

## School Playground Update



The open event went very well on the 16<sup>th</sup> October with over 30 people attending. Everyone at the event had the opportunity to talk through the different options with the head teacher and/or governors of the school. All attending were encouraged to air their views and the school will collate and publish a short report outlining the responses.

Should anyone wish to add their views but were unable to attend the open event there are copies of all the documentation displayed in the Perch and Pike, the Village Shop and a full display is in the entrance to St Andrew's church.

All documentation will be collated after the 30<sup>th</sup> October 2015 and will be published through the Parish Council Website by 9<sup>th</sup> November 2015.



South Stoke Primary School  
The Street  
South Stoke  
Nr Reading  
RG8 0JS

Telephone / Fax: 01491 872948  
Email – [office.2507@south-stoke.oxon.sch.uk](mailto:office.2507@south-stoke.oxon.sch.uk)  
[www.southstokeprimaryschool.co.uk](http://www.southstokeprimaryschool.co.uk)

Build on strengths to achieve our dreams.

**Headteacher – Miss Amanda Rogers**

15<sup>th</sup> October 2015

Dear Resident

**Consultation Documentation with regard to the school playground facilities**

We are eager to seek your views on our proposed changes to the new playground and have enclosed a number of documents for your perusal, along with 3 different scenarios for your comment.

Enclosed are the following documents for your information:

- Artist's Illustration for Option 1
- Highways Authority agreement email
- Zig zag line consultation letter and drawing (paper copy only)
- Views from the conservation officer
- Curriculum coverage information
- Pictures of additional netting should it be required
- Email from Sports England/Primary Spaces (option 3)
- The schools' charging policy

To make your views known they can be sent to the school either by post or email ([office.2507@south-stoke.oxon.sch](mailto:office.2507@south-stoke.oxon.sch)). You can speak directly to the school either in person or by telephone (Tel: 01491 872948) or you can air your views to our head teacher (Amanda Rogers [head.2507@south-stoke.oxon.sch.uk](mailto:head.2507@south-stoke.oxon.sch.uk)) or our Chair of Governors (Barbara Taylor [quarrenden.tay@btinternet.com](mailto:quarrenden.tay@btinternet.com)).

We would like all comments to be returned to the school by 5pm on Friday 30<sup>th</sup> October 2015.

Should you wish further information please do not hesitate to contact the school directly.

Yours faithfully

Amanda Rogers

# PE Curriculum

## The Early Years Foundation Stage

The EYFS has 7 areas of learning split into 2 sections the Prime areas and the Specific areas. The prime areas are the areas that currently are given the most importance and one of these areas is Physical development along with communication and language and personal, social and emotional development.

The EYFS curriculum states that by the end of the EYFS or when a child enters Key stage One children should be able to

- show good control and co-ordination in large and small movements; the letter based and number based boards allow for targeted activities to promote activities that develop control and co-ordination.
- move confidently in a range of ways and safely negotiate space; the coloured areas of flooring and the safety features of the floor allow children to move confidently and safely in a range of ways using a variety of methods using all parts of their bodies as the floor allows children to move safely using hands, feet, tummies and all other areas of their bodies. The sections allow children to be given spaces to stay within or give a number of children that could be allowed in each space developing their spatial awareness.
- handle equipment and tools effectively, including pencils for writing; the boards allow children to use a range of equipment including beanbags, balls of various sizes to develop their fine and gross motor skills, the ability to use wipe on/wipe off pens to challenge themselves and others and to practise their writing.
- know the importance for good health of physical exercise, and a healthy diet, the whole playground promotes physical exercise and activity.
- talk about ways to keep healthy and safe; the fences at the end of the new section of playground promotes safety following complaints of balls and other equipment rolling or being thrown into the road; children are aware and can discuss these features.
- manage their own basic hygiene and personal needs successfully.

The playground also helps children to develop skills and knowledge needed for other areas of the curriculum; and will also help children to fulfil the following objectives in other prime and specific areas of the EYFS;

### **Communication and language**

**Listening and attention:** children listen attentively in a range of situations; children need to listen and follow instructions for using or completing some activities whilst in the playground. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity; children are creating their own games based on the new equipment and listening to each other and adapting their own ideas.

**Understanding:** children follow instructions involving several ideas or actions; children follow instructions to use equipment safely. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs; children are creating their own games based on the new equipment and listening to each other and adapting their own ideas. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events; children are creating their own games based on the new equipment and listening to each other and adapting their own ideas.

## Personal, social and emotional development

**Self-confidence and self-awareness:** children are confident to try new activities, children are loving the opportunity to try different games and activities based on the boards and by creating their own ideas on based on the floor and other facilities and say why they like some activities more than others; children are able to identify the features and resources they are enjoying the most and are able to understand that other children will choose different aspects. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children are able to talk about what they are doing and why they have chosen the resources they have. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules; Children use the new facilities to develop their understanding of competitive games and tactics and can use the different areas to help explain the rules of certain games. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others; children use the equipment fairly and understand how to do this when they all want to try the same activity. They take account of one another's ideas about how to organise their activity; children are creating their own games based on the new equipment and listening to each other and adapting their own ideas. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other peers children are creating their own games based on the new equipment and listening to each other and adapting their own ideas.

The specific area objectives that could be met by the new curriculum;

**Literacy: Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## National curriculum

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for Physical Education states aims for all schools and pupils. It states that schools have to ensure that all pupils

- ☐ develop competence to excel in a broad range of physical activities
- ☐ are physically active for sustained periods of time
- ☐ engage in competitive sports and activities
- ☐ lead healthy, active lives.

The new playground helps to fulfil these aims by promoting the importance of physical activities and gives children an imaginative and safe place to be physically active.

## Key stage one

The National Curriculum states that at Key Stage One children should develop fundamental movement skills and become increasingly competent and confident in these. They should have access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations and that pupils should be taught to:

- ☐ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. The floor allows children who are just starting to develop their physical skills in a safe manner. Some of the specific backboards allow children to develop their jumping skills and gives them targets to aim for when improving their skills. The goals and hoops allow children safe opportunities to practise their throwing and other ball related skills linked to their balance, agility and co-ordination. The maths based back board also gives children an imaginative and cross curricula way of developing not only their maths skills but their throwing skills as well which reflects OFSTED's current emphasis on cross curricula maths and English. The maths target board also allows children to develop their mental maths alongside their physical skills.
- ☐ participate in team games, developing simple tactics for attacking and defending; the coloured flooring allows children to develop the skills needed for a range of competitive games; it promotes the skills needed to develop attacking and defending tactics by giving children specific areas or zones to work within.
- ☐ perform dances using simple movement patterns. The texture and safety designs of the floor allow children to use the outside to practise and perform dance and gymnastic movements in a larger space than currently available anywhere else.

## Key stage two

The curriculum for key stage two explains how pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ☐ use running, jumping, throwing and catching in isolation and in combination; the playground creates a safe area for children to develop these skills. It provides clear areas for different athletics skills. The 'how high can you jump board' allows children to focus on their standing high jump. This is an event children compete in in local competition so being able to practise this is vital. Children are also able to develop their long jump on the softer surface helping to protect them if falling and helps with the impact on the children's legs. Throwing is encouraged through the target board which also encourages them to use their maths skills. The alphabet board can also be used for accuracy of throwing.
- ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; the playground is a vital and important way of developing the children success in competitive games. It gives children the ideal area to practise these sports. The area is set up for basketball, netball, football and hockey as well as hockey and small games of cricket. The layout of the flooring gives the children the understanding of areas of play. They can understand the areas in which they can play in these various sports. It encourages the skills needed for attacking and defending through the use of clear court areas which can be referred to easily for the children to use in their planning. The back walls allow for the children to continually play and develop their skills without having to continually retrieve the ball from other area of the playground or even the road!
- ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; The children are able to use the safer flooring to be braver in their gymnastics. It allows the children more flexibility in their movement. Many children have already used the area for handstands and has encouraged

those who have not been keen on these movements to give them a go with the safety of a back board to hold them up. Children are also keen to explore different balances again knowing that the area is safe for these activities. Athletics can be taught in a variety of ways. Jumping is encouraged through the use of the target boards and the jumping board. These also encourage throwing also. Balance is encouraged through the use of the flooring and different designs on this as well as the traversing wall.

- ☐ perform dances using a range of movement patterns; the playground has given us an area on which the children feel more comfortable to develop dance movements which we have been unable to develop before due to the size of our indoor areas. The children have used the coloured flooring well to work in groups in defined zones.
- ☐ take part in outdoor and adventurous activity challenges both individually and within a team; orienteering is taught through the use of defined areas and things to seek out. The different parts of the playground now add vital areas for this. The traversing wall is key in this also giving the children a safe area developing their adventurous side.
- ☐ compare their performances with previous ones and demonstrate improvement to achieve their personal best; children are able to use the playground to film their performances and refer to next times. Also they are able to set themselves clear targets to beat e.g. a child has been using the lines on the floor to improve their shooting practise in basketball to see if they can do it from further away and at different angles, others have been setting themselves clear targets on the jumping board. These are clear for the children to use themselves without adult intervention and remember their targets.

The new playground is a vital development for the children's physical health as well as improving social interaction and imaginative play. The playground is also a great outdoors resource that can be used in literacy, maths, science, French and geography subjects for a wide range of activities. All children are able to use the equipment safely and have been witnessed developing their own games. Examples of these are:

- Use of the flooring markings to design their own fitness trails
- Using the hoops as target practise and creating own games
- Use the traversing wall to develop imaginative games of being explorers and adventurers
- Maths games using the target board
- A foundation child was spotted sat in front of the alphabet board reading it continuously and a group were also using it to practise spelling their names!



## Conservation Officer's View on Current Structure

Conservation Officer ( South )

13 July 2015

Site: South Stoke Primary School, The Street, South Stoke

Proposal: Retrospective approval for erection of playground equipment

Planning Reference: P15/S1316/FUL

Drawings: Site Layout Plan; Location Plan

Supporting Documentation: Comments; Photographs; Additional information on Fencing details

This application as submitted is for part retrospective planning approval for playground equipment erected in the playground of South Stoke primary School with proposed alteration to the existing amount of solid boards and their colour.

The site is not within a designated Conservation Area, but is within the setting of a number of listed buildings and within the village envelope of South Stoke, situated within the Chilterns AONB.

The existing school building consists of a Victorian core, substantially extended and altered to accommodate the ever changing demands of education use. It makes a polite contribution to the street scene within South Stoke.

The playground equipment as erected consists of some perimeter fencing topped with brightly coloured high boards along the roadside boundary of the playground and further fencing with more coloured boards along the east side of the playground closer to the school building.

Of greatest impact to the setting of the listed buildings are the coloured boards along the highway boundary of the playground. These are visible in glimpsed views from the north of The Street, across the neighbouring churchyard frontage and that of Manor House. The views towards the playground from the south are far more limited owing to the curve of the road. Although visible, the obscured boards do not cover the entire frontage of the site and visibility beyond them into playground and its wider setting are still possible. The proposed altered equipment reduces the level of filled panels and would not entirely obscure the school building. As such, legibility of the simple school building and views towards designated assets would be preserved by the proposed equipment. I consider that the presence of these boards has a less than substantial harmful impact on the street scene which results in a minor impact to the setting of neighbouring listed buildings. Where harm results from this, it is outweighed by the benefit of the nature of these structures as reversible insertions into the playground and the benefit they provide to the provision of a play facility for the school children. The application is therefore compliant with the tests of the NPPF.

I understand that there is a significant highways implication as a result of the screens. I would support a proposal to remove the roadside boards if this provided a suitable highways solution. This would remove nearly all the impact of these boards on neighbouring listed buildings and would be in accordance with Policy CON5 of the Local Plan by preserving the setting of neighbouring listed buildings.

The equipment further into the playground closer to the main school building has a very limited wider impact on the setting of neighbouring buildings and I see no justification for its total removal in Conservation terms.

The submitted plans for the altered equipment proposes to amend the colour scheme to a more neutral, single green colour. I have no strong views on the existing colours or proposed scheme. The equipment is clearly visually related to the school use and not to surrounding listed buildings. As such, I consider the greatest impact to be as a result of the intermittently obscured views rather than the colours.

### Recommendation

As submitted, I consider this application would have less than substantial harm on the setting of listed buildings within South Stoke. As per paragraph 134 of the NPPF, I consider that this harm is outweighed by the reversibility of these structures and the benefit of providing education equipment in the school site. I consider that this harm would be minimised if the proposal was amended to remove the roadside structures. I have no strong views about the proposed colours.

Samantha Allen BA(Hons) MSc

### Option 1

#### **Reduction of colours, removal of boards and Artists impression**

Pros	Cons
In line with suggestions from the village and SODC I.e: minimal obscuration of the front elevation; reducing the colours; removing the hoop and any target areas around the road side of the structure; zig zag lines to increase child safety; gate log to increase child safety; introduction of planting to soften the current structure	£10,000 budget implication Restrictions on usage; addition of nets may be required on occasions to ensure full curriculum coverage Extension of structure near the school building

### Option 2

#### **Removal of all boards from the current structure (with the exception of Primary Space board) and replace with mesh. Re-siting of the boards on the school building**

Pros	Cons
In line with suggestions from the village and SODC with a further reduction of colours Meets with SODC/Highways Agency requirements (as option 1) Reduction of costs	Budget implication (costs to be confirmed) Restrictions on usage, addition of nets may be required on occasions to ensure full curriculum coverage Park land behind school still not confirmed, therefore not a viable option

### Option 3 - Removal of whole structure and re-locate at the park (behind the school)

Pros	Cons
In line with suggestions from the village	Structure requires remaining in situ for at least 7 years before removal Park land behind the school still unconfirmed Additional rental costs Planning permission would have to be applied for and granted Hard surfacing required Fencing required Locked access required Additional staffing required for all breaks/ lunches/ PE lessons (equates to 1 additional member of support staff) Upkeep of fencing, surfaces Restrictions on usage H&S of structure as no longer on within school boundaries - implications on insurances Park land behind school still not confirmed, therefore not a viable option



Information for residents and to be sited at the village shop, pub and church for those residents who cannot attend on the day

Drawings and illustrations

Photos of the playground being used

Options available (including pros and cons)

Examples of play spaces from Sports England (if possible)

Highways Authority agreement email

Zig zag line consultation information

Comments from Serious 4 Sport (sports coaches employed by the school), Tina Blower (Partnership/Cluster Sports Coordinator), conservation officer

Curriculum coverage information

Additional netting if required - pictures

Primary spaces letter about moving the equipment (for option 3)

On the day all of this information will be published and copies will be available for those not attending. Comments will be recorded on post it notes and stuck on the display materials

Envelopes of information to be sited in church, pub, shop on the morning of the open day

Community use ideas - post it notes, hiring/charging policy, sports coaches, charity use with permission

Gate log on display - as per highways email



# South Stoke Primary School Playground - Proposed Alterations

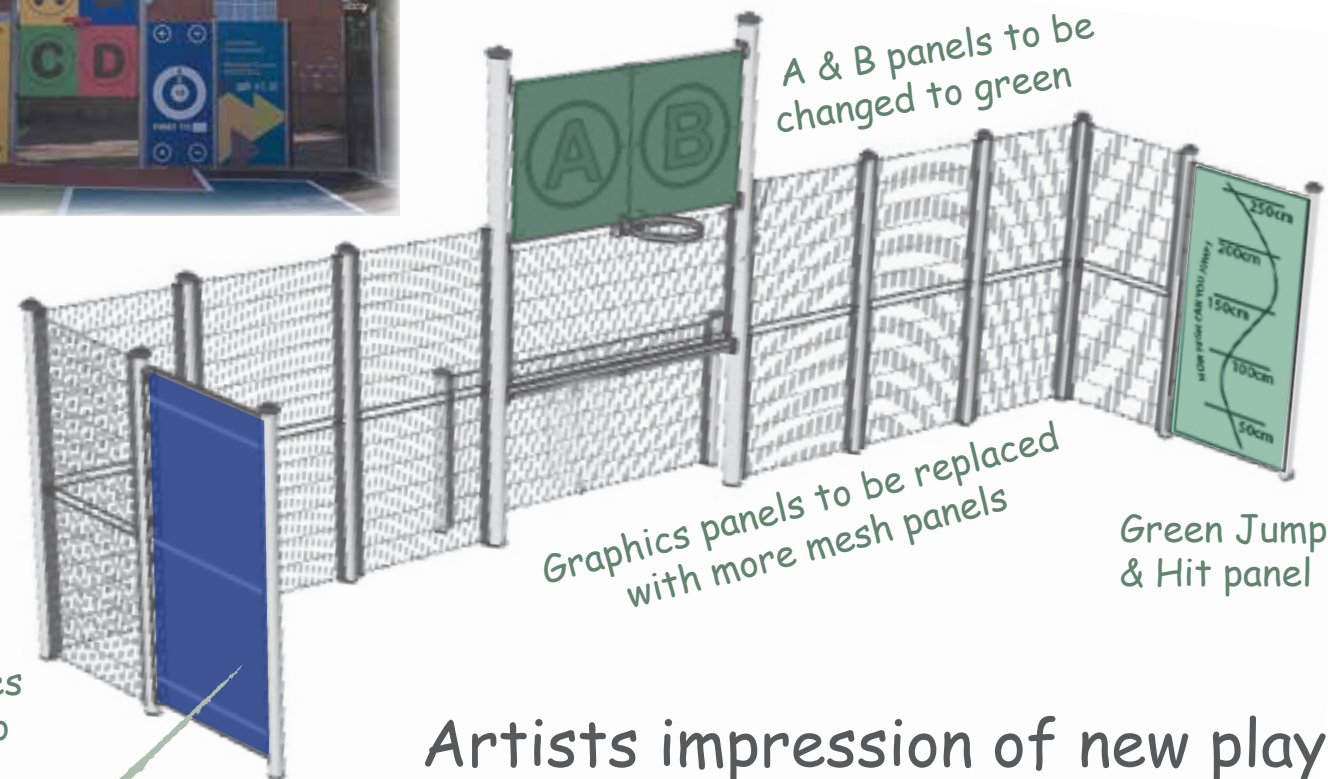


## Existing play equipment

viewed from playground



viewed from road



A & B panels to be changed to green

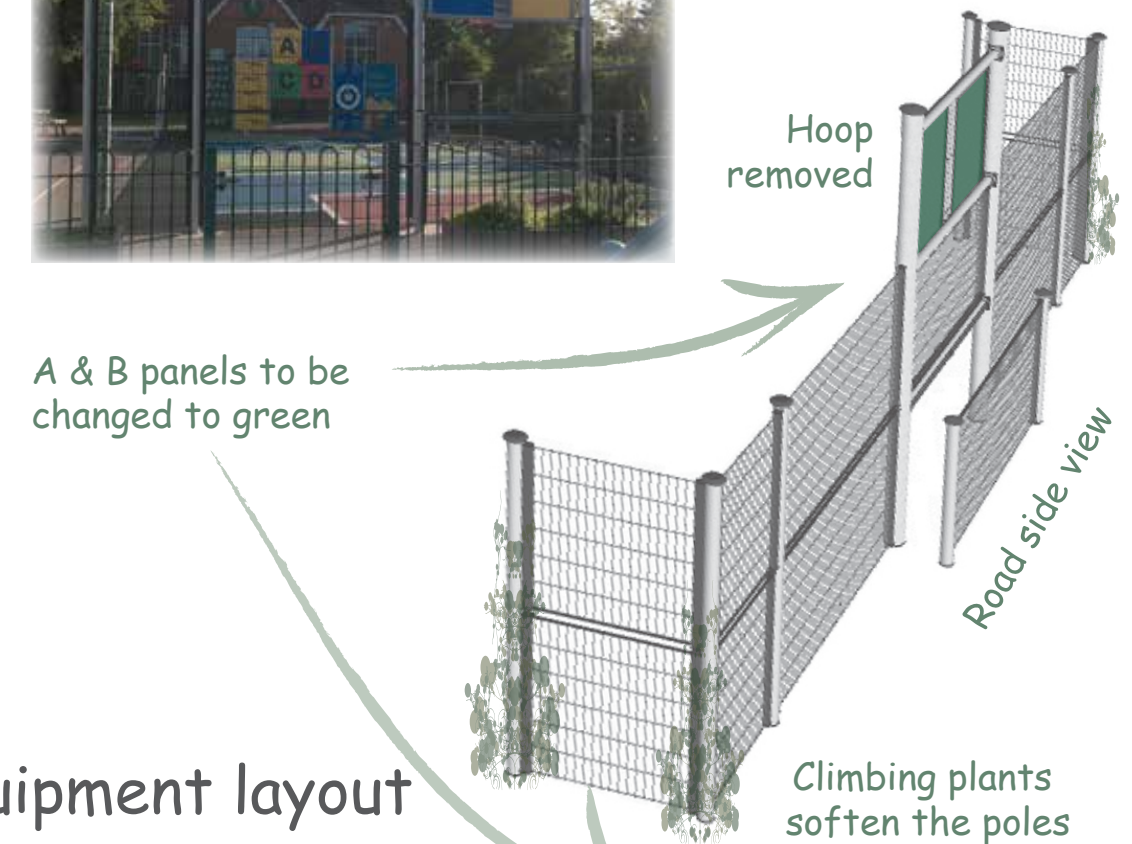
Graphics panels to be replaced with more mesh panels

## Green Jump & Hit panel

Blue & yellow  
Primary Spaces  
panel moves to  
the left side



viewed from playground



Hoop removed

A & B panels to be changed to green



Road side view

Climbing plants  
soften the poles



viewed from road



# Quotation

design  
make  
play

**SutcliffePlay**

Waggon Lane  
Upton Pontefract  
West Yorkshire WF9 1JS  
Telephone +44 (0) 1977 653200  
Facsimile +44 (0) 1977 653222  
info@sutcliffeplay.co.uk  
www.sutcliffeplay.co.uk

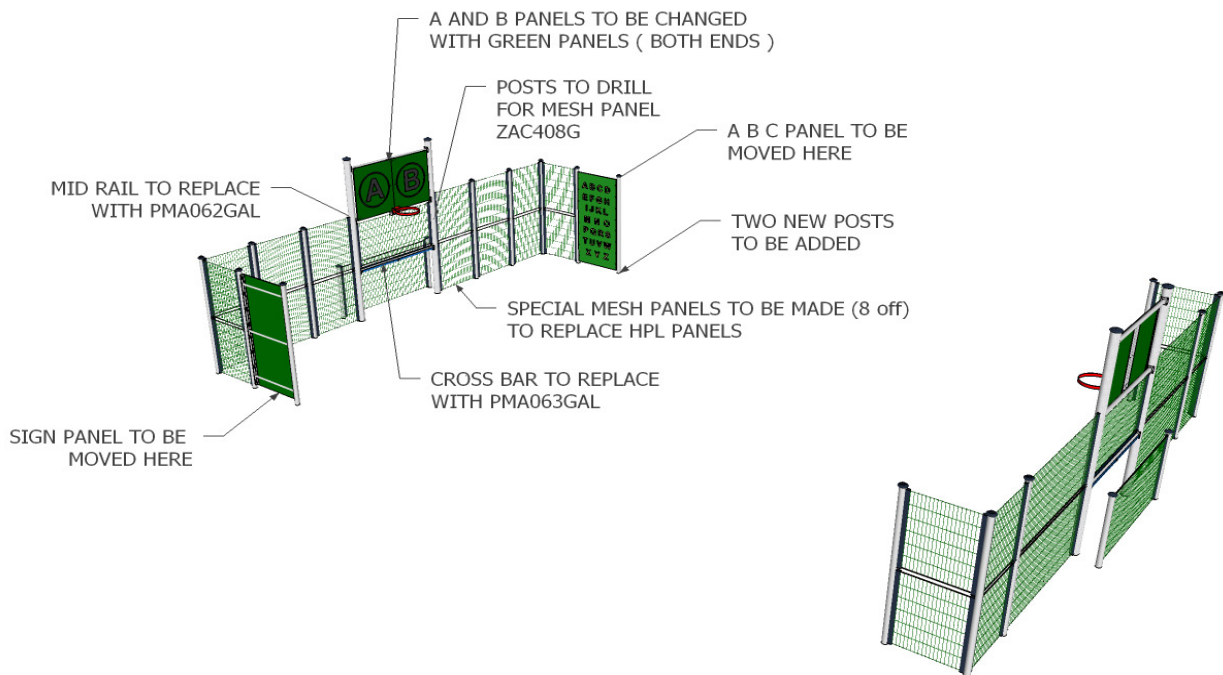
**4513016F1**  
**South Stoke Primary School**  
**School Play Area**  
**25th September 2015**

## Equipment

## Qty

Rework to existing installed MUGA  
PSRework

1



## Parts required

PMA048	A PANEL	2
PMA049	B PANEL	2
ZAC408	SPECIAL PANEL	1
PMA062	SPECIAL INFILL PANEL	1
PMA063	SPECIAL CROSS BAR	1
SZA070G	1.1M UPPER PANEL WITH BOTTOM TRIM	8
SZP002	MEDIUM POST	2

Despatch 5 - 7 weeks from receipt of order



The school's email to Sports England

**From:** 9312507 office.2507 [office.2507@south-stoke.oxon.sch.uk]

**Sent:** 01 October 2015 11:47

**To:** Primary Spaces

**Cc:** 9312507 headteacher.2507

**Subject:** FAO: Grace Clancey - Further information/clarification required and what is happening at the moment.

Dear Grace

I wondered if it is possible for you to send me something in writing, clarifying the status of the Primary Spaces/Sport England grant, if the new school playground was moved to another site in the village.

I need this as evidence, to show to the Parish Council, Landlord and SODC Planning, of how such a proposal would affect our eligibility with regards to the awarding of the grant and the initial conditions on which it was based, bearing in mind that it has not been paid to us yet because of the ongoing issue with the village and planning.

If you need further clarification on this request, please don't hesitate to call me on the number below.

Many thanks

Mrs V H Barlow  
School Secretary

South Stoke Primary School  
The Street  
South Stoke  
Nr Reading  
RG8 0JS  
01491 872948

Email from Sports England on the school's proposals to re-locate the equipment to the park land behind the school

**From:** Debbie Gold [Debbie.Gold@sportengland.org]

**Sent:** 01 October 2015 13:29

**To:** Primary Spaces

**Cc:** Notepad

**Subject:** 2014005511 - South Stoke Primary Spaces - Query response

Good afternoon Paul, thank you for the e-mail, I'm assuming the school isn't re-locating but they wish to move the playground facility to a village location. Their application was awarded a grant under the PrimarySpaces programme for schools - based on the location of the facility and the lack of outdoor space available at the school site. The programme is specifically for school playgrounds to help provide sports facilities which can be used for PE or Sports activities during curricular time, and outside school hours.

Priority was given to this particular school as they met the programme criteria; such a proposal to move the facility outside of the school would jeopardise the award and eligibility of the funding terms and conditions.

I trust this would support the evidence the school need to show the relevant parties that moving the facility would affect eligibility of the grant awarded.

Let me know if I can be of further assistance, many thanks from Debbie

**Debbie Gold** Grants Manager **T:** 07786 524 080 **M:** 07786 524 080

## Highways Agency Email

2507 headteacher.2507

To:

Cockhill, Thomas - E&E <Thomas.Cockhill@Oxfordshire.gov.uk>;

Cc:

Barbara Taylor <quarrenden.tay@btinternet.com>;

9312507 office.2507;

Diana Hathaway <dhathaway@hildred.net>;

...

Fri 02/10/2015 11:46

Dear Tom

Thank you so much for meeting with us yesterday and discussing our proposed new plans for retrospective planning.

I would like to confirm that we discussed the removal of the hoops, a gate log and removal of any target type activities from the street end of the playground, and you felt that, if these changes were made, you would have no objection to our new planning application.

We also agreed that you would be able to confirm this in writing.

Once again thank you so much for taking the time to visit the school and discuss this issue in person.

Best wishes and I look forward to hearing from you in due course.

Amanda Rogers  
Head Teacher

Cockhill, Thomas - E&E <Thomas.Cockhill@Oxfordshire.gov.uk>

To:9312507 headteacher.2507;

Tue 06/10/2015 10:21

Dear Amanda,

Thank you for your email.

As discussed, the following measures will need to be taken for the removal of the Highway Authority objection:

1. The hoop located nearest the carriageway to be removed – the removal of this will not provide a target for children to aim at resulting in objects into the carriageway
2. A gate log – this is to ensure a record is kept as to the locking/unlocking of the gate so as to keep children on premises to prevent them from retrieving objects in the carriageway
3. As per point 1. if there are no target/goal opportunities at the carriageway side, this will limit the likelihood of objects entering the carriageway

Following our meeting it was discussed the provision of a 3.0m high net would be investigated, this would be a matter for yourselves to pursue if required – the Highway Authority would be unlikely to object to this.

In my opinion, should the above points be implemented then the requirements for netting may not be required.

Regards

Tom

Thomas Cockhill  
Area Liaison Officer

Transport Development Control  
Strategy and Infrastructure Planning  
Environment & Economy  
Oxfordshire County Council  
Southern Area Office  
Milton Road  
Drayton  
OX14 4EZ

Tel: 01865 815891

Fax: 01865 815085

E-mail: [thomas.cockhill@oxfordshire.gov.uk](mailto:thomas.cockhill@oxfordshire.gov.uk)

## Examples of different netting solutions









South Stoke Primary School  
The Street  
South Stoke  
Nr Reading  
RG8 0JS

Telephone / Fax: 01491 872948  
Email – [office.2507@south-stoke.oxon.sch.uk](mailto:office.2507@south-stoke.oxon.sch.uk)  
[www.southstokeprimaryschool.co.uk](http://www.southstokeprimaryschool.co.uk)

Build on strengths to achieve our dreams.

**Headteacher – Miss Amanda Rogers**

October 2014

## **CHARGING POLICY**

### **Introduction**

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum with the exception of swimming, where a voluntary contribution is requested for the cost of transport.

### **Aim**

The aim of this policy is to set out what charges will be levied for activities, which remissions will be implemented and the circumstances under which voluntary contributions will be requested from parents.

### **Responsibilities**

The Governing Body of the school is responsible for determining the content of the policy and the Headteacher for implementation. Any determinations with respect to individual parents will be considered jointly by the Headteacher and Governing Body.

### **Publication of information**

A summary of this policy will be included in the School Prospectus which will specify what charges are/are not to be made and for which activities voluntary contributions will be invited from parents.

### **Charges:**

#### **1. Residential Trips**

If the school organises a residential trip in school time or mainly school time, which is to provide education directly related to the National Curriculum, we do not make any charge for the education. However, we do make a charge to cover the costs of the transport, board and lodging. Our residential trip to France is heavily subsidised by the South Stoke Parents' Association (PA). If parents are experiencing financial difficulties they are invited to write in confidence to the Headteacher.

#### **2. Activities Outside School Hours**

No charge is made for activities that are outside of school hours (optional extras) and are part of the curriculum. However, we may ask for a contribution towards the costs for the following:

- Travel
- Materials and equipment
- Non teaching staff costs
- Entrance fees
- Insurance costs

Any clubs organised by independent companies will be charged according to their guidance, however the Parents' Association will often contribute to reduce costs to parents.

#### **4. Damage/Loss to property**

In cases of wilful or malicious damage to equipment or breakages, or loss of school books on loan to children, the headteacher in consultation with the Chair of the Governing Body may decide it right to make a charge. Each incident will be dealt with on its own merit and at their discretion.

## **5. Extra Curricular and School Clubs**

Clubs organised by the class teachers are free. However, additional clubs may require financial contributions to cover the costs of a sports coach/teacher (see Section 2 for more details)

## **6. Lettings**

The school does not currently let the premises. However, should there be a request to use the school sports facilities the headteacher, in consultation with the Chair of the Governing Body, may decide it right to make a charge and a deposit £20 will be required when booking and returned after the event should there be no damage incurred. There will be no charge for members of the village.

**Please Note: Hiring of the sports facilities may be seasonal and/or weather dependent**

## **Remissions**

If the parent/guardian of a pupil is in receipt of free school meals, charges in respect of board and lodging will be supplemented in part by the school using the Pupil Premium Allocation.

To qualify for free school meals the parent/carers must be in receipt of one of the benefits below:

- Income Support
- Income Related Employment and Support Allowance (NOT Contribution Based ESA)
- Income Based Job Seekers Allowance (NOT Contribution Based JSA)
- Child Tax Credit (but NOT getting Working Tax Credit) and combined annual, income as assessed by HMRC, is not above £16,190 (as at 6 April 2011)
- Guarantee Element of Pension Credit
- National Asylum Seekers Support (NASS)

## **Voluntary contributions**

When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary.

If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it may include children whose parents have not paid any contribution. We do not treat these children differently from any others.

If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity. Sometimes the school pays additional costs in order to support the visit. Parents have a right to know how each trip is funded. The school provides this information on request.

The following is a list of additional activities organised by the school, which may require voluntary contributions from parents. This list is not exhaustive:

- visits to museums;
- sporting activities which require transport expenses;
- outdoor adventure activities;
- visits to the theatre;
- musical events.
- Swimming (contribution towards transport is requested)