

# Welcome

## to Balfour Primary School

### PROSPECTUS

2018-2019



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# LETTER FROM THE *Headteacher*

*'Balfour Primary School is a vibrant community filled with pupils who are respectful, friendly, caring and enthusiastic. Pupils fully live up to the school's values.'* Ofsted 2017.

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At Balfour Primary School, we believe in the importance of children having an inspirational start to their education. Our passion for education and our desire to be at the heart of innovative practice ensures that we are always adapting and evolving to meet the needs of all the children and the changing global landscape.

We aim to provide this very special start by creating a child-centred, rights respecting, values-driven learning environment that encourages and inspires everyone to believe that in our school every child can achieve to the best of their ability. By nurturing this ambition, children are able to develop a lifelong love of learning that enables them to fulfil their potential.

Our philosophy of education is underpinned by our creative, thought provoking and enquiry based curriculum. We deliver this within a highly nurturing and well-resourced environment.

*'Balfour is a place where pupils can be themselves and are respected as individuals. Pupils enjoy coming to school, they attend regularly and play together well.'* Ofsted 2017.

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At Balfour we strive to offer our children the very best educational experiences that will prepare them for life in the 21st Century.

*'Pupils leave Balfour Primary School as mature citizens with great tolerance and respect for others'* Ofsted 2017.

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The school year is full of opportunities for our children to participate in performances, arts events, music, in sport, in day trips and residential, to learn French, to join the variety of clubs before, during and after school and to take part in the many events that take place within the local community.

We understand that choosing the first school for your child is a uniquely important and special one. As you read this prospectus, we hope that you gain a clear understanding of our school aims, our philosophy, values and organisation. It would be a pleasure to welcome you to Balfour at such an exciting time for the school.

**Dawn Loader and Sandra Mulholland**  
*Acting Headteachers*



Miss Mulholland



Ms Loader

## LETTER FROM THE *Chair*

I would like to extend a warm welcome to all prospective children, families and carers considering joining the Balfour Primary School community.



Balfour Primary School has a rich heritage in serving mainly the population of Fiveways and Preston Park and forms part of the Brighton and Hove Local Authority. We have been awarded United Nations Rights Respecting School status recognising that we strive to ensure that every child is able to fulfil their potential by preparing them academically, intellectually, socially, spiritually, emotionally and physically through a rich, creative, thought provoking, enquiry based and values driven approach to the curriculum and to all aspects of school life.

Our school is committed to providing the very best possible education and experiences for each and every child within a safe, inclusive and nurturing environment. Children, parents, carers, staff and governors work in close partnership to ensure that all children are happy and able to thrive.

As the Full Governing Body it is our role to think and act strategically, providing the appropriate scrutiny and assurance to ensure that the school complies with its legal and regulatory requirements. Your views are vital in informing the strategic planning of the school and to help shape the educational offer that Balfour Primary School provides. It is really important to us that we create a strong relationship with parents and carers who might be considering Balfour Primary School as the school of choice. We want to hear your views and perspectives so that we can fully understand the schools strengths and weaknesses and its community. Together with parents, carers and staff we all seek to have a shared understanding of the requirements and expectations to create the best possible learning experience for each individual child.

**Rachel Cashman**  
*Chair of Governors*





# ABOUT OUR SCHOOL

Balfour Primary School is a larger than average, four-form entry Primary School with around 816 children aged 4 - 11 on roll. Our school was formed in September 2011 following the merger of Balfour Infant and Balfour Junior Schools, although the original Balfour School dates back to 1905. The school was last inspected by Ofsted in November 2017 and it was judged as Requires Improvement. Whilst this was the overall judgement, four out of the five Ofsted areas were graded as 'good'. Governors and the Senior Leadership Team have worked tirelessly to make rapid and sustained improvements which have resulted in strong and significant progress for learning outcomes of all our children at Balfour.

We are situated within the 28 hectare Surrenden Campus which also contains a playgroup, two secondary schools, a special school and a sixth form college. The school is made up of two separate buildings and is surrounded by a number of well-equipped outside learning areas.

As a larger than average primary school we are proud to be able to provide an extensive range of experiences for our children.

AGE	YEAR	STAGE	TIMES
4-5.....	Reception.....	Early Years	8:50 – 3:15
5-6.....	Year 1.....	Key Stage 1	
6-7.....	Year 2.....	Key Stage 1	
7-8.....	Year 3.....	Key Stage 2	8:55 – 3:20
8-9.....	Year 4.....	Key Stage 2	
9-10.....	Year 5.....	Key Stage 2	
10-11.....	Year 6.....	Key Stage 2	

## OUR MOTTO

Growing young minds since 1905.

## OUR VISION

To provide a stimulating, creative curriculum that supports the needs of all our children through high quality teaching, which encourages and challenges pupils to be active, independent, reflective, lifelong learners.

## OUR VALUES – as selected by our students, parents and local community

### Respectful

- ✓ *Treat everyone and everything respectfully*
- ✓ *Everyone has a voice*
- ✓ *We listen to each other*

### Ambitious

- ✓ *Strive to do our very best*
- ✓ *Realise that there are no limits to what we can achieve*

### Courageous

- ✓ *Have a go and take risks*
- ✓ *Stand up for what you feel is right*

### Friendly

- ✓ *You don't have to be friends with everyone, but you need to be friendly with everyone*
- ✓ *Show empathy*

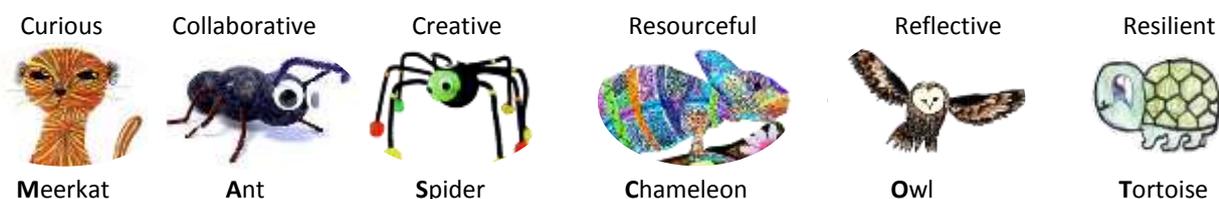
### Caring

- ✓ *Caring for each other, the school, the environment and the world*

### Enthusiastic

- ✓ *Love for learning with a positive, growth mindset*
- ✓ *Appreciating how lucky we all are*

**OUR MASCOTS** – also selected by the Balfour community to help us develop as lifelong learners



## OUR RIGHTS

We are proud to be a UNCRC Level 1 Rights Respecting School. We believe that this approach enables children to feel included, valued and safe, encourages positive relationships across the school, and achieves higher levels of children’s wellbeing and engagement which ultimately leads to improved progress and attainment.

Being a Rights Respecting School also enables children and staff to understand social justice and inclusion and their role as a global citizen. These principles are part of Balfour’s identity and underpin how we all expect to relate to and treat each other.

## OUR ANTHEM

Our School Anthem does an extraordinary job of encapsulating who we are. On the front page of our website you can listen to our anthem and the lyrics are below.

*We’ll all be friendly, get on with each other  
Be open and warm and polite  
Then if we get lonely or just feel unhappy  
Someone around us makes it right*

*We’ll be courageous if something feels right to us  
Obstacles vanish right into the blue  
If we really believe it  
Then we can achieve it  
There’s nothing, no nothing that we can’t do*

*We value each other, we listen in wonder*

*We all have a story to tell  
And there are no limits to things we can master  
We’ll all work together and do it well*

*It’s the joy of our learning while seasons are turning  
We’re sowing the seeds for the people we’ll be  
Friendliness, bravery, ambition, empathy  
Loving discovery and listening respectfully*

*These things we know to be true  
They will carry us  
Together me and you*

## ECO STATUS

We were awarded with Green Flag status in July 2017 as the result of identifying how we engage the children in and enrich their lives through our work on ecological, environmental and global issues. For example, we participate in switch-off fortnight- which is designed to encourage all staff and children to think about how to reduce our energy use. The ECO-Warriors monitor this with surprise visits to classes at lunchtime and breaks to see if devices are left on. We have joined the Jamie Oliver Garden Campaign which aims to encourage healthy eating and food growing in schools. We are also proud of our Butterfly Haven and run gardening clubs in both KS1 & KS2.



## FAMILIES IN PARTNERSHIP

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school including regular volunteers. If you are able to help, or have knowledge and skills that could enrich children's learning, please talk to your child's teacher.

### COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through our fortnightly newsletters, parent forums, workshops and informal social events. Parents are regularly invited to assemblies, and to Parents' Evenings each term. Every year parents and families are invited to attend our Annual Open Day and Sports Day as well as children's performances.

Staff will always be happy to meet with parents and carers to share any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and carers are involved in policy development through consultation and working parties.

The School's website has a wealth of information including our newsletters, class pages and copies of key policies.

### GOVERNORS

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents, staff, the Local Authority and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. There are up to 10 meetings per year, each with a specific focus such as finance, teaching & learning, etc.

If you are interested in becoming a school governor, please contact the governors via the email address on the school website to find out about any vacancies and ask for a Governor's Information Pack.

### FRIENDS AT BALFOUR (FAB), OUR PARENT TEACHER ASSOCIATION

FAB exists to support the life and work of the school and is open to all members of the school community.

The Association provides *invaluable* support to the school through organising many social and fundraising events involving parents and the wider local community. Money raised provides extra facilities and equipment for the pupils. The group holds regular meetings in school, with dates and details published in the fortnightly newsletter. FAB identifies long and short-term projects for its fundraising; which enables us to buy 'special' extras to enhance pupils' school experience.

FAB needs the support of parents to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will be able to add your support to the work of the Association.

# OUR EDUCATIONAL PHILOSOPHY & CURRICULUM

At Balfour the curriculum offers all children the opportunity to learn and undertake experiences in a wide variety of activities and to do so with an assurance of success. The curriculum is based on children having confidence to achieve at a pace and level that meets their needs, which is appropriately challenging, engages them in the learning process and is delivered with purpose and rigour by teachers.

We aim to help each of our pupils fulfil their potential by preparing them intellectually, socially, spiritually, emotionally and physically through a rich, creative, thought provoking, and enquiry based approach to our curriculum. We focus on teaching the children how to learn, and how to become successful lifelong learners with a high level of self-esteem and resilience to equip them for the challenges of the 21st Century.

The children's learning experiences are carefully planned, personalised and structured to reflect their stage of development, their interests and their needs. We have high expectations of all the children, and ensure that they learn that effort, as much as achievement, is acknowledged, valued and rewarded. Children thrive on the exciting learning opportunities and challenges we provide them with, on the resources we use and on being encouraged to assume responsibility for their own learning. Our goal is for all the children to become responsible members of the school community and to also become aware of themselves as members of the wider local, national and global communities.

## SAFEGUARDING

Balfour Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for all children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response. In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Appropriately support children who are subject to a Child Protection Plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Sally Geard, Michaela Francis, Teresa Hill, Sandra Mulholland, Rachel Tuck or Dawn Loader, our Designated Safeguarding Leads.



# SCHOOL STANDARDS

Although the school received a disappointing Ofsted judgement of Requires Improvement in November 2017, there have been significant improvements in the educational outcomes for our children, including those identified by Ofsted as not making rapid and sustained progress. The performance data for 2018 has seen our children attaining well above both National and Local comparative data in terms of reaching age-related expectations (ARE) and greater depth (GD) standards.

We are extremely proud of our children and our staff and are excited to continue this positive trajectory towards being the good school that our children deserve.

## Early Years Foundation Stage

	<b>Balfour</b>	National
% of pupils achieving overall good level of development:	<b>83%</b>	72%
Average EYFSP Score	<b>37.4</b>	

## Key Stage 1

% of pupils who achieved the expected standard in maths	<b>84%</b>	76%
% of pupils who achieved the greater depth standard in maths	<b>31%</b>	22%
% of pupils who achieved the expected standard in writing	<b>77%</b>	70%
% of pupils who achieved the greater depth standard in writing	<b>25%</b>	16%
% of pupils who achieved the expected standard in reading	<b>85%</b>	75%
% of pupils who achieved the greater depth standard in reading	<b>37%</b>	27%
% of pupils who achieved the expected standard in phonics	<b>91%</b>	83%

## Key Stage 2

% of pupils who achieved the expected standard in maths	<b>85%</b>	76%
% of pupils who achieved the greater depth standard in maths	<b>34%</b>	24%
% of pupils who achieved the expected standard in writing	<b>90%</b>	78%
% of pupils who achieved the greater depth standard in writing	<b>25%</b>	20%
% of pupils who achieved the expected standard in reading	<b>91%</b>	71%
% of pupils who achieved the greater depth standard in reading	<b>58%</b>	28%
% of pupils who achieved the expected standard in spelling, punctuation & grammar	<b>94%</b>	74%
% of pupils who achieved the greater depth standard in spelling, punctuation & grammar	<b>46%</b>	34%

# INCLUSION AND EQUALITY



As a United Nations Rights Respecting School we feel that we achieve all our goals by being able to create an atmosphere of mutual support, understanding and respect which is underpinned by our set of whole-school values and a set of lifelong learning attributes, enabling all of us to flourish as individuals, lifelong learners and creative thinkers. Please refer to the Equalities Statement on our website for more information.

We build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We aim:

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To promote equality of access and opportunity within our school and within our wider community.
- To eliminate discrimination, harassment and victimisation.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics.

We have produced a Disability Access Plan (found on our school website) which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Please speak to Rachel Tuck our Executive Inclusion Co-ordinator, for more information.

## MAXIMISING THE POTENTIAL OF ALL OUR PUPILS

We work closely with multiple agencies in order to support children and families and run a number of different booster groups and interventions throughout the school in order to ensure all pupils are able to achieve their potential. These include:

- Same day maths intervention
- Educational Psychologist
- Speech and Language Therapy (SALT)
- Four Week Reading
- Early Literacy support (ELS)
- Teaching Assistant support in the classroom
- Four Week Maths
- EMAS
- Additional teacher support
- Annual Reviews
- Narrative groups
- Lego Therapy
- BHISS (Brighton and Hove Inclusion Support Service)
- Nurture groups
- Parent Volunteer Reading Support
- Booster Groups tailored to children's needs
- Phonics Support
- Success at Arithmetic
- Team Around Family (TAF)
- Talk Boost
- Dialogue Counselling



# BEHAVIOUR

Balfour Primary School promotes a high standard of behaviour in an atmosphere where excellent learning can take place and where all members of the school community are valued. The philosophy of the school and the Rights Respecting Behaviour Policy is embodied by the whole school's "Balfour Primary School Charter". This has been agreed by children through Balfour's Rights Respecting Champions:

Adults respect this by...	WE ALL HAVE THE RIGHT* TO...	Children respect this by...
Listening to and valuing each other's ideas	<b>be listened to</b> (respectful)	Listening to & valuing each other's ideas
Taking care of everyone and everything at school	<b>be safe</b> (caring)	Taking care of everyone and everything at school
Providing healthy food, water, exercise & rest	<b>be healthy</b> (self-respect and respecting others)	Making healthy choices
Helping us to learn	<b>an education</b> (ambitious, enthusiastic and ready to learn)	Helping everyone to learn & do their best
Helping us to become the best we can be	<b>become the best we can be</b> (ambitious)	Doing the best we can
Providing a time to play and relax	<b>relax and play</b> (friendly)	Playing positively and fairly together
Treating each other thoughtfully and fairly	<b>be treated fairly</b> (friendly and courageous)	Treating each other thoughtfully and fairly

*\*All the rights chosen relate to specific articles of the United Nations Convention Rights of the Child*

We have a whole-school approach to behaviour based on our values and rights. Therefore, our aims are to:

- Develop a moral framework within which initiative, responsibility and positive relationships can flourish
- Enable children to develop a sense of self-worth and a respect and tolerance of others
- Produce an environment in which children feel safe, secure and respected





# TERM DATES



## School Term Dates 2019/20

	September 2019					October 2019					November 2019				December 2019							
Monday		2	9	16	23	30		7	14	21	28		4	11	18	25		2	9	16	23	30
Tuesday		3	10	17	24	1	8	15	22	29		5	12	19	26		3	10	17	24	31	
Wednesday		4	11	18	25	2	9	16	23	30		6	13	20	27		4	11	18	25		
Thursday		5	12	19	26	3	10	17	24	31		7	14	21	28		5	12	19	26		
Friday		6	13	20	27	4	11	18	25	1	8	15	22	29		6	13	20	27			
Saturday		7	14	21	28	5	12	19	26	2	9	16	23	30		7	14	21	28			
Sunday	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29				

	January 2020				February 2020				March 2020					April 2020							
Monday		6	13	20	27		3	10	17	24		2	9	16	23	30		6	13	20	27
Tuesday		7	14	21	28		4	11	18	25		3	10	17	24	31		7	14	21	28
Wednesday	1	8	15	22	29		5	12	19	26		4	11	18	25	1	8	15	22	29	
Thursday	2	9	16	23	30		6	13	20	27		5	12	19	26	2	9	16	23	30	
Friday	3	10	17	24	31		7	14	21	28		6	13	20	27	3	10	17	24		
Saturday	4	11	18	25	1	8	15	22	29		7	14	21	28	4	11	18	25			
Sunday	5	12	19	26	2	9	16	23	1	8	15	22	29	5	12	19	26				

	May 2020				June 2020				July 2020				August 2020								
Monday		4	11	18	25	1	8	15	22	29		6	13	20	27		3	10	17	24	31
Tuesday		5	12	19	26	2	9	16	23	30		7	14	21	28		4	11	18	25	
Wednesday		6	13	20	27	3	10	17	24	1	8	15	22	29		5	12	19	26		
Thursday		7	14	21	28	4	11	18	25	2	9	16	23	30		6	13	20	27		
Friday	1	8	15	22	29	5	12	19	26	3	10	17	24	31		7	14	21	28		
Saturday	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29			
Sunday	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30			

### Key

- Bank holidays (see details below)
- School holidays
- INSET day (4 more to be agreed by each school)
- First day of term for pupils
- Last day of term

# PUNCTUALITY

The school day begins promptly at 8:50 for Foundation Stage and Key Stage 1 and 8:55 for Key Stage 2 and we ask that children arrive on time to ensure a positive start to their learning.

# BEFORE AND AFTER SCHOOL CHILDCARE IS AVAILABLE

We have an in-house breakfast club at each Key Stage which starts at 7:30 each morning. We also have a daily afterschool club provided independently by Class of Their Own, also Ofsted registered. In addition, we have a number of before and after school clubs which take place across the school. Please see the next page and our website for more information. (Extra charges apply.)

# EXTRA CURRICULAR ACTIVITIES

We have a number of clubs and activities that take place across the school, at various times during the day. These clubs are run by staff, volunteers and/or external organisations. In addition, we have many lunchtime clubs which are set up & run by students with the support of a staff member. For more information about any of these activities please speak to the school office.

## Run by staff:

- Breakfast Club
- Football
- Rugby
- Dancing
- Drama
- Eco Club
- Gardening
- Orchestra
- Recorders
- Choir

## Run by external organisations: *(not affiliated with the school)*

- Class of their Own  
afterschool club
- Basketball
- Football
- Cricket
- Dance
- Art Club
- Taekwon-do
- Spanish & French
- Gymnastics
- Cricket
- Art
- Harmonica

## Run by our own students:

- Football
- Basketball
- Dance
- Harry Potter club
- Drawing
- Sewing
- Finnish
- Comic strip & origami
- Chess
- Endangered Animals
- Philosophy

# HEALTHY LIVING

## HEALTHY EATING

We are an accredited National Healthy School and are committed to promoting and monitoring healthy food at break and lunch times. Different teaching styles and learning opportunities are offered to pupils to develop their awareness and understanding of healthier eating and basic food safety practices.

## SCHOOL MEALS

All pupils in Reception, Year 1 and Year 2 are offered a free school meal. Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day and govern all food and drink on offer within the school. We work with our meals provider, in liaison with parents, to cater for any pupils with special dietary needs. Menus are supplied to parents in advance so that you can discuss with your child which option they would like each day (traditional, including meat/fish or vegetarian options). Parents can choose not to take-up a school lunch for their child, in which case children should bring a healthy packed lunch into school. We encourage these to be healthy in content and ask parents not to include sweets, chocolate, crisps or fizzy drinks. As we have a number of children and staff who suffer from nut and egg allergies, we also ask that no products containing nuts or eggs are included in lunch boxes.



## SCHOOL UNIFORM

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear.

This is a navy sweatshirt, sweater or cardigan; a white shirt or polo; and black, navy or dark grey trousers, skirt or pinafore. School uniform, including sweatshirts, fleeces, and polo shirts are sold at cost and can be purchased from the school offices.

Water bottles, book bags and PE bags are also available for sale.

All items of uniform should be clearly named.

Children are asked to wear black socks and sensible black shoes - no trainers please.

Jewellery, other than watches, is not permitted and stud earrings only are to be worn in pierced ears.

### PE & GAMES KIT

It is important for pupils to wear the correct clothing for physical activities.

For PE children require a white t-shirt and dark shorts. Track suit bottoms may be worn for games during winter months. All clothing should be clearly labelled. The children will change into a pair of PE shoes such as plimsolls or a pair of trainers (not converse shoes) with non-marking soles for indoor and outdoor PE.

Jewellery must not be worn for sporting activities and long hair should be tied back.



## HOME LEARNING

There is much evidence to support the view that children who are given regular home learning tasks make greater progress than those who are not. To this end, we believe that carefully structured home learning, encouraged in a positive way, can be extremely beneficial. It can encourage a more positive use of children's leisure time; generates positive attitudes towards school; actively involves parents in their children's learning; develops research techniques and encourages the use of libraries and visits to places of interest. Consideration is given to the age, aptitude and ability of children, together with competing demands on their time, when setting home learning activities. Constructive feedback and valuing children's efforts are at the heart of making home learning a valuable experience. We appreciate that parents play a key role in supporting this.



## ADMISSIONS & TRANSITION

Brighton & Hove Authority's Admissions Policy admits children to school who are four years old by the end of August before the commencement of the school year. The arrangements for the admission of children to this school at age 4+ are made by the Council. If you would like your child to attend Balfour Primary you need to apply via the local authority's website.

During the summer term there is a meeting for new parents/carers to discuss ways in which the children's start at the school can be as happy and positive as possible. The children are invited to visit the school towards the end of term to meet their new teachers and teaching assistants in their classrooms and become familiar with the school layout.

In September, during the first few days, parents/carers and children are invited to individual appointments to meet the teacher and teaching assistant. During the following week the children come in for half day, alternating morning and afternoon sessions. On the Friday of the first week children attend school for the whole day. This arrangement enables children to gradually settle into a calm environment and supports them in getting used to classroom and school routines.

## CHARGING POLICY

At Balfour Primary we are constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children; and by running activities and workshops. Children's feedback is that these activities bring learning to life and are some of their most memorable experiences of primary school. Where possible, teachers look for free activities or apply for grants that will enable the school to provide enrichment opportunities at no cost to families. In addition, Friends at Balfour make a considerable donation to the school to offset the cost of the trips and activities for families. We may seek voluntary contributions from parents towards the cost of any activity that takes place during school hours. The contribution is voluntary, though, and children of parents who are unable or unwilling to contribute will not be discriminated against. Where there are not enough voluntary contributions to make the activity possible, and there is no way to make up the shortfall, the activity will be cancelled. Please see the Charging & Remissions policy on our website.

## FIND OUT MORE!

Balfour Primary School is so much more than we could succinctly express in our prospectus and we highly recommend you check out the website as it is a treasure trove of information!



# NOTES