



## PROSPECTUS Academic Year 2011 - 2012





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***Headteacher  
Miss C Salmon***

***Dear Parent/Carer***      *September 2011*

*This prospectus is intended to help you know more about the life and work of our school.*

*We strongly believe that we can only achieve the best for your child by close co-operation between home and school, and the staff and I are available to talk to you about any aspects of your child's development, whenever the need arises. Please do not wait for formal interviews if you wish to discuss any issue with us.*

*The information in this prospectus is up-to-date but of course we will need from time to time to send you further information as situations change.*

*We look forward to sharing with you a successful period in your child's life.*

*Yours sincerely*

*Clare Salmon  
Headteacher*

### **Health and Safety Statement**

At Butterstile Primary School we aim to ensure that our school is a safe, caring and secure learning environment for pupils, staff and all visitors to school. Our Health and Safety policy is intended to ensure the implementation of the Health and Safety at Work Act 1974 and the Healthy and Safety policy of Bury Metropolitan Council.

The local authority, Bury MBC, acting as the employer of personnel at the school has ultimate responsibility for health and safety at our school. This responsibility extends to cover children and visitors. Bury MBC may delegate some of its functions under the Health and Safety at Work Act to the head teacher, but the duty to comply with the statutory requirements, cannot be delegated. However, everyone has responsibility for Health and Safety.

The governors at Butterstile Primary School recognise their duty to ensure that the health and safety measures are properly implemented. In practice, this duty is discharged by receiving and acting upon expert advice, carrying out inspections, following up complaints, calling for reports and taking appropriate action. The governors recognise the importance of allocating a budget for health and safety matters.

### **Safeguarding Statement**

The school's Safeguarding (Child Protection) Policy is available on our school website home page, through the 'School Policies' option, or upon request from the school office. The school has adopted the Model Safeguarding Policy of Bury Local Authority.

- All staff and volunteers are CRB checked and their identity is verified.
- The school's curriculum is designed to help children to develop the awareness, skills and understanding to keep themselves safe in an age appropriate way.
- All staff are provided with a Safeguarding Booklet.
- Visitors in our school abide by a Code of Conduct which includes a reference relating to safeguarding practice within our school.
- The school has effective behaviour and anti-bullying policies. These are available from the school office.
- The school works closely with a range of agencies to support children and families.
- If the school became aware of any issues related to child protection, we follow Bury procedures.
- All records are entirely confidential.
- Parents clearly share the vitally important role of safeguarding their children and we would request that if parents have any concerns they discuss them with the school.
- The schools designated safeguarding teachers are: Miss Clare Salmon and Mr Darren McClean

Children  
LEARN  
What they LIVE

*If a child lives with criticism, he learns to condemn.*

*If a child lives with hostility, he learns to fight.*

*If a child lives with ridicule, he learns to be shy.*

*If a child lives with shame, he learns to feel guilty.*

*But,*

*If a child lives with tolerance, he learns to be patient.*

*If a child lives with encouragement, he learns confidence.*

*If a child lives with praise, he learns to appreciate.*

*If a child lives with fairness, he learns to show justice.*

*If a child lives with security, he learns to have faith.*

*If a child lives with approval, he learns to like himself.*

*If a child lives with acceptance and friendship,  
he learns to find love in the world.*

You will see this poem as you enter our school.  
Its message lies behind Butterstille's Mission ....

# MISSION STATEMENT

Our mission is to learn and grow  
together .....

..... the whole school community  
working in harmony towards the  
best future for everyone.





**School Grove Prestwich Manchester M25 9RJ**  
Tel: 0161 798 5680 Fax: 0161 798 7351 e-mail: [Butterstile@bury.gov.uk](mailto:Butterstile@bury.gov.uk) [www.Butterstile.org](http://www.Butterstile.org)  
Headteacher: Miss C Salmon Deputy Headteacher: Mr D McClean

**Chair of the School Governors:** Miss Catherine Shelley

## *Admissions*

Butterstile Primary School is a Local Authority school catering for children aged 3-11 years, with 386 at present on roll. Children's full-time education currently starts when they are admitted to the Reception class at the beginning of the school year in which they attain the age of 5. We can also offer these children part-time nursery places in our Early Years Unit from September of the previous year. Transfer to High School takes place at the age of 11.

Parents wishing their child to be registered for a place in Reception are invited to make an appointment with the Headteacher. It is important to bring along the child's birth certificate so that date of birth can be confirmed. A meeting is held each May for parents to see the building, meet the staff, and discuss admission procedures and requirements. The school has a designated admission limit of 50. An appeals procedure is available for unsuccessful applicants. Parents interested in a nursery place are invited to visit school early in the year prior to application forms being sent out.

## *Organisation within the School*

Classes are not streamed according to ability but, within the classes, it is normal practice for children to be grouped according to ability for certain activities. For most year groups, there are two parallel classes working closely together, making a total of 12 classes plus the nursery children.



## School Hours

The school day for children in main school is between 8.55 am and 3.15 pm. Infant children have lunch between 12 noon and 1.15 pm whilst Junior children have lunch 12.15 pm to 1.15 pm. The Nursery runs from 8.45 am to 3.15 pm with a choice of part-time places available—five mornings, five afternoons, early week (all day Monday and Tuesdays + Wednesday mornings) or late week (Wednesday afternoons + all day Thursday and Fridays), dependent on availability.

The formal teaching hours are in line with DfES recommendations - ie 21 hours for Infants and 23.5 hours for Juniors. This does not include time for the statutory daily act of collective worship, registration, breaks and extra-curricular activities. It should be pointed out that whilst this very narrow definition of time is required by law to be stated in this way, it would be our clear view that all the 31.66 hours form part of what we see as 'education' for the young child and all of it contributes towards the development of the child.

## Equality

It is our policy that all children are given equal access to the opportunities offered by our school. In recognising each individual's worth and uniqueness, we take a positive stand against prejudice and intolerance. Government initiatives also require all schools to address the question of inclusion. This covers a wide spectrum of special educational needs including support for children with learning, behavioural or physical difficulties and also for those with social and emotional problems. Butterstile School is constantly developing measures to meet these needs including specific facilities for disabled children: these include easy access for wheelchairs on our single-storey site, and specially equipped toilets. Every effort is made to ensure maximum access to the curriculum, with one-to-one assistance normally in place. Provision for disabled pupils also includes a number of dedicated places for nursery age children in our fully equipped Early Years Unit.



## Child Protection Policy

*Butterstile Primary School will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or abuse, staff have no alternative but to follow Bury's Local Safeguarding Children's Board Procedures and inform the Social Services of their concern.*

*A copy of the school's policy is available by request from the school office.*



## Policy regarding uniform

The school has a uniform (the two basic colours being grey and blue) and children are expected to wear it at all times. Children attend school tidily and sensibly dressed so that correct awareness of personal appearance can be encouraged. Jewellery is not allowed.

Uniform can be purchased from our online supplier found at [www.orchardclothing.co.uk](http://www.orchardclothing.co.uk). Further information is available on our school website [www.butterstile.org](http://www.butterstile.org).

### **BOYS** WINTER Grey shorts or trousers

Royal Blue sweaters or sweatshirt

White shirt or white or royal blue polo shirt

SUMMER Grey shorts and royal blue or white T-shirt or polo shirt

### **GIRLS** WINTER Grey skirt, pinafore dress or trousers

White blouse or white or royal blue polo shirt

SUMMER Royal blue or white T-shirt or polo shirt

Grey skirt or blue and white checked dress

Sensible footwear should be worn at all times—**not training shoes, boots or shoes with raised heels.** For physical activities, T-shirt, shorts and pumps are needed, with football kit an additional requirement for older boys. Older girls may prefer to wear a leotard for PE. Religious requirements are taken into consideration where uniform is concerned.



## School Meals

The school has its own kitchen and the majority of children have a school meal or bring a packed lunch. Dinner money is due on the first day of each week. We offer a healthy and varied menu. In the interests of safety, children having a packed lunch are not allowed to bring glass bottles or breakable vacuum flasks. Meals are available for those nursery children whose place includes 2 full days; these are served in the Early Years Unit.

## Ethos and values

In our view, the importance of good behaviour cannot be over-estimated. The discipline which we seek to develop in children is self discipline. This school is considered to be a community where every individual has a worthwhile contribution to make and where individual needs, rights and opinions are respected and valued.

Primary education should be exciting, stimulating and challenging. It should present the children with a wide range of learning opportunities based upon first-hand experience and observation. Children should be encouraged to grow in confidence through social interaction and the development of social skills.

As well as meeting the present and immediate needs of the children, Butterstile Primary School is concerned with looking to the future needs of children as developing adults who must live in an increasingly complex, challenging and changing society. The children in our primary schools today will be the citizens of Bury in the 21st century.



The school has close links with the Educational Welfare Service and an officer is usually on hand to help in areas of difficulty, particularly concerning school attendance, and problems of a domestic nature. The school Health Adviser attends school regularly and pays home visits when the need arises. Other pastoral problems are dealt with, in school, by the staff.

The responsibilities for schools in the area of child protection are laid down in the Children Act of 1989. Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. All staff at school are aware of the need to alert Social Services when they believe a child has been abused or is at risk of abuse.

Butterstile Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Homework

Each class takes a letter home at the beginning of every half-term to explain what homework will be set. In the KS1 and lower KS2 classes, homework usually consists of a weekly numeracy and literacy task; by Year 6, the tasks set also include Science. In addition, children may be asked to undertake research tasks at home or to finish uncompleted school work. In such cases, we ask parental support in overseeing the work and ensuring it is returned the following day. **Parents are reminded that it is not the policy of the school to set work for children on holiday.**



## *Affiliations with Religious Denominations*

As the school is not affiliated to any particular religious denomination, Religious Education follows the Agreed Bury Document. Religious Education is given to all ages in the form of class lessons and daily assemblies, though these are based on a very broad religious and moral foundation. Parents are invited into our assemblies each Friday morning at 9.05 am. On occasions we hold class assemblies and parents are most welcome to attend.

Parents wishing to exercise their right to withdraw their children from Religious Education or Assembly are invited to discuss the matter with the Headteacher.

## *Children with Special Educational Needs*

All children who are admitted to school will have their needs assessed and we will endeavour to meet their needs with appropriate support and resources, where necessary.

Children with SEN are identified in the first instance by the class teacher as part of the normal continuous assessment process. We use WRAT (Wide Range Achievement Tests) and other appropriate diagnostic aids to help identify specific areas of weakness. Class teachers are responsible for planning differentiated programmes of work for individual children but they have the support of, and guidance from, the SEN co-ordinator and Learning Support Assistants. Most children's needs can be met within the classroom situation. However group work and individual work does take place. We work closely with external agencies to provide further expertise when the need arises.



We have helpers who are willing to assist in school in a variety of ways -

- reading stories to individual children
- counting practice
- using the computer
- activities to aid the co-ordination and motor control skills
- handwriting
- development of listening and verbal skills
- number and phonic awareness
- acquisition of spelling skills

All such individual and small group work fosters confidence, self esteem and social development.

## *Charging Policy and School Trips*

The 1988 Education Reform Act confirms that children cannot be denied a place on a trip taking place in school hours merely because parents cannot, or will not, pay the cost. The school is aware of the financial demands on parents and ensures that visits always have great educational and social value, often enhancing classroom study. The policy for each visit is to ask parents to make a voluntary contribution towards the cost. If the cost of the trip cannot be met from these contributions, it will unfortunately have to be cancelled.

A generic Parental Consent form will be issued to parents at the beginning of each academic year for completion and return to school, to cover any off-site trips and events.

Parents should be aware of the Local Authority's position with regard to liability for educational visits, and are asked to read the following notice:

I understand that while the staff or other approved persons in charge of the party will take such care of the pupils as is reasonable in all circumstances, they cannot be held responsible for death or personal injury which does not involve negligence on their part, either during the visit or whilst travelling in connection therewith, nor can they be held responsible for any loss or damage to any child's property suffered either during the visit or whilst travelling in connection therewith.



## High Schools

46 children left Butterstile School in July 2011 to further their education at local High Schools. Their destinations, listed alphabetically, were as follows:

- Broad Oak High School
- Bury Grammar School (Girls)
- Castlebrook High School
- Parrenthorn High School
- Prestwich Arts College
- St Monica's High School
- St Peter's High School
- Stretford High School
- Woodhey High School
- Unknown/Other

## Parents Association

The Parents Association is a well established group which works tremendously hard to raise money for the school. Many events take place over the year involving the whole school community. Funds raised enable the school to further enhance its broad provision of activities for the children and are greatly appreciated. All parents are regarded as members of the Parents Association and as such are encouraged to attend meetings and join in the many 'fun' events.



## Out of School Club

Kids United operate the Out of School Club every day both before and after school. The Breakfast Club is open from 7.45 to 8.55 am, and the After School Club from 3.15 to 5.45 pm. Children from Reception to Year 6 are able to attend. There is a high demand for places in the club and enquiries should be made in good time 07866 366438 or 07713 166330.

The holiday play scheme runs during the school holidays (except the Christmas break). Snacks and refreshments will be provided throughout the day but children must provide their own lunch.

## The four principles

The curriculum consists of all those activities planned by the school to promote the development of the pupils and to prepare them for the opportunities, responsibilities and experiences of adult life. It comprises much more than the formal programme of lessons and includes methods of learning, teaching styles, the 'informal' programme of extra-curricular activities and those features which contribute to a school's ethos, such as quality of relationships, the concern for equality of opportunity, the values exemplified in the ways in which a school sets about its task and the ways in which it is organised and managed.



The four principles form the basis of our curriculum planning. We endeavour to provide a curriculum that is -

**BROAD** introducing boys and girls to all areas of learning and experience and to knowledge, concepts, skills and attitudes

**BALANCED** giving each area of learning and experience appropriate attention in relation to the others and to the whole curriculum

**RELEVANT** by linking school work to pupils' own experiences and making plain the application of what is being learned to adult life, as well as giving due emphasis to practical aspects

**DIFFERENTIATED** matched to pupils' developing abilities and attitudes

**THE CURRICULUM OF THE SCHOOL IS FOUNDED ON THESE FOUR PRINCIPLES WITH THE SPECIFIC PURPOSE OF DEVELOPING THE POTENTIAL OF EVERY PUPIL.**

## *The Curriculum*

The whole curriculum introduces pupils to a wide range of knowledge, understanding and skills. Each area is given sufficient time to give balance. The subjects are relevant to pupils' own experience and to adult life. The teaching is matched to the pupils' abilities and aptitudes.



The curriculum is designed to achieve the aims of the school and the needs of the children. We recognise the need for the essential skills of literacy and numeracy. Reading, writing, listening and talking are a fundamental part of all learning. We aim to provide a stimulating environment in which oral and written language can develop. Children are encouraged to read at school and at home for pleasure and as a means of obtaining information. Writing is a vital part of the children's learning and they are taught to use the English language fluently and correctly and to develop clear joined handwriting from an early age.

We aim to create a positive attitude to mathematics, encouraging children to think logically and clearly. An understanding of mathematical pattern and relationships is developed through practical experience and problem solving.

Sex education does not form part of the curriculum but specific questions may be answered as, and when, they occur.

The curriculum is balanced and broadly based and endeavours to -

1. promote the spiritual, moral, cultural, mental and physical development of pupils and of society
2. prepare pupils for the opportunities, responsibilities and experiences of adult life.

The principal aim of the school is to develop and utilise the full potential of each pupil. Specific aims are set out in the curriculum document devised by the school.

Each child in school is taught English, Mathematics, Science, Information Technology and Religious Education as well as the foundation subjects of History, Geography, Art, Music, Design Technology, Physical Education and Personal, Social, Citizenship and Health Education (PSCHE). National Curriculum Programmes of Study form the basis of our work in the core subjects.



The Education Reform Act 1988 does make provision for parents or others, after informal discussions, to institute a formal complaint about the actions of the Governing Body or the Authority in relation to the school curriculum. Official forms are available from the Local Education Authority for this purpose.

Documents concerning LEA and School Curriculum Policy, Schemes of Work, Programmes of Study etc, are available for perusal at the school, as is the booklet 'Parents Guide to our Early Years Unit'.

### Extra Curricular Activities

	BEFORE SCHOOL	LUNCHTIME	AFTER SCHOOL
<b>MONDAY</b>		Cross Country 12.30 –1pm Y4 –Y6	Gardening Y3-Y6 3.15-4pm Choir Y4-Y6 3.15-4pm
<b>TUESDAY</b>			Lace Making Y5 3.15-4.30pm
<b>WEDNESDAY</b>		Learning Platform Club 12.30-1.00pm Y3-6	Football Y5-Y6 3.15-4pm Cookery Y4-Y6 3.15-4.15pm High 5 Y5-Y6 3.15-4.15pm
<b>THURSDAY</b>		French Club Y5-Y6 12.30-1pm Y3 12.30-1pm	Folk dance
<b>FRIDAY</b>		Art Club Y1-Y2 12.30-1pm Y6 12.30-1pm	Aerobics Homework Club Y5-Y6 3.15-4.15



## Ofsted Inspection

Butterstile School was inspected by a team of Ofsted inspectors in November 2008 and we give below just a few extracts from their report. Accompanying this prospectus is a copy of the report which we hope you will find interesting and informative. If you have any queries, please do not hesitate to let us know.

*'Pupils' excellent attitudes to learning, exemplary behaviour and an outstandingly rich and interesting curriculum promote high levels of enjoyment in the overwhelming majority of lessons'*

*"The school provides outstanding care, guidance and support. Highly committed staff enable all pupils to enjoy learning and achieve well. Very effective pastoral care is provided in a safe environment that promotes pupils' health and well-being"*

*"The staff are very caring and excellent relationships between the adults and children enable children to develop very positive attitudes and excellent behaviour."*

*"The extensive and varied enrichment activities provided are highly appreciated by pupils and parents and participation rates are very high. These and the many opportunities for pupils to take on positions of responsibility contribute significantly to their outstanding personal development"*

*"The happiness of the pupils is a strong feature of the school and is a significant factor contributing to the good progress they make. One parent summed up the views of the vast majority, 'My daughter jumps out of bed eager to go to school.'*

*"The curriculum is a real strength of the school. The provision for music is outstanding. All pupils in Key Stage 2 learn to play an instrument and the performances of the choir demonstrate very high standards"*

*"The school sets challenging targets and these are used well to raise achievement and remove barriers to progress. The school makes an outstanding contribution to community cohesion. There are excellent links with parents, who strongly endorse the school's effectiveness in using outside agencies. Diversity is valued and equality of opportunity is promoted outstandingly well"*

*'Personal development and well-being are outstanding. Pupils learn to understand their feelings and those of others and acquire very positive attitudes to learning'*



## Attendance Returns for Butterstile School

	%	%	%
	<b>AUTHORISED</b>	<b>UNAUTHORISED</b>	<b>ATTENDANCE</b>
2005/06	5.10	0.30	94.6
2006/07	4.90	0.90	94.2
2007/08	4.80	0.20	95.0
2008/09	5.30	0.90	93.6
2009/10	4.51	1.12	94.37
2010/11	4.54	0.85	94.61

## Holiday Arrangements

Parents and children are actively encouraged to achieve highest possible rates of attendance. School must be notified of any absence either in writing or by phone. Holidays during term time are discouraged but if parents have no alternative, they must notify the Headteacher beforehand in writing. A maximum of 10 days in any academic year may be authorised.



## Outline of main school day and general routine (for Nursery times, see page 6)

**8.45 am** Member of staff on duty on the yard to ensure order and safety.

**8.55 am** Children line up in an orderly fashion and are collected from yard by staff.

### **9.00 am School begins**

Registration - on entering the classroom, the children have work to get on with whilst the register is taken.

Dinner money is collected on Monday during registration.

**9.10 am Assembly** (Monday, Tuesday, Wednesday and Friday)

**Singing Practice** (Monday) 1.30pm Years 3 & 4

(Thursday) 9.10am Nursery -Year 2 and 9.50am Years 5 & 6

### **10.35 am Morning Break**

### **10.55 am End of break**

### **12.00 pm End of morning school for infants**

Reception classes are brought to the dining hall by the welfare staff. Remaining infant classes are dismissed onto the yard.

### **12.15 pm End of morning school for juniors**

### **1.15 pm Afternoon school begins**

**2.15 pm Infant Break** (No Junior afternoon break)

### **2.30 pm End of Infant Break**

### **3.15 pm End of afternoon school**



The foregoing information was correct in relation to this document at the time of printing but it should not be assumed that there will be no change affecting the relevant arrangements or any matter particularised therein either -

a) before the start of, or during, the school year in question

or

b) in relation to subsequent school years.

*This prospectus contains information about Butterstile School. If any parent wishes to discuss this information in Urdu/Punjabi, a bilingual member of the Bury English Language Teaching Service will be happy to meet them.*

## Butterstile Primary

### School results for 2009

These tables show the percentage of pupils at the end of key stage 2 achieving each level in the school.

*N.B. The figures may not total 100% because of rounding.*

TEACHER ASSESSMENT	Percentage at each level						Pupils absent	
	W	1	2	3	4	5		6
English	0	0	3	7	50	40	0	0
Reading	0	0	3	10	40	47	0	0
Writing	0	0	7	10	45	38	0	0
Speaking and Listening	0	0	0	10	57	33	0	0
Mathematics	0	0	2	9	53	36	0	0
Science	0	0	3	2	50	45	0	0

TEST RESULTS	Percentage at each level						Pupils absent
	Below Level 3 (B3)*	3	4	5	6	6	
English	5	9	55	31	0	0	0
Reading	5	5	26	64	0	0	0
Writing	3	21	53	22	0	0	0
Mathematics	3	5	43	48	0	0	0
Science	3	3	48	45	0	0	0

W represents children who are working towards Level 1, but who have not yet achieved the standards needed for Level 1  
 \*B3 represents children who were not entered for the tests because they were working below Level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children not achieving a level from the tests

## Buttlestile Primary

### School results for 2010

These tables show the percentage of pupils at the end of key stage 2 achieving each level in the school.

*N.B. The figures may not total 100% because of rounding.*

TEACHER ASSESSMENT	Percentage at each level						Pupils absent		
	W	1	2	3	4	5		6	Pupils disrupted
English	0	0	2	9	59	30	0	0	0
Reading	0	0	4	9	46	41	0	0	0
Writing	0	0	2	20	54	24	0	0	0
Speaking and Listening	0	0	0	9	57	35	0	0	0
Mathematics	0	0	2	9	46	43	0	0	0
Science	0	0	2	7	54	37	0	0	0

TEST RESULTS	Percentage at each level						Pupils absent
	Below Level 3 (B3)*	3	4	5	6	Pupils disrupted	
English	2	7	65	24	0	0	2
Reading	4	7	52	35		0	2
Writing	2	11	74	11		0	2
Mathematics	0	4	48	46	0	0	2

W represents children who are working towards Level 1, but who have not yet achieved the standards needed for Level 1

\* B3 represents children who were not entered for the test because they were working below Level 3 in English and mathematics, children awarded a compensatory level from the tests, and children not achieving a level from the tests

## Butterstile Primary

### School results for 2011

These tables show the percentage of pupils at the end of key stage 2 achieving each level in the school.

*N.B. The figures may not total 100% because of rounding*

#### TEACHER ASSESSMENT

	Percentage at each level									
	W	1	2	3	4	5	6	Pupils disappointed	Pupils absent	
English	0	0	0	30	43	26	0	0	0	
Reading	0	0	2	26	37	35	0	0	0	
Writing	0	0	2	28	57	13	0	0	0	
Speaking and Listening	0	0	0	20	57	24	0	0	0	
Mathematics	0	0	2	22	50	26	0	0	0	
Science	0	0	0	26	46	28	0	0	0	

#### TEST RESULTS\*

	Percentage at each level						
	Below Level 3 (B3)*	3	4	5	6	Pupils disappointed	Pupils absent
English	2	17	46	33	0	0	2
Reading	13	11	43	33		0	0
Writing	0	9	48	41		0	2
Mathematics	4	15	50	28	0	0	2

W represents children who are working towards Level 1, but who have not yet achieved the standards needed for Level 1  
 \*B3 represents children who were not entered for the tests because they were working below Level 3 in English and mathematics, children awarded a compensatory level from the tests, and children not achieving a level from the tests

BUTTERSTILE PRIMARY SCHOOL  
SEP 2011 TO JULY 2012  
2011/12 ACADEMIC YEAR

Autumn term 2011	Close at 3.15 pm	RE-OPEN	School Days
Starts	-	Monday 5 <sup>th</sup> September	35
Autumn Half-Term	Friday 21 <sup>st</sup> October	Tuesday 1 <sup>st</sup> November	
Christmas	Wednesday 21 <sup>st</sup> December		37
Spring Term 2012	Close at 3.15 pm	RE-OPEN	School Days
Starts		Monday 9 <sup>th</sup> January	25
Spring Half-Term	Friday 10 <sup>th</sup> February	Monday 20 <sup>th</sup> February	
Easter	Friday 30 <sup>th</sup> March		30
Summer Term 2012			
Starts		Monday 16 <sup>th</sup> April	32
**Local Election**	Wednesday 2 <sup>nd</sup> May	Friday 4 <sup>th</sup> May	
Bank Holiday	Friday 4 <sup>th</sup> May	Tuesday 8 <sup>th</sup> May	
Summer Half-Term	Thursday 31 <sup>st</sup> May	Monday 11 <sup>th</sup> June	
Summer	Friday 20 <sup>th</sup> July		30