years 1 and 2	1 hour per week	Reading, spelling, other literacy work and number work
Years 3 and 4	1.5 hours per week	Literacy and Numeracy as for years 1 and 2, with occasional assignments in other subjects
Years 5 and 6	30 minutes per day	Regular weekly schedule with continued emphasis on literacy and Numeracy, but also ranging widely over the curriculum

SECTION 6: Positive Behaviour – rewards and sanctions

Our Positive Behaviour Management Policy helps create an environment where the children get the most from their time at our school. The children are encouraged to be polite and courteous, showing respect for everyone they meet and for the buildings together with the wider school environment. We have a pupil's code of conduct which was devised by the children and is displayed in each area. Class-teachers will normally deal with any problems, but will involve the Senior Teacher or the Headteacher if it is deemed necessary. Our behaviour policy is linked to our schools Christian values.

House System

As the children enter school, they are placed in one of the four houses. A weekly 'points' count is made and an inter-house competition takes place on Sports Day. During the year points are accumulated through good work and good behaviour.

The houses, which are named after local woods, are:

Demerose	Red
Birch.....	Blue
Foxhall.....	Yellow
Scotgrove.....	Green

SECTION 7: Lunches and Healthy Eating

The school provides hot school meals which can be arranged through the school Administrator. From September 2014 Pupils in Years Reception, 1 and 2 are entitled to Free School Meals under the Government's Universal Infant Free School Meals scheme. The meals are externally sourced. Alternatively children may bring their own food in clearly marked lunchboxes. All lunchboxes are stored in school at the start of the day and handed out to the children at lunchtime. The school encourages a healthy lifestyle and request that parents/carer's assist in this by providing a balanced meal for their children.

The Local Authority provides a facility for free school meals for pupils in Key Stage 2. Details are available at school if you feel that you may be eligible.

We see lunchtime as being a very important part of the school day and this is currently in two sittings, with the younger children eating first. We have high expectations of our children and want them to enjoy their meal time through chatting sensibly and developing good table manners. Midday Supervisors encourage children to try all of the foods offered on the hot meal menu and eat all that they bring from home if they have packed lunches. Partly eaten food in lunchboxes is returned home so that parents/carers can monitor changing tastes!

Snacks at Playtime

Children may bring a snack for playtime. Children in Reception, Year 1 and Year 2 are provided with a piece of fruit or vegetable under the Government's Healthy Eating Scheme. We ask that older children bring a healthy snack to have at playtime.

SECTION 8: School Uniform

We have a School uniform, which we feel gives the children a sense of belonging and helps them to focus on the purpose of learning. A remission scheme covers children eligible for free school meals and children whose parents are entitled to the maximum level of working tax.

The requirements are:

- Navy logoed sweatshirt or cardigan;
- White polo shirt, shirt or blouse;
- Black or grey trousers or shorts;
- Black or grey skirt or pinafore dress; blue check summer dresses;
- Sensible, safe, black school shoes without a heel – NOT trainers
- Plain white, grey or black socks or tights

For PE the children must have:

- T-shirt [School house colours are available]
- Black Shorts
- Plimsolls [slip-on type for younger children please]

For outside games children will need:

- Tracksuit/jogging suit
- Black Shorts
- Top
- Training shoes [football boots]

NB: All children must change for P.E. and games

Please provide a bag with a string/strap for PE and games clothing. This will help to keep cloakrooms tidy. PE bags are available from school.

Art, Design and Technology

The children will be involved in Art/Craft, Design or technology lessons where some form of protection is needed. Aprons are provided to protect against accidental spillages of paint or glue, but occasionally children do get messy!

Hair

Children's hair should be neat and tidy for school with plain hair bands and scrunchies and only the minimal gel required to maintain the style.

Jewellery

We prefer children not to wear jewellery whilst at school. If your child has pierced ears, please ensure they have studs in at school. Other jewellery could present a hazard during PE/Games or playground activities and should not be worn. If items of jewellery are worn that could present a hazard to the wearer or others, the child will be asked to remove the item and it will be kept safe until the end of the day.

SECTION 9: Absence from School

Should your child/children be unable to attend school, it is very important that we are quickly informed of the reason for absence. Parents/Carers are asked that they inform school of the reason for absence before 9 a.m. on the first day a child is not at school.

A message by telephone or by letter is preferred, although brothers or sisters can initially pass the message to the school office. The school must have details of any infectious or prolonged illnesses. The school will consider requests to authorise absences.

Government legislation means that schools are now unable to authorise absence during term time unless under exceptional circumstances.

SECTION 10: Illness / Injury in School

If a child becomes ill at School we will contact the Parents/Carers. The child will only be allowed to go home with a known adult and will not leave School on his or her own. If a child is injured during School-time, basic first aid will be given. If more specialised help is needed Parents/Carers will be contacted immediately and the emergency services if deemed necessary. In the event of a Parent/Carer not being available the Headteacher will take appropriate action. It should be noted however that no medication will be given at any time without Parents/Carers written consent.

Children suffering from infections requiring treatment by antibiotics should not normally be in school until the course of treatment as been completed. The school will however try to make arrangements with parents/carers if medication

is required longer term. All arrangements will however be at the discretion of the Headteacher.

The Headteacher will seek advice from the School Health Service regarding the care in management of pupils who have returned to school following a long term illness or injury.

Long Term Condition/Illness

Parents/Carers of children with long term conditions or a chronic disease must discuss and agree the child's individual needs with the Headteacher so that we can ensure the continuing education of your child.

The School encourages all Parents/Carers to discuss any health concerns they may have, particularly where there is concern that this may affect the child's learning.

SECTION 11: Staffing

Headteacher	Mr G Hicks	
Deputy Headteacher/	Mrs E Moore	
Nursery Leader	Mrs C Thomas	
Reception Teacher	Mrs J Knight	
Reception Teacher	Miss E Lambert	
Year 1 Teacher	Miss C Stainton	Monday to Thursday
Year 1 Teacher	Mrs G McClue	Friday
Year 2 Teacher	Mr L Bielby	
Year 3 Teacher	Mrs E Moore	Mon, Tues, Wed & Fri
Year 3 Teacher	Mrs G McClue	Thursday
Year 4/5 Teacher	Miss S Haywood	
Year 5/6 Teacher	Miss S Chatel	
School Direct Trainee	Miss Hinch	
Teaching Assistants	Mrs C Gray Miss J Palin Mrs A Parks Mr M Quarton Mrs J Ruane Mrs D Sadler Mrs H Scott Mrs C Smith Mrs A Swallow Mrs S Stephens Mrs K Walker	

Family Support Worker	Mrs C Smith
Senior Administrator/ Clerk to the Governors	Mrs W Harrison
Administrative Assistant	Mrs L Revitt
Caretaker	Mrs B Fable
Kids Club Playworkers	Mrs W Rhodes Miss S Sykes
Senior Midday Supervisor	Mrs M Cash
Midday Assistants	Mrs J Todd Mrs M Fussey Mrs T Ingram Mrs L Revitt Mrs N Rowland

SECTION 12: The Governing Body

The Governing Body has responsibility to determine the aims and overall conduct of the school with a view to promoting high standards of educational achievement. It has specific responsibility for ensuring the delivery of a broad and balanced curriculum, setting the school budget, establishing staffing levels and monitoring health and safety and the management of premises.

The Governing Body has the current composition:

Category of Governor	Number
Foundation	3
Co-opted	5
Local Authority	1
Parents/Carers	2
School Staff	1
Headteacher	1
Clerk to the Governors	1

Whilst the Governing Body maintains the strategic responsibility for planning within the school, implementation and day to day management of the school is the responsibility of the Headteacher working with the staff of the school.

The Governing Body and the Headteacher work together to deliver the best possible outcomes for the school.

The Governing Body meet every term (at least 6 times a year).

All Governing Body meetings are minuted by the Clerk to the Governing Body. Parents/Carers may request copies of the Minutes from the Clerk and these will be made available once they are agreed and signed as a true record.

SECTION 13: PFA (Parents/Carers Friends Association)

The PFA are active throughout the school, organising fundraising events and social occasions to provide extra funding for equipment that may not otherwise be purchased from school funds. The committee is voluntary and made up from Parents/Carers of children in the school along with school support staff.

SECTION 14: Published Admission Number and Admissions Policy

The Published Admission Number is 20. In recent years we have been over-subscribed, however we have been able to offer places to all first-choice applicants.

Lincolnshire County Council's Policy for Admission to Primary Schools

To access this document, along with Performance data, please visit our website:

www.bardneyschool.co.uk

SECTION 15: Complaints Procedure

The school strives to deliver the best possible education, care and welfare for pupils at all times. The Staff and Governors are dedicated to achieving this aim.

There may be times when a problem arises and Parents/Carers are encouraged to approach the school with their concerns. In most circumstances any problems can be quickly rectified; however should the situation not be resolved the school has developed a detailed complaints procedure, which is available on request from the school administrator and on our website:

www.bardneyschool.co.uk

BARDNEY CHURCH OF ENGLAND & METHODIST PRIMARY SCHOOL

SCHOOL TERMS & HOLIDAYS 2017/2018

Term 1 **Monday** **4th September 2017**
To
Friday **20th October 2017**

Term 2 **Monday** **30th October 2017**
To
Tuesday **19th December 2017**

Bank Holidays:-
Monday 25th & Tuesday 26th December 2017
Monday 1st January 2018

Term 3 **Wednesday** **3rd January 2018**
To
Friday **9th February 2018**

Term 4 **Monday** **19th February 2018**
To
Thursday **29th March 2018**

Bank Holidays:-
Friday 30th March & Monday 2nd April 2018

Term 5 **Monday** **16th April 2018**
To
Friday **25th May 2018**

Bank Holidays:-
Monday 7th & Monday 28th May 2018

Term 6 **Monday** **4th June 2018**
To
Tuesday **17th July 2018**

Inset Dates:

Friday 1st September 2017

Tuesday 2nd January 2018

Wednesday 18 July 2018

Plus 4 Twilight sessions

Acronyms

AfL	Assessment for Learning
ALS	Additional Learning Support
APS	Average Point Score
AQA	Assessment and Qualifications Alliance
AST	Advanced Skills Teacher
CAF	Common Assessment Framework
CDT	Craft, Design and Technology
CfBT	Centre for British Teachers
CPD	Continuing Professional Development
CVA	Contextual Value Added
D&T	Design and Technology
DCSF	Department for Children, Schools and Families
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EBSS	Emotional and Behaviour Support Service
EY	Early Years
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
EWO	Educational Welfare Officer
F&R	Finance and Resources Committee
FE	Further Education
FGB	Full Governing Body
FLS	Further Literacy Support
FMSIS	Financial Management Standards in Schools
FSM	Free School Meals
G & T	Gifted and Talented
HMI	Her Majesty's Inspector
ICT	Information Communications Technology
IEP	Individual Education Plan
INSET	In-Service Education and Training
KS1	Key Stage 1 (infants)
KS2	Key Stage 2 (juniors)
LA	Local Authority
LSS	Learning Support Service
NAA	National Assessment Authority
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education
POAP	Post Ofsted Action Plan
PPA	Planning, Preparation and Assessment
PSHE	Personal Social Health Education
QCA	Qualification and Curriculum Authority
S&C	Standards and Curriculum Committee
SALT	Speech and Language Therapy
SAP	System Applications Product (Financial Systems and Data Processing)
SATs	Standardised Assessment Tests
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SEF	Self Evaluation Form
SENCO	Special Educational Needs Co-ordinator
SIC	School Improvement Consultant
SIP	School Improvement Partner
SL	Subject Leader
SSIP	Senior School Improvement Partner
TA	Teaching Assistant
VA	Value Added