Carnarvon Primary School is a Co-educational Community Day School for pupils aged 5-11













Contents









Letter from the Headteacher	3
Mission Statement	3
Visions and Values of the school	3
Bingham	4
Our School Buildings	4
The role of the Governing Body	5
The school day	5
School attendance	6
Leave of Absence during term time	6
Lunchtime arrangements and OPAL	7
Behaviour and Discipline	8
The care of pupils	8
Visiting arrangements and home/school links	9
Admission policy	9
Admission arrangements	9
Religious affiliation	10
Dress	10
School Clubs	10
Curriculum	11
The Learning Programme	11
The organisation of education	12
The organisation of education	13
Homework	14
Assessment	14
Relationship and Health education	14
Child Protection and Safeguarding	14
Secondary education	15
School documents	15
Educational visits	15
Charging and remissions policy	16
Charging and remissions policy	17
Complaints procedures	18
Special Educational Needs policy	18
Lost Property Statement	19
The school fund	19
Fundraising and our PTA	19
Disclaimer	20
School holidays 2026-2027	21
Assessment Results 2025-2026	22
Assessment Results 2025-2026	23

Carnarvon Primary School, Bingham

Dear parents

I take great pleasure in welcoming you and your child into the Carnarvon family.

Like you, we are concerned with providing our children with wide ranging opportunities in order to develop the best in everyone during their time with us. We believe that this aim is best achieved through a close working partnership between home and school.

I hope this prospectus is the beginning of such a partnership and helps you to gain some insight into our school.

Yours sincerely

Andrew Board
HEADTEACHER



Mission Statement

'Work hard, be kind.'

Visions and Values of our school

Our aim at Carnarvon is to provide a secure, happy environment through which the children can develop within the society to which they belong. Our wish is to develop their potential physically, intellectually, emotionally, socially and spiritually.

We encourage children to be self-disciplined, caring for others and thoughtful of their own environment. We believe that feelings and attitudes are important and that the children should have an understanding of other people's points of view, religions and cultures in order to be active and useful members of society.

We hope to achieve our aims through activities offered within the curriculum and by teachers having high expectations of their children's abilities to achieve the highest possible standards of work and behaviour, whilst enjoying what they are doing.

We aim to produce a lively, caring and interesting environment, conducive to good primary practice, where everyone feels valued and entitled to all that we have to offer.

We are part of the Rushcliffe Schools Alliance. Over 30 schools in the district work together to improve the quality of learning for out children.

Bingham

Bingham is a rapidly expanding market town to the east of Nottingham, 9 miles from the city on the Grantham road.

It is a popular area for commuters as it is convenient for larger locations such as Nottingham, Newark, Grantham and Leicester. Bingham retains much of its history including an attractive market square where markets are held every Thursday.

It has fine shopping facilities, a modern health centre and library, good recreational activities at the leisure centre and the successful Toot Hill secondary school, and a railway station.

The surrounding area is pleasantly rural and agriculture is a major activity.

Our School Buildings

Carnarvon Primary School has modern, spacious buildings. Originally built in 1968, additions have been made over a number of years giving us a total of 17 classrooms in addition to our school hall, courtyard room and ICT suite.

The school stands on an exceptional site with acres of grass interspersed with mature trees and planted areas. We have developed our idyllic setting to provide ample opportunities for environmental studies, sport and play. We are indeed fortunate to have such excellent facilities.

Carnarvon Pre-school operates on our site and takes children from 2 years of age (telephone 07986 770763).

Carnarvon Kids' Club provides before and after school care on our site.
(telephone 07817 974659)
A separate holiday club is also available.





The Role of the Governing Body

The School's Governing Body has the general responsibility for the effectiveness of the school. The day to day management and running of the school is the responsibility of the Headteacher. Parent Governors are always willing to discuss issues relating to aspects of school life and their details, along with other members of the Governing Body, may be found in school or on the school website.

Our Governing Body comprises of:

- 5 Parent Governors
- 1 Local Authority Appointed
- 1 Staff representatives
- 8 Co-opted members
- The Headteacher who has opted to be a Governor

Apart from the main Governing Body meeting once per term, the Governing Body has formed two sub-committees:

- Personnel, Finance and General Purposes
- Pupils and Strategic Development (also the Discipline Committee)

These sub-committees meet at least once a term.

The School Day

Lower School (Years 1 to 3)

8:40 am Bell rings – doors open, register taken

Session 1	9:05 – 10:25 am (inc. assembly)
Break	10:25 – 10:40 am
Session 2	10:40 – 12 noon
Lunch	12:00 – 1:00 pm
Session 3	1:00 – 2:15 pm
Break	2:05 – 2.20 pm
Session 4	2.20 – 3:20 pm

Upper School (Years 4 to 6)

8:40 am Bell rings – doors open, register taken

Session 1	9:05 – 10:25 am (inc assembly)
Break	10:20 – 10:40 am
Session 2 & 3	10:40 – 12.00 noon
Lunch	12:00 – 1:00 pm
Session 4	1:15 – 2:15 pm
Break	2:05 – 2:20 pm
Session 5	2:20 – 3:20 pm

Reception children start school at 8.45 am and finish at 3.15 pm.

Reception Stage children go in to lunch at 11:45 am and have an afternoon break from 2.45-3.00 pm.

School Attendance

Good attendance at school is important for your child's education and establishes a positive working ethos early in life. Many children do achieve 100% attendance but this is not always possible. It is essential that the school is informed of the reasons for absence. Under current government legislation, unauthorised absence is regarded as truancy and all absence figures have to be reported to the Local Authority and DfE and are recorded on a child's annual report. It is also important that your child arrives on time for school as the start of the day establishes the learning activities for the day. Lateness is recorded in the register.

For sickness
When your child is unwell please call the school office on the first morning of absence by 8:30 am. A dedicated message service is provided for this, or you may speak with a member of staff, or you may email attendance@carnarvon.notts.sch.uk or office@carnarvon.notts.sch.uk . A letter is therefore not required on your child's return.

For out of school dental and medical treatment
Please let the school office know in writing in advance of the date and time of the appointment and when your child will be collected from and/or returned to school. Please sign your child in/out of school at the school office.

Leave of absence during term time

Since September 2013, only in 'exceptional circumstances' can children be taken out of school and below are examples where leave may be granted during term time.

- Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family
- Out of school programmes such as music, arts or sport operating at a high standard of achievement
- Religious observance – The Education Act 1996 S444(3)(c) states "on any day exclusively set apart for religious observance by the religious body to which his/her parent belongs"
- To attend a wedding, funeral or 'special' family event

Examples of circumstances not considered as exceptional are

- Holidays abroad for the purpose of visiting a sick relative (except where that person is seriously ill)
- Holidays taken in term time due to lower cost/parental work commitments

These will be classed as 'unauthorised' and will be reported on the end of year report.

Lunchtime Arrangements

There are three possibilities when considering lunchtime arrangements for your child.

- They may have a school meal on the premises (Free to all children in Reception, Year 1 and 2)
- They may bring a packed lunch
- They may be collected by a parent/carer and go home for lunch

School Meals

We operate a cafeteria system and the meals are prepared and cooked on the premises. A brand-new kitchen was installed in Summer 2018. The meals are tasty, nutritious and represent good value for money. A menu is displayed for the children to see and meals are served between 11:45 am and 12:45 pm. We have a cashless system with parents/carers of Year 3, 4, 5 and 6 children able to pay online for meals.

Packed Lunch

If your child is bringing a packed lunch, please ensure that all containers are safe, unbreakable and labelled with your child's name. Children are discouraged from bringing soft drinks in glass bottles or cans for safety reasons. We do not allow children to bring **nuts** into school for the safety of children with allergies. This includes Nutella and peanut butter.



Midday Support Assistants

These staff members are employed during the lunch break with some also working with classes. Their duties include supervision in the dining hall and play areas. We expect our children to show **all** members of staff the same respect.

Universal Paid / Free School Meals

Universal Paid school meals are provided to all children in Reception, Year 1 and 2. Free School Meals are also available to children in Years 3, 4, 5 and 6 whose parents are claiming certain benefits. If you are unsure about your right to claim, then contact the Local Authority on 0300 500 80 80.

Special Meals / Diets

We can, and do, accommodate children who have been prescribed special diets by their doctor. We also cater for diets based on religion, vegetarian, vegan etc.

OPAL

We are proud to be an OPAL (Outdoor Play and Learning) school, dedicated to transforming our playtimes into rich, imaginative, and active adventures. We believe that play is vital for children's physical health, mental wellbeing, and social development, with playtime making up roughly 20% of their total school life.

Behaviour and Discipline

If your child is to receive maximum benefit from his/her time with us at Carnarvon Primary School, it is essential that the standards of discipline at home and school are compatible. Any large organisation needs some form of discipline and a school is no exception. At Carnarvon we look to you as parents to support us in our efforts to create a calm, orderly, happy atmosphere which is beneficial to all our children.

In the event of pupil behaviour problems, minor misdemeanours will be dealt with by class teachers as and when they arise, using their professional judgement. Persistent or more serious breaches will be handled by the Headteacher or Deputy Head. Parents of the children involved will be informed and their support sought. Should this be of a very serious nature, sanctions in line with the Local Authority regulations will be followed. The school does not tolerate bullying or racism in any form.

A copy of the Behaviour and Discipline Policy is available from the school website.

The Care of Pupils

Each child is in the direct care of their class teacher and teaching assistants who support each year group. This is supported by the Headteacher, Deputy Head and all other school staff. It is our desire at all times to have close, caring and meaningful links with parents of all children in our care.

Health, Safety and Responsibility

At all times we endeavour to ensure the safety of the children in our care but, as you well know, where children are concerned, accidents will happen despite the best precautions. Whilst we do all we can to avoid accidents there are procedures, should the need arise, for dealing with them efficiently.

In the case of minor injuries (i.e. bruises, scrapes etc) staff on duty, most of whom have undertaken First Aid training, will attend to them.

In the case of more serious injuries (deep cuts, suspected fractures etc) appropriate action will be taken. Parents, of course, will be informed immediately.

Concerning general health matters, we are advised not to administer medicines such as paracetamol etc. However, we realise that this may not always be practical and you should contact the office if you wish to make arrangements for medication to be administered. Should your child feel unwell, we will make them comfortable and contact you so that you can arrange to collect the patient! Height and weight checks are also made in Reception and Year 6. You will be informed in advance of these visits.

Lateness

If for any reason your child is going to be late for school e.g. due to a dental appointment, please telephone or email before 8:30 am so that the appropriate arrangements can be made. When children then arrive in school or when taking children out of school for any reason, please use the registration system in reception.

Absence

If your child is ill and unable to attend school, please let us know as soon as possible. We particularly need to know if your child has an infectious illness. Please telephone school before 8:30 am on 01949 838246 or email attendance@carnarvon.notts.sch.uk or office@carnarvon.notts.sch.uk

Medications

For safety reasons it is not advisable to have medicines in school. However, if your child is on permanent medication, please speak to the office staff so that safe arrangements can be made. If your child is on a course of medicine but is well enough to be at school, parents can come to school at lunch time to administer the dose or they can complete an 'Administration of Medicine' consent form and hand it in at the office along with the medication.

Visiting Arrangements/Home-School Links

Parents are welcome in school and are encouraged to become involved in school life. Prospective parents are encouraged to visit the school, by appointment, during a normal school day to meet with the Headteacher.

Shortly before the admission of their children to the school, parents will be invited to an information sharing meeting where they will meet their child's teacher and other members of the school community.

Parents are positively encouraged to be involved in school activities. The education partnership between home and school is not to be under estimated. If you have time to spend in school, please contact your child's class teacher, or the Headteacher. A DBS check will be required.

Parents' evenings are arranged during the Autumn and Spring terms with an Open Afternoon in the Summer term. However, if parents wish to discuss their child's progress at any other time, it is advisable to make an appointment with the class teacher and/or Headteacher.

Admission Policy

Children who have their 5th birthday during the academic year (September – August) will start school in the September prior to their 5th birthday. Familiarisation visits are usually arranged prior to this.

Admission Arrangements

COMMUNITY INFANT AND PRIMARY SCHOOLS – STANDARD RECEPTION YEAR ADMISSION CRITERIA COUNTY ADMISSIONS POLICY

In the event of over-subscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs which names the school:

1. Children looked after by a local authority.
2. Children who have been adopted from state care of England.
3. Children who live in the catchment area and who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school.
4. Other children who live in the catchment area.
5. Children who live outside the catchment area who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school.
6. Children who live outside the catchment area.

In the event of over-subscription within any criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main administrative building of the school.

Special Circumstances

The following groups of children will be given special consideration in their application for a particular school. Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

The Local Education Officer will consider each case on its merits and determines the allocation of any such place on the basis of the written evidence. Admission under 'special circumstances' will take precedence over all but the first of the numbered criteria.

Religious Affiliation/Education

The school is not affiliated to any particular denomination. We live in a community which is diverse in its cultural and religious background. This is reflected in both our teaching and celebrations, and the requirements of the 1988 and 1993 Education Acts. Parents have the right to withdraw their children from religious worship or instruction.

Dress

The school positively promotes our school uniform which can be purchased from the school office. Children should wear plain black school shoes. A PE kit of black shorts, Carnarvon blue logo t-shirt and trainers are required. **All items of children's clothing should be labelled with the child's name.** A lost property area is kept in school however, school cannot be responsible for lost items.

Jewellery is not allowed in school. However, where ears are pierced, only small studs may be worn. It is necessary that they are removed before any PE, games and swimming lessons for reasons of safety and staff cannot be responsible for any accident resulting from the wearing of such items. We also discourage the children from bringing expensive items of sport and leisure wear to school.

Long hair should be tied back at all times.

Cleanliness and tidiness are habits which we consider to be desirable and worthwhile. Please support us by encouraging the children to take pride in their appearance.

School Clubs





There is an opportunity for children to learn to play various musical instruments including woodwind, violin, piano, guitar and drums. The children are taught by peripatetic teachers. Further details can be obtained from school. We have achieved success in the Bingham Young Musician of the Year competition and all musicians take part in a musical evening in the summer term.

At Carnarvon we run many clubs for the children at various times of the year. These may include:

Football, Netball, Orchestra, Tennis, Choir, French, Spanish, Cross-Country, ICT, Basketball, Chess, Dance and Art Club. This list changes throughout the year.

Curriculum

The School's Governing Body has agreed to adopt the Nottinghamshire Education Committee's Statement of Curriculum Aims, a summary of which appears below:

Nottinghamshire Education Committee Curriculum Statement – Curriculum Aims (2.1.1)

- *To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills;*
- *To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast-changing world;*
- *To help pupils to use language and number effectively;*
- *To instil respect for religion and moral values and tolerance of other races, religions and ways of life;*
- *To help pupils to understand the world in which they live, and the interdependence of individuals, groups and nations;*
- *To help pupils appreciate human achievements and aspirations.*

(These aims were taken from the HMI document 'Curriculum Matters 2, the Curriculum from 5-16').

The complete statement can be seen at the school by request.

In Lower and Upper School, the children will receive a broad and balanced National Curriculum, taught where possible from a thematic approach. Included in these themes will be English, Maths, Science, Technology, History, Geography, Art, Music, Drama, PE, Religious Education, Information Technology, Personal and Social Health Education, all of which are underpinned by our commitment to the development of equal opportunities for all children. Reception Stage children follow the Foundation Stage Learning Programme.

The Learning Programme

We hope to achieve our aims through our presentation of the Curriculum. Emphasis is placed on the core subjects of English, Maths and Science together with the foundation subjects Geography, History, Computing, Music, Art, PE, RE and PSHE.



This programme is available to all pupils, including those with special needs. Additional teaching support is provided wherever and whenever possible in a way that is appropriate to the pupil's needs. (Please see Special Educational Needs policy). In Carnarvon Primary School, we recognise that all children are individuals and we aim to ensure that every child is able to achieve at the highest level. In every class, activities and tasks are differentiated to match the needs and abilities of the children. Able children may have extension activities related to the core subjects and topic work. There are opportunities for talented pupils to develop their skills through school activities, after-school clubs, school choir, music tuition and sporting events.

Children are assessed at the ages of 7 and 11 in accordance with the requirements of the National Curriculum. Parents are issued with their child's results and the overall results of the assessment. Opportunity is provided twice a year to meet the teachers to discuss children's progress formally. Informal arrangements can be made at any time. A National Phonics Screening Check take place at the end of Year 1 and times tables check takes place in Year 4.

The Organisation of Education

The school currently has 15 teaching classes.

Reception Stage Children 4-5 years
Lower School Children 5-7 years (Y1/Y2/Y3)
Upper School Children 7-11 years (Y4/Y5/Y6)

The number of classes in each Key Stage is determined by the number of children on roll. This is also the case in deciding the organisation of year groups, although there is a preference for single year group classes wherever possible.

RECEPTION STAGE: Early Years Outcomes

1. Personal, Social, Emotional development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Art and Design

Children are supported in developing early skills through a play-based approach and active learning experiences. We place great emphasis on providing a happy and secure environment for our youngest children.

Carnarvon Curriculum Intent

At Carnarvon Primary School, we are privileged to be involved at the start of our children's learning journey and we influence and shape their attitudes to learning from the start. We are passionate about promoting and instilling a curiosity and love for learning through an inspiring and challenging curriculum; preparing children to become lifelong learners with excellent life choices. Our motto of 'Work hard, be kind' is felt in everything we do.

The intent of our Curriculum is to:

Ensure children are fluent in Reading, Writing and Maths and are exposed to a rich vocabulary.
Our core purpose is to ensure that our children are fluent in Reading, Writing and Maths as these provide the gateway to future learning. In the Early Years and KS1 we offer explicit and systematic teaching of phonics to ensure children can decode speedily and accurately and segment to spell. This is taught alongside a literature-rich environment, using texts across the curriculum as well as explicitly teaching and modelling ambitious vocabulary.

Develop confident, caring children with positive attitudes to learning.

Children will actively be taught how they can develop resilience, determination, self-motivation and willingness to learn as well as the ability to reflect on their own learning. We will teach the children to value themselves and others through our PSHE and RE curricula and British values themes.

Offer an ambitious, knowledge rich curriculum that ensures a fast-paced progression across and between each year.
We believe that a knowledge and skills should be taught so our children have the ability to be successful in an ever-changing world. We will design sequences of lessons that allow children to build on prior knowledge, make links to other subjects and see how new pieces of knowledge fit into a bigger picture. We will ensure that children know what they need to learn and how they can improve, giving opportunities for daily review for effective recall.

Ensure that children are offered opportunities to develop fluency, problem-solving and reasoning to ensure that knowledge is transferred to long-term memory.
Children will be taught sequences of lessons that ensure that knowledge is gained in small steps, with opportunities for review and independent practice and that cognitive overload is avoided.

Be creative and flexible, responding to the children's interests and needs including first-hand, meaningful experiences that engage them in their own learning.
Our curriculum will not be static, but will respond to the needs of each cohort to ensure that the education the children receive allows them to be challenged and make the best possible progress.

Be accessible for all children regardless of their background, needs or abilities.
Teachers will respond to the individual needs of all our children and make any necessary adaptations to ensure all children are secure in the next steps of their learning.

Our curriculum is based on Cornerstones' Curriculum 22. It is a broad and balanced, knowledge-rich curriculum with its content delivered through a range of subject-specific projects, which last either a full, or half-term. These projects cover art and design, design and technology, geography, history, science, and RE.

Maths is delivered through projects from the White Rose Maths Scheme, and English is supported by a range of English packs.

Computing, PE, PSHE, and Music are delivered through alternative specialist schemes.

If you require any further information about the curriculum, please visit the school website.

Homework

There is a homework policy. Children are encouraged to pursue activities at home which will benefit their educational progress and attainment.

Assessment

Teachers are continually assessing children's progress with regular internal assessments, in order to inform their planning and set targets for the future. Children undertake the National Phonics Screening Check at the end of Year 1. Children are teacher-assessed at the end of Year 2 and nationally assessed in Year 6 SATs. Results are advised to parents.
Year 4 multiplication checks also take place.

Relationship and Health Education

The Relationship Education policy in the school can be summarised into three main areas of content: Family Life, Physical Knowledge and Relationships. With younger children Relationship Education is seen as an integral part of many curriculum areas with questions being answered sensitively, as and when they arise. With older children, the same approach is taken with the addition of more structured input into Health Education as appropriate. The policy is seen as a shared statement between home and school and if parents have any questions regarding this policy, they should contact the school. Parents can withdraw their children from all or part of the Relationship education provided, except that which is required as part of the Science National Curriculum.
Provision is made for a senior female member of staff to assist any of the older girls with the onset of puberty. We recognise the responsibility of the parent and home in this event.

Child Protection and Safeguarding

Every school in Nottinghamshire is expected to follow set procedures in cases of suspected child abuse. Headteachers are required to refer their concerns to the Multi Agency Safeguarding Hub for further investigation, so that children at risk can be quickly identified.
The procedure is intended to protect children from abuse. When a school refers a concern about a pupil to MASH, it is not accusing the parent of abuse but requesting that further investigation takes place to establish whether a child is at risk.

Secondary Education

At the age of 11, most of our children transfer to Toot Hill Academy in Bingham. Over the years significant and lasting links have been forged between Toot Hill and Carnarvon. Our year 6 children receive visits from Toot Hill Liaison teachers and an opportunity is found for our children to spend a whole day, as a Toot Hill pupil, during the summer term, prior to transfer. There are also special evenings arranged for our parents to visit Toot Hill, where they can meet and talk with their child's teacher prior to transfer.

The Local Authority's policy of 'Family of Schools' enables staff from the secondary school and its feeder schools to meet and discuss items such as liaison, transfer, continuity and the curriculum.

We recognise that the transfer from primary to secondary education can raise anxieties for the pupils and parents alike and it is our wish to make the changeover smooth and ensure that it is an enjoyable experience. Please don't hesitate to seek our advice if needed.

School Documents

The Headteacher will be able to provide access to copies of the following documents:

- The Governing Body's Statement of Curriculum Aims as in above
- All statutory instruments, circulars and administrative memoranda concerning the curriculum which are sent to schools by the DfE
- All schemes of work currently used by teachers in the school
- All syllabuses and policies followed where appropriate
- Charging and Remissions Policy (see below)
- LA's procedure for dealing with complaints about the curriculum (see below)
- LA's agreed syllabus for RE
- OFSTED report (also on our website)

Educational Visits





All children are offered the opportunity to participate in approximately one educational visit per term. The visits are dependent on voluntary contributions from parents to finance them. Please see our Charging and Remissions policy below.

Charging and Remissions Policy for School Activities (Primary Schools)

Carnarvon Primary School Charging and Remissions Policy

General Principles

The School Governing Body is committed to the principle of free education. In determining the charging and remission policies which are set out in this document, the Governors have been mindful of the guidelines produced by the Local Authority with advice from the DfE.
The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs, can make towards all aspects of pupil's education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils at the school.

Charges

The Governing Body reserves the right to make a charge for the following activities, which may from time to time be organised by the school.
Residential activities held during school hours: charges may be made for the board and lodging element of those residential activities, which take place during, school hours. Parents will be notified in advance of any such activities, which the school proposes to organise, and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made. Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil; no other costs will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body, except in the circumstances described below.

Activities held outside school hours: the school will endeavour to provide a range of such activities from time to time. These will sometimes include day and residential experiences and are known generally as 'optional extras'. Charges may be made for these activities except where they are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum or to religious education, in which case they are not regarded as optional extras as such and charges cannot be made. (Boards and lodging charges may still however be made for any residential activities subject to the remission arrangements described below). Parents will be notified in advance of any 'optional extras' which the school proposes to organise and the estimated cost. Parental consent will be obtained if their children are to participate in any activities for which a charge may be made.
Any charge for a particular activity will be dependent upon the type of activity and its cost and the number of participants. This charge will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. The cost of other pupils participating in the visit will not be included in the charge. The charge may however include an appropriate element for such things as:

- The pupil's travel costs
- The pupil's board and lodging costs
- Materials, books, instruments and other equipment
- Non-teaching staff costs
- Entrance fees to places of interest
- Insurance costs
- The expenses only of participating teachers engaged on a separate contract for services to provide the activity.

Any remission arrangements for such activities will be at the discretion of the Governing Body.

Materials and ingredients: In certain circumstances we may ask parents to provide materials and ingredients relating to activities taking place during school hours. Alternatively, we may ask parents for a donation towards the cost of school supplying materials and ingredients for a specific activity. No child will be excluded from any activities if parents choose not to provide materials or contribute.

Remissions

The Governing Body will remit in full the cost of board and lodging for any residential activity the school organises for the pupil if the activity:

- Takes place within school hours or
- Forms part of the syllabus for a prescribed public examination or fulfils statutory duties relating to the National Curriculum or religious education, irrespective of whether the activity takes place within or outside school hours, and the pupil is eligible for both free school meals and pupil premium.

AND where the parents of a pupil are in receipt of:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Any other remission arrangements for a particular activity or pupil will be entirely at the discretion of the School Governing Body. Any subsidy provided by the Governing Body will be met from the funds at its disposal.

Voluntary Contributions

Nothing in this policy statement precludes the School Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

Breakages and Damage to School Property

The School Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.

Review

The School Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate

Complaints Procedure

There is a procedure agreed by the Local Authority for dealing with any complaints about the school. The procedure provides that there should be a preliminary informal discussion with the Headteacher or other appropriate school staff to see if the complaint can be resolved without recourse to formal procedures and that if the complaint cannot be resolved informally the complainant has information on how to initiate a formal complaint.

You can read our full Complaints Procedure document by visiting the school website; www.carnarvonprimaryschool.sch.uk and look under Policies – Complaints.

Special Educational Needs Policy

We have a policy for meeting the needs of pupils with special educational needs whether the child has a statement of special educational needs or not.
The policy includes information about the school's processes and procedures in the following areas:

Special Educational Needs provision
Name of school's SEN co-ordinator
Aims and principles
The management of SEN
SEN Identification and Assessment
3 levels of SEN provision
Information Technology
Parental involvement
SEN information with the school
INSET work
Resources
Inclusion
LA support services
Admissions
Transfer information at KS2/3
The allocation of the budget
Complaint procedures

A copy of the full policy is available for you to look at on our school website.

We believe that every child has an entitlement to the school curriculum. Resources are allocated to the children with the greatest need. SEN children mainly work within their allocated classrooms but there are occasions when the child(ren) are withdrawn when the need arises.

Lost Property Policy Statement

The Governing Body at Carnarvon clearly states that all items of clothing and equipment belonging to children attending Carnarvon should be named.
When children are admitted to school, parents are advised both verbally and in writing to clearly name all items of clothing and equipment such as coats, sweatshirts, polo shirts, PE kits, book bags etc.
The newsletters issued to parents regularly remind parents to name all items of clothing and equipment.
At Carnarvon all members of staff, teaching and non-teaching, positively encourage children to look after their belongings. Individual pegs and trays are provided for the children and they are regularly reminded to use them.
When items of clothing or equipment are found which are named, they are returned to the child as soon as possible. Sometimes items are accidentally taken home and, in this circumstance, we hope and expect that the items will be quickly returned to the school to be reunited with their correct owner.
Items of clothing or equipment found which are not named are placed in lost property. Members of staff will help parents and children to locate these areas to enable them to search for lost items.
At the end of each term, every item of lost property is displayed and all children are given the opportunity to look through, with their teacher, in order to identify items which may belong to them.
Any remaining items of clothing or equipment are then sorted into 2 categories:

1. School uniform which is in good condition is washed, ironed and placed in the second hand uniform supplies.
2. Other items of clothing in good condition are taken to a charity shop for re-cycling.

Parents need to appreciate that a 'clearing' system has to be in place otherwise storage of lost property would be very problematic.
Thank you for your co-operation in this matter.

The School Fund

In addition to money provided by the Local Authority, there is a school fund which is managed by the Headteacher and which consists of donations and income raised in a variety of ways, the purpose of which is to benefit the pupils of the school by the provision of facilities, equipment, activities and financial assistance which cannot be made available for whatever reason from monies provided by the Local Authority. The school fund is a registered charity and is audited annually.

Fundraising

We welcome our families help and support with our social and fundraising events. Our PTA was founded in 2023 when a couple of enthusiastic parents approached the school about reinstating a school disco, the PTA has gone from strength, raising over £5000 in its first 12 months. Our PTA are a friendly, informal group, that meets approximately once a term to discuss progress and future projects. Our primary focus is to create a community within the school, where everyone can get involved in projects for the good of the school, the children, and the wider community.

Disclaimer

The information given in this prospectus relates to the school year 2023-24 and was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in this prospectus or in any particular part of them before the start of the school year or in subsequent years.
Any anticipated changes have been included as part of the text.

Carnarvon Primary School

Address	**Nursery Road, Bingham, Nottinghamshire, NG13 8EH**
Telephone	**01949 838246**
Email	**office@carnarvon.notts.sch.uk**
Website	**www.carnarvon.notts.sch.uk**
Headteacher	**Andrew Board**
Chair of Governors	**Anneke Bremner**

August 2026-July 2027

Nottinghamshire School Holidays 2026-27
August 2026 to July 2027

Nottinghamshire County Council

2026/2027

August

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Holidays | Public Holidays | Administration Day

Autumn Term
1 September - 16October **6 weeks 4 days**
2 November - 18 December **7 weeks**

Spring Term
4 January - 12 February **6 weeks**
22 February - 25 March **4 weeks 4 days**

Summer Term
12 April - 28 May **6weeks 4 days**
7 June - 28 July **7 weeks 3 days**

Assessment Results

Statutory Assessments Report

Carnarvon Primary School

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% achieving the expected standard	67	73%	At or above	63%	75th
KS2 Reading, Writing & Maths combined	% achieving the higher standard	67	9%	At or above	9%	63rd
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	70	59%	Above (significant)	~ 43%	81st
Phonics Screening Check	% passing in Year 1	55	75%	Below	82%	21st
Early Years Foundation Stage	% achieving a Good Level of Development	60	90%	Above (significant)	72%	96th

Legend

- Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

Key Stage 2

Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	63%	60%	71%	61%	74%	62%	67	73%	63%
Reading, Writing & Maths combined	% achieving the higher standard	6%	8%	13%	8%	11%	8%	67	9%	9%
Reading	% achieving the expected standard	73%	73%	81%	74%	86%	75%	68	84%	75%
Reading	% achieving the higher standard	36%	29%	44%	29%	51%	33%	68	49%	31%
Reading	Average scaled score	105.3	105.0	107.5	105.0	107.9	106.0	67	108.7	106.0
Writing	% achieving the expected standard	81%	71%	89%	72%	86%	72%	68	78%	73%
Writing	% working at greater depth	14%	13%	20%	13%	21%	13%	68	12%	13%

Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Maths	% achieving the expected standard	70%	73%	74%	73%	86%	74%	67	88%	75%
Maths	% achieving the higher standard	13%	24%	29%	24%	36%	26%	67	42%	27%
Maths	Average scaled score	103.7	104.0	105.7	104.0	107.1	105.0	66	107.3	105.0
GPS	% achieving the expected standard	77%	72%	76%	72%	83%	73%	68	82%	74%
GPS	% achieving the higher standard	24%	30%	41%	32%	39%	30%	68	25%	30%
GPS	Average scaled score	104.8	105.0	107.0	105.0	106.7	105.0	67	105.8	105.0
Science	% achieving the expected standard	90%	80%	83%	81%	96%	82%	68	88%	82%

Multiplication Tables Check (MTC)

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	30%	29%	19%	34%	59%	37%	70	59%	~ 43%
Average score (out of 25)	20.4	20.2	21.0	20.6	23.9	21.0	67	23.0	~ 21.6

Phonics Screening Check

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% passing in Year 1	87%	79%	79%	80%	83%	80%	55	75%	82%
% passing check by end of Year 2	100%	89%	96%	89%	96%	89%	59	98%	89%

Early Years Foundation Stage

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	68%	67%	69%	68%	70%	68%	60	90%	72%
% at the expected level across all early learning goals	68%	66%	69%	66%	70%	67%	60	88%	71%
Average number of early learning goals at the expected level per pupil	14.9	14.1	15.3	14.1	15.5	14.1	60	16.5	14.4