



Chase Bridge
Primary School

Prospectus



Excel at learning,
Express your talents,
Care for others.

Welcome to Chase Bridge School

It is with pleasure that we welcome you to our school.

It is a privilege to be headteacher of Chase Bridge. The school has been recognised for many years both in the local community and beyond for its many qualities, not least the sense of community, high standards and the breadth of the curriculum.

We place children and families at the heart of all we do: at Chase Bridge our vision is for all children to excel at learning, be able to express their talents and know how to care for others.

Chase Bridge lives this vision: it is a friendly, exciting and dynamic place where children look forward to each new day in a warm, caring and creative learning environment.

The school greatly values its partnership with parents. We recognise the crucial role played by you in the education of your children, which is why working with you in partnership is so important to us.

We hope the following pages give you the essential information you need to know about Chase Bridge. You will also see our determination to provide your child with an education that is second to none. But please don't just take our word for it – make an appointment and come and see for yourself!

I look forward to meeting you.



Andrew King
Headteacher



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Our School Community

Chase Bridge first opened as a primary school in 1953. Today we are a two form entry Community Primary School with about 450 pupils and an attached pre-school.

We are fortunate to have excellent grounds with the main buildings situated well away from the main road, between Twickenham Stadium and Kneller Hall School of Music.

At Chase Bridge we set high standards of academic and behavioural standards. We expect all members of the school community – children, staff, parents and governors – to work together to maintain these standards and for children to work purposefully towards achieving their best at all times.

There is a clear vision and set of aims that underpins everything we do: this is for all children to excel at learning, be able to express their talents and know how to care for others. Our school vision is reproduced below:

We are an inclusive school where we all come to learn. We want our children to reach the highest standards, be healthy, happy, develop a love of learning and the skills of independence to make informed choices that prepare them to be successful members in society. We celebrate individual and group effort and take pride in our successes.

The school achieves its goals by providing consistently good teaching of a broad and balanced curriculum that promotes a culture of mutual respect amongst our community. We aim to provide a learning environment where children are safe and feel confident and at the same time are challenged to explore and understand the world around them.

We continually seek opportunities to improve the children's education by reviewing our practice and agreeing priorities for improvement.

School Governors

Chase Bridge has always had the fullest support from its governors. They visit the school regularly, help to steer developments and maintain a strategic overview. The governing body consists of parents and staff representatives, Local Authority members and co-opted governors from the local community.

Governors have a key role in overseeing children's standards of achievement, curriculum policies, the appointment of staff, care and maintenance of the building, monitoring grounds and equipment and setting the budget. Governors also work closely with our senior staff to create a School Development Plan that addresses aspects of the school we would like to improve still further. The full Governing Body meets twice termly but there are also working groups and committees that deal with specific issues in greater detail.

Teachers frequently attend governing body meetings to report on curriculum matters. They are often supported by members of the governing body who are linked to one of the Faculty areas in which different subjects and aspects of the school are grouped.



'My daughter cannot wait for the weekend to be over so she can go back to school, and learn something new.'



Parent Staff Association

The school Parent Staff Association plays an important part in strengthening links between home and school. It is formally constituted as a charity and meets every six weeks. It has raised considerable sums of money to purchase equipment and materials that benefit the children.

However, the PSA is not just about raising money: there is also an important social dimension to the Association. Over the years the PSA has organised summer and Christmas fairs, fireworks nights, quiz nights – even a circus!

The PSA also acts as a valuable link in communications between parents and the school staff. Each class has their own representative that helps to provide links between parents and the teacher. Class reps also meet on a regular basis with the headteacher to discuss the latest burning issues!

We encourage new parents to become involved with the PSA, either as committee members or simply by supporting the many events that are organised.

Home - School Links

Teachers at Chase Bridge are committed to working in partnership with parents and we hope that from your child's first day in school you will come in regularly and perhaps offer some help in the classroom. A number of parents come into school to help with a wide variety of activities such as listening to children read, helping to cook or sometimes sharing a particular expertise they may have.

We hold formal open evenings in the Autumn and Spring terms when teachers discuss your child's progress. However, if you have a matter of concern at any other time, we will not hesitate to arrange a time for you to discuss your problem with the class teacher or another senior member of staff.

Should a problem ever remain unresolved through informal discussions with senior teachers, parents may refer their complaint to the headteacher and then formally to the Governors. Equally we hope that if your child's behaviour or progress is causing us concern, you will give your full support to the measures we recommend. We cannot emphasise too strongly that it is in your child's best interest if we can work closely together.

After consultation between teachers, parents and governors we have drawn up a home-school agreement which all parents are asked to sign before their children start school. The home-school agreement sets out the responsibilities and expectations of parents, pupils and teachers. A copy is available from the school office.

The School Council

The purpose of our School Council is to give our children a voice in developing our school. Classes elect representatives to attend council meetings. Before each meeting, teachers arrange for their classes to discuss



'Good induction procedures for introducing the children and their parents to school and the links with the on-site pre-school help children settle quickly into the Reception classes.' ~ OfSTED



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issues or put ideas forward. The class representatives then take these ideas to a full School Council meeting.

The School Council decides which charities to support each year, contributes to the School Development Plan and is actively involved in organising fund raising events. They have an annual budget from the Parent Staff Association to spend on playground equipment and regularly discuss improvements and changes to playtimes, extra curriculum activities and maintenance of inside and outside space. Each year the present school council visit the Houses of Parliament to see democracy in action!

Chase Bridge Pre-school Group

The Pre-School Group was established in October 1990. It is a separate, non-profit making Charitable Trust. Day to day routine is the responsibility of the group's leader while admission to the pre-school, general administration and leadership rests with the main school. It is overseen by a group of Trustees that is comprised of parent representatives, staff, a member of the main school governing body and the head and deputy of the main school.

The Pre-School is open to all children from the beginning of the Autumn term following their third birthday. Entry does not give a right of entry to the Primary school. It is largely funded through a government grant but a termly top-up fee is charged to cover the gap in funding.

The children in the Pre-School follow a planned curriculum. The staff liaise closely with the teachers in the main school and plan their lessons according to the Foundation Stage Framework.

Links to Secondary Schools

During the autumn term of your child's last year in the primary school, you will be sent details of Richmond secondary schools. You will also be invited to visit them before being asked to complete a form stating your choice of schools.

You are free to choose from any Richmond Borough secondary schools or schools from outside the Local Authority. However, we do have special link arrangements with Orleans Park School and anyone placing Orleans Park as their first choice will be given priority, although this does not guarantee a place. Many pupils from Chase Bridge have also gone on to other local schools such as Waldegrave and Whitton Schools as well as the independent sector.

You are usually told early in the spring term if you have been successful in your choice of secondary school. In the final summer term, your child's class teacher will meet with some of the teachers from the school to which your child is transferring. Primary school records are handed on and the needs, strengths and interests of the children are discussed. The secondary schools also invite the children along for a familiarisation day which helps to foster a smooth transition to your child's next stage in their education.



There are good opportunities for pupils to have their achievements recognised in assemblies and in class, which builds confidence and self-esteem. One pupil said, 'If you have a talent the school encourages you to develop that talent'. ~ OfSTED



In the Classroom

We aim to provide a learning environment where children are safe and feel confident and at the same time are challenged to explore and understand the world around them.

All classrooms are well equipped and provide an ordered environment for the children to learn. High standards of behaviour are expected of the children and this means that our classes have an excellent working atmosphere.

Children are mainly taught in class groups of thirty with a range of abilities, although some teaching is with groups of children set by ability and on occasion in smaller groups or through more individualised teaching. Support teachers, Teaching Assistants and Learning Support Assistants often support in these circumstances. A variety of teaching techniques are used to match the needs of the children and the nature of the activity being taught.

We believe it is important to praise children for their achievements. Every week teachers celebrate this by choosing two children from their class who have worked well, shown a special talent or been thoughtful and caring to others. This ensures that there is a very special atmosphere in the school where children's confidence and self-esteem is built from the moment they step into the school until the time they leave for secondary schooling.

Extending Able Children

We are committed to ensuring that we can help all our children to fulfil their true potential through challenging and imaginative work. We have children throughout the school who are identified as being more able or exceptionally able.

Children gifted or talented in a particular subject or activity have their needs met through a range of strategies. Through careful planning teachers ensure that the needs of the most able are met through a differentiated approach to teaching and learning – this means that work is specially adapted so that the children's learning can be extended as part of normal classwork.

We also provide some special activities for groups of children with a similarly high level of ability. Sometimes this is regularly timetabled and the activities might be linked to a special event such as the national Maths Challenge event where our children have regularly won medals!

Where a child has an exceptional gift we will seek to provide a curriculum that is individualised to meet their needs, sometimes seeking external guidance whilst retaining an appropriate balance to their learning, and always in consultation with parents.

Inclusion and Children with Special Educational Needs

Whatever a child's background, we are committed to helping each one make the best possible progress academically, socially and emotionally.



'Lessons are really fun and you learn a lot. From experiments to making models. All lessons are brilliant.'



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Our Inclusion Manager is a senior teacher and member of the Senior Management Team. She monitors all children who may be in danger of not making good progress with their learning, whether this is because they are vulnerable socially and emotionally, are new to learning English, have Special Educational Needs or have some other barrier to learning. This teacher liaises with parents and other professionals to ensure the best possible support for them. In addition one of the Governors takes a special interest in this aspect of the school's work.

All schools are required to follow a statutory Code of Practice on the identification and assessment of children with Special Educational Needs. We are lucky to have a number of specialist staff at Chase Bridge, which means we can provide effectively for a diverse range of needs.

Teaching and Learning Support Assistants work in classes and give support to both individuals and small groups of children under the direction of the teacher. The children also benefit from a number of outreach workers, some linked to our local Children's Centre, with specialist skills who work with the children and also advise staff on the best way to support pupils' learning needs.

Any learning difficulties or emotional or behavioural difficulties are discussed with parents as soon as they are identified. Positive support from both home and school is essential. The school will work out a special Individual Education Plan for the child which is discussed with parents. Parents will decide with us whether to ask for an assessment of a child by our Educational Psychologist. Parents are involved in the process at all stages.

If all of the professionals and parents agree that, despite lots of help, a child is not progressing as well as he or she might, we can then apply to the Local Education Authority for a more formal assessment. This is where additional help can be sought to support the child's learning by enabling them to access the curriculum more effectively.

Assessment, Records and Reporting

The progress and performance of every child is regularly assessed. We are statutorily required to formally assess children at certain stages of their schooling: five, seven and eleven, but the majority of assessment will occur on a continuous basis from the day a child starts school.

The main aims of assessing and recording children's work are to have an accurate picture of what each child can do. Assessments are also used to identify gaps in a child's knowledge and understanding and to ensure there is progression and continuity in learning as children pass through the school. We use our assessments to inform parents of their child's progress and to inform secondary schools of the levels of achievement of the children they are to receive.

Both formal and informal methods of assessment are undertaken at Chase Bridge. Informal assessment occurs on a daily basis when the teachers are working closely with the children. Formal assessment involves testing and teacher assessment, the results of which are recorded and held centrally.



Children 'are keen to learn and participate well in lessons, with a confidence that grows steadily as they get older.' ~ OfSTED



There is an individual file for each child in the school. Testing and teacher assessment occurs throughout all areas of the curriculum but with an emphasis on the National Curriculum Core Subjects: Mathematics, English and Science. Updating of the records is an on-going process so that they reflect the children's progress being made and provide us with the information to evaluate the school's performance and ensure the children's learning needs are being met.

The children's records contain a variety of information. These are held centrally both electronically and in individual files.

The records consist of:

- General information such as address, emergency telephone numbers, medical information as supplied by parents.
- Assessment information.
- Attendance records.
- Special Needs information and target sheets if applicable.
- Annual permission slips.
- Annual reports.
- Any additional information as decided by individual teachers, for example, informal notes about a child's progress.

Children's exercise books will form an on-going record of work for all areas of the curriculum. Golden Books are also kept to provide a special long-term record of the children's progress and achievements.

At the end of every year parents will receive a full written report from their child's class teacher. This will tell them about the child's progress and standards across the curriculum as well as how they are developing socially and emotionally.

Homework

We believe that work at home is an essential element in a child's education and we seek parental support with regard to any homework set. Homework is given to children from reception through to Year Six; it will vary in type and quantity depending on age and ability. A homework timetable will be given to parents at our open meetings at the beginning of each new academic year.

Children in years 4-6 are provided with a homework diary in which they must write any homework they are set. Parents are asked to initial and date this diary when it is brought home and are invited to comment on how well their child has tackled the assignments set. We are making increasing use of on-line computer based homework resources. Children in years 5 and 6 may attend the homework club after school.

Homework for younger children, especially infants, reception and nursery children, will rarely involve written work. More often children, for example, may be encouraged to find out about an object from home with their parents and bring it in to school and share what they have found with the teacher and class.



The children have 'positive attitudes to keeping fit and healthy.' ~ OfSTED



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What We Teach

Chase Bridge follows the National Curriculum, the Foundation Stage Framework for Reception children and the Primary Framework for Literacy and Numeracy. Teachers work in year group teams to plan the children's work on a weekly basis. We track children's progress carefully so that teachers can be sure each child is working to their full potential. This allows us to devise individual programmes for the most able children as well as those identified as having some difficulties with their learning.

Lessons will often be taught as traditional subjects, but on some occasions children might learn through a cross-curricular themed approach. For example, in year 5 the children learn about the Isle of Wight that they then visit in the summer term. In preparation for the visit children will learn about geography, history as well as developing their literacy, ICT and mathematical skills in what is sometimes called a cross-curricular form.

Most teaching is by the class teacher, however, we also have some subject specialist teaching that the children are able to benefit from. Children in the older junior classes learn French and from year 2-4 learn Italian. We also employ specialist P.E. coaches and provide some specialist music teaching.

As well as ensuring that basics such as reading, writing and arithmetic are taught to a high standard, what also makes Chase Bridge special is our strong commitment to a broad curriculum. This can be seen through the outstanding successes of our sports teams, wide variety of trips and visits and excellent musical and dramatic productions.

The children also benefit from the exceptional range of extra-curricular activities available. These include a gardening club, football, rugby, hockey, netball, table-tennis, cricket, dance, after-school care, and a computer club, as well as a choir, orchestra and specialist music tuition. Some clubs are provided free of charge through the good will of the staff, some charge a fee; some are run by the school and others by outside providers. Wasps, our long established and very popular after school and holiday care club, can provide a breakfast and care at the end of the school day and some of the holidays.

We hold an assembly every morning, teach Religious Education according to the agreed Richmond syllabus and have good links with our local church, All Hallows. However, we are not a church school and although the majority of our assemblies reflect the broad traditions of Christian belief, this does not mean that Christian material is always used. If any parent wishes to exercise their right to withdraw their child from collective worship, this must be done in writing to the Headteacher and alternative provision will be made.

We have a shared responsibility to help our children make healthy choices about their lifestyles both now and in the future and this is reflected in the curriculum. There are many aspects of personal and social education that permeate the entire curriculum. However, we do plan a programme for every class, which emphasises practical activities such as decision making and learning through experience. Much of this is linked to the national SEAL programme (Social and Emotional Aspects of Learning).



'All the teachers in my school are really kind and caring and if you get stuck on something they help you until you understand how to do it.'



Children are taught about sex and relationships in a way that is appropriate to their age. All teaching encourages children to appreciate the value of family life and to respect themselves and each other. Parents are invited to a meeting where we outline the details of the curriculum for older pupils, when lessons have a particular emphasis in preparing children for the onset of puberty. Parents have the right to withdraw their children from these lessons.

Policies, Procedures and Other Information

Admissions

All prospective parents are welcome to visit with their child. We hold regular Open Days for parents interested in viewing the school. Please telephone to find out scheduled dates. We will be pleased to show you around the school and answer your questions.

Chase Bridge Primary School is maintained by the London Borough of Richmond upon Thames and follows its policy on admissions. The school is open to any child in the age range of 4+ to 11. Please contact the Local Authority for further information.

As the school is often oversubscribed, it is not possible to guarantee a place to all applicants. If you are unsuccessful in gaining a place for your child, we will be pleased to tell you about the Borough appeals procedure.

Parents with young children should refer to Richmond's official guidance notes on starting school. However, we have tried to simplify things at Chase Bridge: All children are offered a morning place in the autumn term for the school year in which they are about to turn five. These children then become full time in the spring term. Parents are asked to register their children's names with the school by the end of September in the school year before they are due to start. Soon after that date you will be sent an admissions form for the Local Authority for the school. You will be notified by the end of March whether there is a place available for your child.

Children admitted to the Reception year are given opportunities to visit before they start school. During these times they are able to familiarise themselves with their surroundings and get to know their teachers. Parents are invited to attend an evening at school when information can be exchanged and questions answered.

The school endeavours to ensure that children with disabilities can be admitted and play as full a part in school life as possible. The school governors have approved a disability access plan and policy. There are ramps at all entrances, three disabled toilets and a soundfield system in the Junior Hall.



'If you ever need help or information the office is a great place to go. Everyone is very kind and will always help.'



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The School Day

Infants: Reception, years 1 and 2	8.55am - 12.30pm	1.30 - 3.05pm
Juniors: years 3, 4, 5 and 6	8.50am - 12.30pm	1.30 - 3.15pm

The school day starts promptly at 8.55am in the Infants and 8.50am in the Juniors. Please note that as a general rule, the children should not be on the school premises earlier than 10 minutes before or later than 10 minutes after the school day.

Reception classes for four and five year old children are for half-day only in the Autumn term. They move to full day attendance in the Spring term.

Absences and Lateness

It is important that children arrive on time to start the school day. Being late can be unsettling for children, disruptive and also affect their learning. If your child is late then they should go and register at the school office before going into class.

Chase Bridge children have excellent attendance records! However, if your child is ill parents are asked to telephone the school on the first day of absence after 8.30 a.m. They should provide a written note giving the reason for absence in order for an illness entry to be recorded in the register. Non-urgent medical/dental treatment should take place out of school hours where possible.

Absences from school for holidays are strongly discouraged. In exceptional circumstances, when term-time leave is unavoidable the headteacher is able to authorise an absence but this must be requested in writing beforehand. The Pupils Registration Regulations (1995) state that holiday leave of absence during term time is granted only in exceptional circumstances and at the discretion of the Headteacher. Parents do not have an automatic right to remove children for holidays during term time. Where there are absences of more than two weeks for extended visits abroad we may not be able to hold open a place at school for such a visit.

Behaviour, Discipline and Anti-Bullying Policy

We expect all the children in our care to develop a high standard of behaviour. We emphasise the importance of honesty, a caring attitude towards others, orderly conduct and politeness. We encourage the children to help keep the school a quiet, orderly and attractive environment in which to work. We expect the children to take a pride in their surroundings by looking after books and equipment, by respecting other children's work on display, by keeping their possessions tidy and by not dropping litter.

Bullying and racism are not tolerated and serious behavioural incidents are logged and monitored on a regular basis by the school's governing body. Our behaviour policy is underpinned by the importance we place on rewarding and acknowledging good behaviour, attitudes, effort and work.

We recognise that modern communications technology, although providing many benefits also has the capacity to be abused. As such we teach the



'Pupils feel safe, and are confident that any problems are quickly resolved by the school staff.' ~ OfSTED



children about appropriate use of email and social networking sites and monitor communications on our school network. For similar reasons we also prohibit the use of mobile phones at Chase Bridge.

Transport to School and Road Safety

Most of the children live within walking distance of the school and as such we want to encourage as many families as possible to walk to school. As well as being good exercise for the children it also helps to relieve the congestion around a very busy entrance on a main road. We have cycle and scooter racks and if you would like to use these please ask about this at the school office.

We encourage parents to accompany their child to school until they are at least in Year 4. Children must make proper use of the patrolled pedestrian crossing and use the footpaths inside the school grounds. If parents drive their children to school, they should park well away from the crossing and the main gate. Parents should not drive into the school grounds during the school day. The only public transport passing within easy reach of the school is the 281 bus on the Hounslow to Kingston route. We receive occasional visits from the local police and safety officers who reinforce lessons on safety with the children.

School Uniform and Sports Kit

Children at Chase Bridge are asked to wear the school uniform. Our uniform consists of the following:

- Maroon cardigan or sweatshirt with school logo
- Grey trousers or skirt
- White or grey polo shirt or blouse
- Red and white gingham dress for the Summer term
- Black leather shoes

We would emphasise that printed T-shirts, fashion shoes and jeans are not considered suitable for school. Bringing jewellery and other valuable possessions on site is also considered inappropriate: children will be asked to remove earrings during P.E. lessons to avoid accidents unless you write to accept responsibility. In cold weather, tracksuit bottoms may be worn to school, but these must be changed and left in the cloakroom on arrival. All children change for P.E. and games. They wear plimsolls, black shorts and a white T-Shirt. The Juniors should have a pair of trainers suitable for use on grass in wet and muddy weather. Black or navy blue track suits may be worn out of doors in cold weather. School uniform is available from the National Schoolwear shop in Whitton High Street.

School Lunches and Break Time Snacks

Hot meals are available at lunch time. A copy of the menu can be obtained from the School Office. Alternatively, children may bring a packed lunch to school.

If your child brings a packed lunch it is important that it is suitable and will give them the energy to work and play in the afternoon! As such they should not bring in fizzy drinks, crisps, sweets or chocolate. We have



There is a 'wide range of clubs and enrichment activities as well as the provision for music, modern foreign languages and physical activities.' ~ OfSTED



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children in school who suffer from severe allergies to different foods, particularly peanuts. Peanut based foods are not allowed in packed lunches. However, we cannot guarantee that the school is a nut-free environment. For advice on the contents of a nutritious and healthy packed lunch please refer to leaflets held in the school office.

If you have financial difficulties your child may be eligible for free school meals. Application forms for free school meals are available from the School Office or the Education Department (Tel: 020 8891 7532).

Children are permitted to have breaktime snacks but this is restricted to fresh fruit. We believe that this policy is also in the interest of dental hygiene and healthy diet.

Illness, Accidents and Medicines

Our general policy is not to administer medicine in school. An exception is made for children who need to take a prescribed medication on a regular basis. In certain circumstances a letter from your doctor may be required. A welfare assistant administers all such medicines. Please speak to a member of staff in the school office if you would like further information.

Some illnesses require your child to be absent from school until the risk of contagion or infection is minimal. On the child's return to school, please ensure that (s)he sees our welfare assistant. If you are in any doubt about the period of absence for your child's illness, please contact us. Children may attend school from their third day on a course of antibiotics, provided that they are not unwell and we are aware of the situation. Please let us know if your child suffers from any allergies.

Equal Opportunities

We have a policy for equal opportunities which stresses the need to give all children the opportunity to achieve their full potential regardless of their sex, race or background. We do not tolerate racist behaviour or bullying. We are also active in trying to ensure that we are able to provide for children or adults with a disability through the development of our Accessibility Plan.

Charging for Activities in School

There are times during the course of each school year when we feel it is desirable for your child to make a visit of educational interest to support some of the work being done in school. Unfortunately such visits cost money and we would be unable to provide them without your financial support. We are obliged to make it clear that such financial support has to be on a voluntary basis and that children will not be prevented from participating if a direct payment is not received. However, if these contributions are not forthcoming, it is unlikely that any such visits will go ahead. The Governors have agreed that visits are a valuable part of each child's education and that up to one trip may be organised each term which relies on voluntary contributions.

There will be no charge for the swimming lessons taken by children as these lessons form an integral part of the curriculum. Parents will be charged for the



'... parents appreciate the wide choice of clubs at the school. Musical opportunities are very good.' ~ OfSTED



full cost residential visits and asked to make a contribution to the educational costs associated with the visit. There is no charge for class music lessons; however teachers from the Richmond Music Trust provide some instrumental tuition. If there are additional voluntary instrumental music lessons then this will be charged.

In case of financial hardship parents who can prove they are in receipt of particular benefits may be entitled to some assistance and in some cases may be exempt from charges. For further information please contact the school office.

If You Have a Complaint

We request that if you are concerned about your child's education or happiness you follow the procedures below:

- You should first discuss this with your child's teacher.
- If you are still not satisfied you should then make an appointment to see the headteacher.
- In the rare event that this does not provide a solution, you may wish to write to the Chair of Governors. You can contact any of the governors through the school office.

If you are still unhappy with the solution offered you should then write to the Local Authority. You can get details of the person to approach and their policies and procedures from the office in school. Alternatively you can telephone or write to the Local Authority:

Civic Centre
44 York Street, Twickenham, Middlesex TW1 3BZ
Telephone: 020 8891 1411

Accuracy of Information

Details in this prospectus were correct at the time of printing in May 2009. Inevitably, some aspects of school life will change. However, we will keep you informed of any changes as they take place. If you have any queries about any likely changes or points which are not fully covered in this booklet, then please contact the headteacher or the school office. The following information, which regularly needs updating, will be included with this prospectus as loose leaf inserts:

- School Staff list
- School Governors list
- Holiday dates
- Annual absence returns
- Latest test and assessment results



'The expertise of staff and parents as well as established links with local sporting venues and clubs are used very well to boost curriculum opportunities.'
~ OfSTED

'I love this school – it's fantastic!'



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Richmond upon Thames
Children and Young People's Trust



*LONDON BOROUGH OF
RICHMOND UPON THAMES*