BOROUGH GREEN
Primary School

Our children:

'Learning Together with Kind Hearts and Determined Minds'.

Borough Green Primary School has a century's history of success. We provide a broad, balanced and highly enjoyable experience-based education for children aged 4 to 11 years. Our strong team of staff does all it can to ensure that our children make the most of their innate abilities and potential. We aim for academic excellence but we also recognise the importance of every child's personal development. We want our children to experience a wide range of activities and we have particular strengths in music and sport. Our school ethos is warm, welcoming and inclusive with a very strong family atmosphere that provides a great sense of belonging. In addition, our school is very much at the heart of the local community as we have our own "Steps to School" day nursery, pre-school and wrap-around childcare facilities.

Fundamental to our success is the quality, commitment and teamwork of everyone involved with our school. Whatever their role, our staff are fully committed to supporting our children's success; our governors are equally committed and our parents fully support us through, for example, our very successful Parent and Teachers' Association. Everyone has a vested interest in and a positive impact on the education we provide.

"Unrelenting ambition to secure best possible outcomes for all pupils"

"Strong family ethos"* and *"strongly inclusive culture"

Ofsted August 2018

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School Vision
Learning together with Kind Hearts and Determined Minds

Children need to be: physically and mentally healthy, able to take decisions and deal with any challenges. To achieve this they will require: a range of skills, courage, adaptability and determination. Each child is at the centre of this "Circle of Courage", which has four elements:

Belonging

- Children must feel safe, secure and happy, being confident in the adults around them and confident in the consistency of expectations within our school community.
- Our school has a strong and distinctive ethos based on equality of opportunity, inclusivity and respect for each other. The school is a welcoming part of our local community and promotes teamwork.
- We will support individuals and families the best we can.
- Physical, emotional and mental health are recognised as key factors in promoting each child's sense of belonging and security

Mastery

- High quality teaching and learning enable our children to acquire a wide range of academic and personal skills.
- Our children should be self-controlled and should seek to achieve personal goals rather than superiority
- We have a broad experience based curriculum that recognises and promotes skills and achievement in the arts, sport, and technology as well as academic areas.
- We will seek out, recognise and celebrate the success of individuals, teams and our school community.

Circle Of Courage

Independence

- We want our children to take decisions; to be responsible for their own success, and understand that there are consequences for inappropriate actions
- Our children should be able to set themselves challenging targets that extend their personal best in a wide range of areas.
- We will encourage teamwork and mutual support; we help each other to succeed
- We want each child to be self-disciplined and make the best of what they have.

Generosity

- We want our children to contribute to supporting others locally, nationally and internationally
- We want our children to ultimately feel able to give even cherished things to benefit others
- We will promote the concept of "service to others"

1. General Information

1.1 Organisation

Our school caters for children from 4 to 11 years of age with Steps to School, our on-site nursery and pre-school, providing childcare from 3 months and a breakfast and after school club for our school age-children. School is organised into three well-integrated departments

Early Years Foundation Stage (EYFS)		(Reception)
Key Stage 1 (KS1)	(Years 1&2)	(Infants)
Key Stage 2 (KS2)	(Years 3&4, 5&6)	(Juniors)

Our Reception children follow the statutory framework for Early Years; our Key Stage 1 and Key Stage 2 children follow the National Curriculum.

Borough Green Primary School is a Foundation School which means that the school's Governing Body has greater powers than in community primary schools. For example, the Governors employ all school staff, they own the school site, can set certain school policies and have the power to determine the timing of the school year. We work very closely and collaboratively with other local schools.

We have approximately 270 children on roll. The school is organised into 10 classes, with two small Reception classes with a maximum of 23 children in each class providing an excellent staff to pupil ratio. Then classes of about 30 in each for Years 1 and 2, then 3 mixed classes in Years 3&4 and Years 5&6. This gives 10 classes in all.

1.2 Early Years Foundation Stage

"Pupils are proud of their school and enjoy all that it has to offer. They are friendly, polite and self-assured, welcoming visitors and readily sharing their view about the school."
Ofsted

We recognise that this is a crucial period of transition and from the start we want to work in partnership with parents. There is a "new parents" evening in June before children start. There are also specific introductory school sessions for children to visit prior to starting. Also, and importantly, all parents have individual meetings with our teachers so that any key information can be discussed. Once the year has started parents are then invited to workshops e.g. teaching of phonics, mathematics and writing. In addition, we invite parents into the classrooms to see "child initiated learning" in practise. Our teachers and support staff keep on-going records of development for each child, using Tapestry, and online tracking system that ensures parents are regularly updated with their child's progress. Parents are also invited to contribute evidence from activities outside school. It is a joint effort.

1.3 Facilities

Our school has excellent facilities and spacious grounds. The original building, dating from 1911, is well maintained and has:

- a heated and covered swimming pool used by all children;
- a well-equipped library with a computerised loan system ;
- a bank of laptops and iPad that allow flexible usage via a wireless network;
- bright, modern and inviting classrooms
- calm sensory rooms

Our Reception classes have the benefit of a dedicated outside learning area that allows our youngest children to experience their learning both indoors and out, fostering active participation.

Attached to the Key Stage 1 block is a large hall that is used for a variety of activities. Part of this building contains our kitchen where school meals, with that 'homemade' touch, are prepared by our own catering staff.

The school's grounds are extensive with:

- Covered swimming pool
- a large, tree-lined playing field with traversing wall and outdoor exercise equipment
- netball courts, and three playgrounds
- a pavilion
- a nature area
- an outdoor classroom with stage area
- gardens
- Forest School Area
- Specific outdoor space for Early Years
- Outdoor table tennis tables
- Reading cabin

"Across the school, teachers are knowledgeable and enthusiastic and this enthusiasm for learning is passed on to the pupils"
Ofsted

Borough Green also has extended school facilities, offering "wrap around" childcare provided by our Steps to School Day Nursery, Pre-School and Club. As well as providing excellent and flexible childcare for children between the ages of three months to five years, we also offer 'before and after school' care for children up to the age of 11. During the school holidays childcare is offered for children between the ages of 4 and 11 in the holiday club.

"Children are enthusiastic and active learners. They develop lifelong skills which support their independence and self-care."
Steps to School Nursery Ofsted

1.4 Computing
Computing is a key tool within the curriculum and there is an entitlement that children should have access to, and learn form and through information and communication technology. Every class is connected to our curriculum network that gives children access to a range of curriculum software. Our school has full specification broadband, as required by government and all classrooms have an interactive board which gives teachers access to almost unlimited teaching resources. Controlled and supervised access to the internet is also part of the curriculum and complements the traditional paper-based research and information skills taught. As well as networked computers in every classroom and the interactive boards, our children also have access to laptops and ipads that operate flexibly across the school on a wireless system.

2. Admissions to Borough Green Primary School

2.1 General Admissions
Although we would always hope to admit all children who wish to come to this school, whether they live in Borough Green or in the surrounding area, technically this cannot be guaranteed. But please do not worry unnecessarily as it is rare that things don't work out, as we have 45 spaces rather than 30 as in some local schools.

Borough Green is a Foundation School and as such our Governors determine the school's Admissions Policy. If we are oversubscribed, priority according to the following criteria will apply:

i) <u>Looked After Children and Adopted Children</u>
Children in Local Authority Care – that is a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 Children Act 1989) or who is the subject of a care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority became subject to an adoption, residence or special guardianship order (As defined by Section 46 of the Adoption and Children Act 2002 or Section 8 or 14A of the Children act 1989).

ii) Current Family Association

This refers to a brother or sister at the school at the time of entry. This includes: natural or adopted siblings; step or foster brothers or sisters; those who live as brothers or sisters in the same house.

iii) Children of Staff Employed by Governors

a. where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

iv) Health and Special Access Reasons

Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

v) Proximity

Nearness of children's homes to school – we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody.

Under Section v) - In a tie breaker situation the nearness of an applicant's home to school will be the decider. If in the event more than one applicant has the same distance from home to school (as measured by the LA) then a random selection will be applied.

Parents should consult the most recent Admissions guidance, published by Kent County Council (KCC), for further information about how home to school distances are measured and defined including details about how blocks of flats will be treated and what constitutes a permanent or main residence.

The cut-off date for applications for admission to the Reception classes is usually in the January before the start of the new academic year. Comprehensive information for parents on the application process is available on the Kent County Council website: www.kent.gov.uk . Application is currently by online submission to www.kent.gov.uk/ola. For those who do not have internet access please contact the School Office for further advice. In May/June further information is sent out by us, including arrangements for a meeting for new parents, and dates for "taster days". When children start in Reception there is a short phased programme. The six eldest children in each class start first followed each day by the next two children in age until all children have started. All children attend for full days.

We hold an Open Evening before October half-term and two Open Mornings before Christmas. In addition, you are also welcome to make individual tour appointments with the Head teacher. You may bring your child if you make an individual visit, or come on your own if you prefer. Of course, you are welcome to make more than one visit if you so wish. Telephone or call in at the office to make an appointment. Should you decide to send your child to Borough Green you will then be required to follow the admissions procedure that applies to all Kent schools. If you have any questions about admissions, please contact the School Office in the first instance.

2.2 Admission for Year Groups Other than Reception

Parents are encouraged to contact the school to arrange a visit and for details of the In Year Casual Admissions procedure.

2.3 Admittance Of Pupils With A Disability

We are a fully inclusive school and welcome applications for admission from all children. Our Admissions Policy contains no criterion that discriminates against any child on the grounds of disability or any special or additional need. We will always work in partnership with parents/guardians and other services to support children with particular needs. We will manage the admissions of such children in consultation with all involved and hope to admit as long as this admission is not detrimental to the education of the child concerned or to the education of other children.

2.4 Current Access Facilities
Wherever possible we will adapt and manage the curriculum, and the school site and accommodation, in order to make provision for a disabled child. In planning the curriculum we assess the needs of all children and will deploy our available resources to match those needs. *The key consideration in admitting any child is whether or not Borough Green can provide the most appropriate education to suit their needs.*

2.5 Accessibility Plan
In line with national requirements we have an Accessibility Plan – a copy can be found on the school website.

2.6 Special Educational Needs and Disability (SEND)
We are inclusive school, which offers a range of specialist support for children who have a special educational need or disability. Our expectation is that all children, including those with special educational needs or disabilities, will receive and education, which enables them to make progress.

We follow a staged and graduated approach to identifying and assessing needs. Where a pupil is not making expected progress, teachers, the Inclusion Manager and parents collaborate on problem solving, planning support and teaching strategies and wherever possible, the child is involved in this process. All of our teachers teach children with SEND and recognise the importance of identifying SEND early so that effective provision can made available quickly.

We work in partnership with parents and we always seek to work to the benefit of all of our children.

2.7 Secondary Education
Children remain at our school until the end of Year 6, when they transfer to a secondary school. Between 40% and 50% of the year group normally take part in the Kent selection procedure to assess their suitability for grammar school. We are proud of our high success rate, which reflects the academic standards of the school and the professional advice given to parents by teaching staff.

We have systems for tracking children's progress and attainment and this information is shared at parent consultations and, if requested, during our informal 'open classroom' sessions. We aim to give honest and clear information at regular intervals so that parents are well aware of their child's progress.

A wide range of secondary schools are available to our pupils in Maidstone, Sevenoaks, Tonbridge, Tunbridge Wells and north Kent. Historically, our children have transferred to anything between 12 and 20 secondary schools of all types.

3. Equal Opportunities
The school promotes equality of opportunity for all pupils and takes due regard of the protected characteristics as set out in the Specific Duties and Public Authorities Regulations 2017 and the Equality Act (2010).

4. School Times

School Starts	8:40 to 8:50
Morning Break	10:00 to 10:15 for 10:15 to 10:30 for Key Stage 1 10:30 to 10:45 Key Stage 2
Lunchtime	12:00 to 13:10 for Early Years and Key Stage 1 11:50 to 13:00 for Key Stage 2
Afternoon Break	14:15 to 14:30 for Key Stage 1
School Finishes	15:15 for Early Years, Key Stages 1 and 2

Please ensure that your child arrives in good time for the start of school. However, children should not arrive before 08:40. There is no teacher on duty before this time and we cannot be responsible for the safety of pupils who arrive early. From 08.40 children are able to enter the school and settle themselves into their classrooms ready for the school day to begin.

5 Absences – Historically Borough Green Primary consistently achieves attendance percentages above Kent and National

If a child is away from school then their education will be affected, and it is a national requirement that all schools set targets in order to promote the highest possible rates of attendance. In order to support the welfare of our children we expect parents to contact the school by phone as soon as possible on the first day of a child's absence. If we receive no contact we will then phone parents to check. The school can take recorded messages for absence.

Following an absence a short explanatory letter should be sent to school. It is helpful if we are informed in advance of any medical or dental appointments, although we expect appointments to be outside the school day. All absences are electronically recorded on our information management system and parents will receive a record of this information annually. Reasons for absence are coded and absence data is sent to Kent on a regular basis.

Since September 2013 no school is allowed to authorise holiday. Absence will only be authorised in exceptional circumstances. If a child's absence falls below an acceptable percentage, parents/carers will be invited to a meeting at the school to discuss strategies for future improvements prior to the involvement of external agencies.

In recent years, the pandemic has affected attendance at all schools, at Borough Green we are doing everything we can to remind parents that ensuring their child is at school every day is crucial to their child's personal social and academic development and success.

6. School Lunches and Packed Lunches

Being healthy is an important part of each child's personal development and the food children eat has an important long-term effect upon their health and their ability to learn. Our school meals contribute significantly to our drive to promote healthy lifestyles for our children. There are national nutritional standards that apply to school lunches, which we follow. Our school lunches are cooked in our own school kitchen and are prepared by experienced cooks who provide well prepared food made from fresh ingredients. We aim to make each meal time a pleasant social experience and the vast majority of our children take up a school dinner. Each day there is a choice of hot meal, with at least one vegetarian option. Salad and bread are always available. There is also a choice of dessert – including yoghurt or fresh fruit.

Parents/Carers of KS2 pupils are able to make payments for school lunches via Arbor. Parents of children in Early Years, KS1 and KS2 on income support should apply for free school meals. irrespective of the current free school meal provision for Early Years and Key Stage 1. This will provide entitlement to Pupil Premium funding which covers both free school meals and funding for educational support. An application can be made via the Kent County Council website (www.kent.gov.uk).

Children may of course bring a packed lunch (although parents of children in Early Years and Key Stage 1 must notify the school in writing if they are opting out of the free school meal provision or, for KS2 children, if they are changing from paid meals to packed lunches). A term's notice is required if you wish to change lunch options. As with school lunches, there are national guidelines as to what should be included in packed lunches and we support this guidance whilst also recognising that some children have particular dietary needs. Packed lunches should be brought to school in a named plastic container. Drinks provided with a packed lunch should also be in a plastic container or a carton – no glass bottles, please. Fizzy drinks or nuts of any kind are not permitted.

Water and snacks are permitted during break time but are restricted to **fruit and vegetables only**.

7. Teaching and Learning - The Curriculum

"Teachers plan lessons that are based on carefully constructed curriculum frame works, which provides pupils with many memorable and engaging learning experiences"
Ofsted 2018

At Borough Green Primary School we deliver the curriculum in a way that ensures the maximum impact on our children. Our lessons evoke emotions and strive to totally immerse the children in an experience that is memorable and enjoyable. Our curriculum teaches the children through a number of experience over the year, which develop the children's natural inquisitiveness. We aim to involve the local community in as many experiences as possible with parents/grandparents etc. involved in tea parties, art exhibitions and documentary presentations.

Through tracking children's progress and attainment we can differentiate learning and cater for the wide range of children's needs that exist in every primary school. Parents will be informed whether their child is working below, at or above the required standard via parent consultations and three written reports a year.

All of our children benefit from regular teaching of French, they are taught to swim by a trained swimming coach and have specialist teaching in music. From Year 1 through to Year 6 we also provide regular Personal, Social and Health Education which helps to support children's wider personal and emotional development. Children may be taught as a whole class, in small groups or individually depending on the learning objectives.

7.1 Pupil Voice
We want to give our children opportunities to voice their own opinions about our school and so make a positive contribution to our on-going development. In order to do this we have regular meetings of our School Council and there is a "Have Your Say" box into which children can post written suggestions. School Councillors, House and Sports Captains are voted into office by their peers. Within our Personal, Social, Health and Economic Education (PSHE) programme there are also regular circle time opportunities during which a range of issues might be discussed. On the playgrounds a system of mediation and "play leaders" has been put in place whereby a group of trained Year 5 and 6 pupils can help younger pupils to sort out any minor problems. Every Year 6 child is expected to apply for a role in school which develops their confidence, leadership skills.

7.2 Home/School Learning
There are no statutory requirements regarding homework (home learning), and parent questionnaires have shown a wide range of expectations in this area. Our overall aim is to support independent learning that links to classroom experiences through as consistent an approach as possible. We see a value in children engaging in homework as a means of reinforcing or extending what is learned in school. Types of homework and the amount set will vary according to what the class is doing. Children accompanied by their parents are welcome to use the books in the library and laptops after school to complete homework.

Reading on a daily basis is expected. We encourage reading aloud with an adult throughout the primary years. Even if your child is a fluent reader, having a discussion about the story (for example, the characters' personalities and actions, the vocabulary used by the author) is a valuable way to develop reading skills.

7.3 Learning outside the Classroom
Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. These are often the most memorable learning experiences, helping us to make sense of the world around us by making links between feelings and learning. They allow us to transfer learning experienced outside the classroom and vice versa.

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn allowing our children to develop in all areas of our 'circle of courage' - mastery, belonging, independence and generosity.

Borough Green Primary School has a strong commitment to the added value of learning outside the classroom. Outdoor Learning will take place every week in every class, in addition to outdoor PE.

Each year the school will arrange a number of educational visits and activities that take place on and off the school site and/or out of school hours, which support the aims of the school, such as the residential visit to the Isle of Wight for our Year 6 children.

Borough Green Primary has been awarded both the Bronze and Silver Sports mark.

8. Out Of School Activities

Each year we offer a different variety but our clubs can include:-

Cricket	Lace Making	Football
Coding	Choir	Crochet & Knitting
Tag Rugby	Athletics	Rounders
Recorders	Netball	Puzzle Club
Art and Craft	Maths	Literacy

9. Pupil Welfare

"The staff work successfully to give all pupils the opportunity to thrive in a positive and nurturing environment."
Ofsted 2018

9.1 Emergencies
In the event of an emergency it is vital that school records are accurate. Please let us know immediately of any change of address or any change of telephone numbers on the emergency contact form.

9.2 Medicines In School
Occasionally, it is necessary for parents to send medicines to school for children to take during school hours. These must be given to the school office in their original package with the child's name and the directions clearly printed on the container. The school office will make every effort to ensure children receive their medication but in the unlikely event that this does not happen the school will inform parents/carers. There may be medicines and treatments we are unable to administer, but we are very happy for parents to come to school at lunchtime to give medicines themselves.

Children who suffer from asthma must have their inhalers with them at school, which must also be clearly labelled. Parents are responsible for the supply of inhalers and the monitoring of the use by dates.

9.3 Medicals
Children normally have a height and weight check and hearing and sight test at school during their reception year and in Year 6

9.4 Safeguarding/Child Protection
The welfare and safety of our children is of paramount importance. Our routines and processes are aimed at creating an environment in which our children <u>are</u> safe and <u>feel</u> safe. The appropriate checks are made on staff and volunteers prior to appointment and at least one governor is trained in safeguarding relating to staff appointments. The Deputy Head teacher is the Designated Safeguarding Lead (DSL), there are two Deputy Safeguarding Leads. All welfare/safeguarding concerns raised by any individual are recorded on Welfare Concern Forms. The DSL then decides what action should be taken. The DSL will involve LA support, Early Help or Social Services as appropriate to each case.

"The school has a culture that places a relentless focus on making sure that pupils are safe and well cared for."
Ofsted 2018

10. Behaviour and Discipline

We expect high standards of behaviour, respect, courtesy and thoughtfulness from everyone on our school site in line with our school rules of being "Ready, Respectful and Safe". The children are regularly reminded of our expectations and a stepped approach for rewards and sanctions is on display around the school. The school has a newly revised Behaviour policy. The policy clearly defines what we understand to be bullying and states that we do not accept bullying and that suspected cases will be thoroughly investigated.

Our aim is to create a stable, ordered, caring community where children are encouraged to be responsible, self-reliant and sensitive to the needs and feelings of others.

"Pupils feel safe in school and part of the school's family"
(Ofsted)

10.1 Home-School Agreement

We have a home-school agreement which represents the spirit of the partnership we want to develop between home and school.

11. School Uniform

All our pupils wear school uniform, details of which are as follows:-

Uniform

Grey tailored trousers or shorts
Grey skirt, pinafore dress
White shirt/polo shirt/blouse
Green checked dress
Grey socks (white socks can be worn with dresses)
School tie (optional)
Black tights
School bottle green round/V-neck sweatshirt or sweatshirt fabric cardigan
Black shoes

Children should be well-presented and their white shirt/polo shirt must be tucked in at all times. We expect our children to demonstrate pride in their appearance and respect for the school uniform.

Please ensure that your child wears sensible black shoes to school, NOT TRAINERS or BOOTS.

Makeup and nail varnish are not permitted. Excessive hair accessories, extreme hair styles or colour are also not permitted. Only small stud earrings allowed.

Many items are available from the school office. To order uniform please click on the link www.brigade.uk.com to order uniform.

The Parent and Teachers' Association also runs an excellent second hand uniform shop on site.

12. PE Kit

Plimsolls/trainers
House colour tee-shirt
White shorts (Black shorts are also permitted and we will move to black shorts only from Sept 2024, a these are more girl friendly)
Green track suit bottoms, or black skins under their white shorts may be worn for outdoor games in cold weather.
Swimming costumes, hats and towels are needed by all pupils for swimming.

Please Note:

- Long hair should be tied back at all times whilst children are in school.
- **Earrings must be removed, by the child, or covered for PE lessons.** If you are considering having your child's ears pierced, this should be planned for the summer holiday which will allow sufficient healing time so that earrings can be removed for PE lessons. NB covering earrings is **not** an option for swimming lessons and must be removed.
- Please ensure that all items of uniform, PE kit and other personal possessions are clearly marked with your child's name, preferably by sewn-in or ironed-on labels.

13. Personal Possessions

Please do not allow your child to bring valuables to school, such as expensive watches, jewellery or more than a small amount of money. The school cannot take responsibility if such items are lost or damaged. Mobile phones can be carried by Year 5 or 6 pupils who walk home alone, when written permission has been given by the parent or guardian. However, any such phones must be handed into the class teacher on arrival at the beginning of the school day.

14. Parental Involvement

14.1 The Parent and Teachers' Association (PTA)

The Parent and Teachers' Association extends a warm welcome to parents of new pupils. The aims of the Association are to form bonds between home and the school, and to provide the children with extras that the schools delegated budget is unable to cover. Membership is given to parents of all pupils. There are regular committee meetings but the PTA always needs parents to help on an ad hoc basis – so any offer of help is always appreciated.

The PTA has been most valuable in providing facilities to the School. These have included:

Refurbishment and enclosure of our swimming pool
An assortment of playground equipment
Construction of the outdoor area for Reception children
Outdoor Classroom
Refurbishment of classrooms
IT Equipment

In support of our "Healthy School" agenda, the PTA has also funded water coolers throughout the School so that children have access to fresh, chilled water at all times.

Regular fund-raising activities include: Christmas Fair, Pamper Evening, Summer Fair, children's discos, 100 Club. There are additional fund-raising events from time to time, for example, Tabletop sales, Pamper Evening and family bingo.

The PTA is self-supporting and benefits every child in the school. The PTA is a registered charity.

Thank you for taking the time to read through our prospectus. Every effort is made to keep this document updated, but any recent changes in policies or practices might not always be recorded until the prospectus is reviewed.

The General Data Protection Regulation, also known as GDPR, means that you will have more control over how your data is used. To reflect these changes and new obligations, we have updated our privacy notice. The privacy notice can be found on our website.

Our school website has a wealth of information including: policies, privacy notice, term dates, accessibility plan, year group blogs, planning and much more. Regular visits will ensure you have the most current information regarding life at Borough Green Primary.