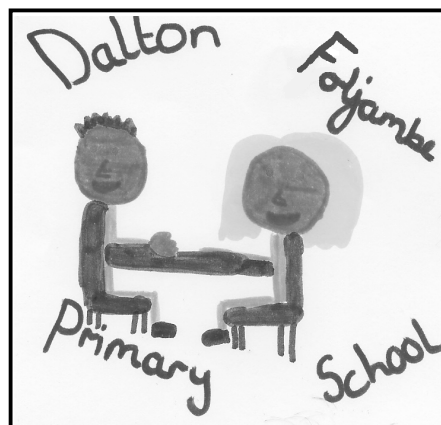


**DALTON FOLJAMBE  
PRIMARY SCHOOL**



**THE PROSPECTUS**

**2008 - 2009**

Dear Parents and Carers,

I would like to welcome you as a member of our school community. The purpose of this booklet is to introduce our school to you. I hope that you will enjoy reading our Prospectus and that it proves both helpful and informative.

I look forward to meeting you all personally in the future and should you wish to visit the school on any occasion, please do not hesitate to contact me.

Yours sincerely,

Ms L. E. Andrews  
Headteacher

## **Our School Governors for 2008/2009 are:**

Ms L. E. Andrews	Headteacher
Councillor P. Lakin	LEA (Chairperson)
Councillor D. Pickering	LEA (Vice Chair)
Mr. J. Barrett	LEA
Mr. T. Price	Community Governor
Vacancies (3)	Community Governor
Ms N. Ryalls	Parent
Mr S. Mountain	Parent
Mrs. L.Beck	Parent
Vacancies (2)	Parent
Mrs K. Ford	Staff Governor

In September 2007 the school commenced with approximately 105 children in school full time and 26 children in school part time (Nursery age).

The size of the school means it has the range of expertise amongst the staff to deliver the National Curriculum, but also it retains its friendly and caring atmosphere.

## **Dalton Foljambe and the Community**

Our school is an essential part of the local community. The Governors of this school are drawn from this community and we want to serve the area and its people well.

## **Education Action Zone – Thrybergh Community Learning Partnership**

As from April 2000 our school became an integral part of the above Education Action Zone. Through this partnership we are able to support and develop the educative opportunities for all the children in the Thrybergh and Dalton area. Together we impact upon and raise the levels of attainment throughout the curriculum for our children.

## **Welcome to Dalton Foljambe Primary School**

Address: Foljambe Drive  
Dalton  
Rotherham  
South Yorkshire  
S65 4HQ

Telephone: 01709 850569

Fax: 01709 855686

E-mail Address: **[dalton-foljambe.junior-infant@rotherham.gov.uk](mailto:dalton-foljambe.junior-infant@rotherham.gov.uk)**

Chair of Governors: Councillor P. Lakin

Headteacher: Ms L. E. Andrews

Local Education Authority: Rotherham Metropolitan Borough Council  
Norfolk House  
Walker Place  
Rotherham  
South Yorkshire  
S60 1AS

Telephone: 01709 382121

Executive Director of  
Education, Culture and  
Leisure: Joyce Thacker (Director)

## **Members of Staff 2008/2009**

Headteacher:	Ms L. Andrews
Deputy Headteacher:	Mrs. K. Ford
Foundation Stage:	Mrs. C. Oxborough/Ms P. Sadler (Job Share)
NNEB	Mrs. C. Trueman
Class 1	Mr. D. Denton (Years 1/2)
Class 2	Miss K. Sinclair (Years 3/4)
Class 3	Mrs. L. Glisson (Year 5)
Class 4	Mrs. K. Ford (Years 6)
Learning Centre: Teaching Assistant:	Mrs. S. Brook Mrs E. Churms
School Secretary:	Mrs. J. Oxborough
Teaching Assistants:	Mrs. J. Adshead Mrs. S. Ali Mrs. M. Bell Mrs. J. Hardwick Mrs. M. Lawery Mrs M. Sissons
Learning Mentor:	Mrs. S. Burrows
Family Early Education Worker:	Miss S. Steele
School Caretaker:	Mr. A. Barnes
Clerk to Governors:	Mrs. M. Swift
S.M.S.A.'s:	Mrs. J. Adshead, Mrs. A. Cassin Mrs. A. Richardson, Mrs. K. Hellewell
Kitchen Staff:	Miss W. James, Ms J. Grant, Ms J. Clarke
Cleaning Staff:	Mrs. M. Barnes Mrs. A. Egan
School Crossing Patrol:	Vacancy

## **MISSION STATEMENT**

**Dalton Foljambe Primary School aims to provide quality education for all its pupils, delivering a curriculum for the development of the whole child in a safe, supportive and happy environment.**

## **SCHOOL AIMS:**

Dalton Foljambe Primary School aims to:

- Raise standards and improve attainment.
- Provide all our children with opportunities for personal success, something to be proud of and set standards by.
- Provide a caring environment in which children learn to respect and value each other, irrespective of race, religion or gender, and develop their personal levels of control, self discipline and independence.
- Provide opportunities for all children to learn and achieve, enabling them to think creatively and solve problems.
- Ensure we provide enriching curriculum experiences, including first hand experiences that build on prior learning.
- Work in partnership with parents and local agencies to help children to learn to live as part of their community, preparing them for the opportunities, responsibilities and experiences of life.
- Be an inclusive school where all are able to achieve
- Ensure the continued professional development of all staff.

## **NEW ENTRANTS TO OUR SCHOOL**

Parents of prospective pupils at our school are welcome to visit us at any time, but it would be helpful if a mutually convenient time could be arranged with the Head teacher beforehand.

The opportunity to visit school and meet relevant staff is always arranged for new parents. Written notification of these meetings is always forwarded to these parents well in advance of the date.

### **Admission Arrangements to Primary School**

All parents have the right under law to express a preference for a particular school for their child. A Local Education Authority Preference Form will need to be completed whether you prefer your child to attend the catchment area school or an alternative.

The LEA has a one term entry policy into Foundation Two (F2) in September.

### **A preference form will need to be completed whether you prefer your child to attend the catchment area school or an alternative school.**

If you wish to apply for a place at a county school in Rotherham you will need to complete the appropriate form and return it to the Director of Education, Culture and Leisure Services, Norfolk House, Walker Place, Rotherham S65 1AS. If you wish to apply for a place at a Roman Catholic school in Rotherham you will need to complete the appropriate form and return it to the Headteacher of Pope Pius X or St. Bernard's RC Comprehensive Schools.

Your child will also be given a booklet at the school which he/she currently attends around October. The booklet should give details of the secondary school in whose catchment area you reside (or the Roman Catholic secondary school associated with your child's present primary school, if appropriate). The booklet informs parents of how the school is organised, the curriculum it offers its pupils and a wide range of other matters which include school rules, examination results, uniform requirements and out-of-school activities. All secondary schools produce similar information. If you are thinking of applying to a different school you may obtain a copy of any school prospectus, free of charge, by contacting the school concerned.

## **Starting school for the first time**

We ask that parents come to School as soon as possible to register their children, at least twelve months before starting, if possible.

Children are normally admitted to School in the Autumn term of the year in which they will be four, for part-time school (Nursery age – Foundation Stage 1 - F1) and five, for full-time school (Foundation Stage 2 – F2).

Upon entry you will be asked to fill in a form that gives us the necessary details we need to know about your child. Please inform us immediately if there is any alteration to these details.

Before children are admitted to our Foundation Stage we hold an “Open Day” when the children and their parents spend time getting to know our setting and our staff.

Our school is classified as a day primary (mixed). At the present time we have three Key Stage 2 classes, one Key Stage 1 class and a Foundation Stage Unit.

## **Joining School later on**

Sometimes children join school when the term has started or later in their school life. We make every effort to make sure they are welcomed, looked after and monitored so that they quickly make friends and can find their way around school. Teachers give pupils time to settle in before making an assessment of their academic ability. The assessment, together with records from their previous school will enable your child to have the best start at our school. Parents are asked to contact school if their child has a problem settling.

## **Moving on – transfer to secondary school**

At the end of their primary school career, most children transfer to a local secondary school. The majority of children go on to Thrybergh Comprehensive School. Transition links are good with the school.

## **Admission Arrangements to Secondary School**

Parents of children in their last year at Rotherham primary schools will receive a letter and a booklet setting out the Authority's policy and arrangements for the admission of children into secondary schools the following September.

Parents have the right to express a preference for any school.

## **GENERAL INFORMATION**

### **Session Times**

Our session times at present are:-

#### **Foundation Stage**

F1 (Part Time Children)

Monday to Friday	9.00 a.m.	-	11.30 a.m.	Mornings
	12.45 p.m.	-	3.15 p.m.	Afternoons

F2 (Full Time Children)

Monday to Friday	9.00 a.m.	-	11.45 a.m.
	1.00 p.m.	-	3.15 p.m.

#### **Key Stage 1**

Monday to Friday	9.00 a.m.	-	12.00 noon	Mornings
	1.15 p.m.	-	3.15 p.m.	Afternoons

#### **Key Stage 2**

Monday – Friday	9.00 a.m.	-	12.00 noon	Mornings
	1.00 p.m.	-	3.15 p.m.	Afternoons

**N.B.** Ideally children should arrive at school ten minutes before the school sessions begin.

### **Absence from School**

If your child is absent from school please telephone school or send a written note of explanation in respect of each absence. This avoids unnecessary journeys for the School Attendance Officer.

In addition, if we are not informed of the reasons for the child's absence, this will be judged as being an "unauthorised absence" or "truancy" in light of DCFS regulations.

You will be contacted by telephone to determine the reason for your child's absence if you have not already been in touch with the school.

**PLEASE LET US KNOW THE SAME DAY WHENEVER POSSIBLE!**  
**YOUR CHILD'S ATTENDANCE IS VERY IMPORTANT!**

## **Holidays**

A list of the current year holiday dates is always available from school on request. As holiday dates are made known to us they are distributed to parents. The holidays for 2008-2009 appear at the back of this Prospectus.

Would parents wishing to take children on holiday outside these dates please obtain a Leave of Absence Form from school and return it in advance of holidays booked.

On this your attention is drawn to the regulations allowing a pupil “not more than 10 days’ absence in any year” in order to partake of an annual family holiday. No holidays will be granted during the first 10 days of the new school term or during SAT’s time.

**PLEASE TAKE YOUR HOLIDAYS WHEN SCHOOL IS CLOSED  
WHENEVER POSSIBLE – YOUR SUPPORT IS GREATLY APPRECIATED.**

## **Foundation Stage – Early Years (Nursery/Reception)**

Our school offers part-time education for children in the year in which they will be four in separate morning and afternoon sessions. Full time education is offered to children in the year in which they will be five.

We aim to provide a safe, caring environment enabling the children to develop at a pace appropriate to their own strengths and weaknesses into confident, happy individuals able to make choices and being aware of others.

Whilst the emphasis is on learning through play, both indoors and outdoors, this play is carefully structured to give a wide range of experiences. These experiences cover all Early Learning Goals for children’s learning laid out in the Early Years Foundation Stage Curriculum (EYFS) leading into Key Stage 1 of the National Curriculum. These lay emphasis on personal, social and emotional development, the development of skills in speaking and listening, reading and writing, mathematics and knowledge of understanding of the world, along with physical and creative development.

Parental help on a day to day basis in school is welcomed. Offers of help from parents willing and able to assist, for example, in reading stories, listening and talking to the children, baking etc., are much appreciated.

Parents are encouraged to raise and discuss with the staff any concerns they may have regarding their child at any time. In the interest of the child’s well being, all adults responsible for collecting the children at the end of the session must make themselves known to the staff.

The transition from our Foundation Stage to Year 1 is made much easier by the very close links that exist between our staff.

## Years 1 to 6

All children are taught the National Curriculum which covers the four core subjects; English, Mathematics, Science and ICT, plus Religious Education. The foundation subjects are Art and Design, Geography, History, PE, Design Technology, Music and Citizenship.

Our school teaches the Primary National Strategy for numeracy and literacy on a daily basis.

Some work may be theme/topic based involving many aspects of the curriculum. This is planned by the teachers. Strategies are under constant review to ensure that provision of continuity and progression, and equality of opportunities for all our children.

## Helping Your Child and School

Please help us in the following ways:

- It is helpful if the children have their name in their coats/shoes/etc.
- If you pay for your child's school dinner it is helpful if all money is sent to school on a **Monday**. We would prefer the money to be paid in cash but the Authority will accept a cheque and it must be made payable to Rotherham Metropolitan Borough Council. Children may bring packed lunches with a soft drink – no bottles, metal flasks or **hot** drinks please.
- If you wish to apply for free school meals for your child, collect a form from the Administration Office and return it there as soon as you can. There is usually a period of about four weeks before you will hear from the Local Education Authority about whether or not you will qualify for meals. Applications can be processed much more quickly if you take them to the Education Office yourself.
- Teaching your child how to tie laces, get dressed and undressed and use cutlery will be helping us to ensure your child gains independence.
- The wearing of jewellery is not allowed in school, however if your child has pierced ears, studs may be worn. Body piercing is not recommended for children. Jewellery is not allowed for P.E. due to safety reasons, and school will not be liable for any loss of jewellery. No child will be allowed in the swimming baths whilst wearing earrings of any kind.
- For P.E. our children wear:  
Boys - T-shirt and shorts  
Girls - Leotard or shorts and T-shirt  
(In the early years the children often just wear their underwear).

- We have recently introduced a policy of indoor shoes for all children. Please support us by providing your child with indoor footwear.
- We hope you will show an interest in your child's school work and support us by attending our more formal parent's meetings, also by asking what your child has done at school, and by looking at his/her work whenever possible.
- If you have any worries or concerns at all please talk to us about them. We are always willing to help you and your children if we possibly can.
- Help your children to learn by encouraging them to ask questions, find answers for themselves, where appropriate, and supporting them in developing their own independence.

## **Visits**

We like to take our children out of school. This means going to places within the Rotherham area or beyond and, as you will see in school, visits are followed up in writing, drawing, number, geography and other work.

Such visits are not merely "trips out" but they are carefully planned to develop the child's understanding of an area of interest, and work will be followed up, on our return to school. The children not only enjoy visits, but also produce work from them, of which they can be justifiably proud.

The school likes to take the older children on residential visits of up to a week. We have in the past few years been to:-

Kingswood Centre, Norfolk	(2007, 2008)
France	(2006, 2007 and 2008)
London	(2008)

Residential visits not only provide a source for detailed academic study, but also a time for developing social and inter-personal skills.

All visits are thoroughly supervised by staff and are a source of learning and pleasure for the children.

All coaches hired by school have seat belt provision, and conform with LEA recommendations.

## **Charges and Remissions Policy**

The Policy makes clear what charges may be made for educational activities and which areas can only be met by way of voluntary contributions. Information on this policy can be obtained from school, although frequent mention of it will be included in parental letters.

## **How Do We Learn?**

Learning begins when life begins and we use the experiences the child brings to school as a basis for his/her education.

We add to these experiences by bringing items of beauty and interest into school and take the children out of school on visits to places of interest.

Through the experiences given to the child he/she will be encouraged to use and develop a wide range of curricular skills. Each and every day he/she will be involved in a variety of task covering number work, writing, reading, scientific study, art, physical education etc. These various aspects of the curriculum are covered in our school with an organised progressive approach, which allows us to deliver all the various areas of the National Curriculum effectively.

### **Strategies**

As mentioned previously Literacy and Numeracy are daily components of our curriculum delivery.

### **Themes/Topics**

The teacher will select an appropriate theme of study for their class, taking into account the children's age, their previous experiences and the relevant QCA Schemes of work. This chosen theme may then form the basis for the teaching of skills and knowledge in some areas of the primary curriculum when appropriate. The teacher will carefully plan their work for that term so as to encompass all the necessary areas of that curriculum – Mathematics, English, Science, Art etc., so as to give each child a broad and balanced education. The QCA Schemes of work have been used at both KS1 and KS2 to provide a cyclical model of planning so as to attain coverage.

Through this approach we feel we can deliver the National Curriculum and help each child to progress and raise their levels of attainment and cover the necessary areas of work in each subject area.

### **CORE SUBJECTS**

The National literacy Strategy was introduced in 1998 and was followed by the New Primary Framework in 2007.

English includes Speaking and Listening, Reading and Writing. English is an integral part of the whole school curriculum.

### **Speaking and Listening**

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate

ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

### **How you can help with Speaking and Listening**

Please encourage your child to ask questions and try to answer him/her fully, involving yourself in their activities, their discoveries and their “wonderment”. Ask them about their “school day!”

Always try to use the correct word(s), proper sentences and ask your child to do the same.

### **Reading**

At our school we aim to give all children a love of books and confidence in themselves as readers. We believe that reading should be an enjoyable activity and our approach to reading is based on this.

At Key stage 1 there is a great emphasis on the teaching of phonics and reading. At Key Stage 2 we develop each child’s reading skills.

We encourage our children to take books home and share them with you. Children need to be able to read with understanding, for pleasure and for information. Pupils’ reading is structured at Key Stage 1 and pupils are helped and guided towards suitable reading material. As pupils go through school they are given more responsibility for this choice in reading.

All classrooms have a supply of both fiction and non fiction books. There is a also a school library which is used by the pupils.

Each child’s reading progress is closely monitored and this information goes with the child through school so as to maintain continuity and progression. We not only look for the development of the basic reading skills but other skills such as fluency and accuracy.

If a child is not making appropriate progress, we are able to look at additional support such as Better Reading, Reading Rescue, Learning Support Initiative, Additional Literacy Support etc. The parents of any child accessing these interventions would be consulted first.

### **How you can help with Reading**

If you wish to help your child then listen to him/her read for a short spell of ten/ fifteen minutes at home each evening after school and, even more important, is to find time to read to him/her and talk and listen to him/her.

Every child is given a plastic wallet for their reading book, and a home/school reading diary to bring home each day.

In addition, every year we hold a “Book Week” where you can come into school and join in the activities – please come its great fun! If you can afford it, encourage your child to join our Book Club where they can buy books or some “book stamps” on a saver card – the stamps are as little as 10p.

We operate a “Better Reading” scheme in school where some children receive additional one-to-one support from an adult partner. Please ask if you would like to become a “Better Reading Partner”. Training is available for those who wish to become a “Reading Partner”.

## **Writing**

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. We believe it is important that children see their work as having purpose and that they regard themselves as authors of their work. Opportunities are given for pupils to develop the necessary skills required when writing for different purposes and audiences. The link between reading and writing is strongly emphasised.

## **Mathematics**

Numeracy is a daily feature for all our children in school and teachers plan from the New Primary Framework, which was introduced in 2007. All pupils receive a daily maths lesson of between 45-60 minutes. The framework provides continuity and progression throughout school.

Maths is taught in a number of ways but much of the work is related to and supported by practical activities in order to develop a sound basic knowledge and understanding in calculation, measurement, shape and data handling. We hope to develop pupils’ confidence and enthusiasm and their ability to apply mathematical skills and knowledge to the world around them.

Parental meetings will be held to inform parents about how they can support their child with maths.

## **Science**

We aim to develop the pupils’ scientific enquiry skills through first hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. We also hope to foster responsible attitudes towards the environment and all living things. All work is planned to the Early Learning

Goals in Foundation Stage and the National Curriculum Programmes of study. We also use the QCA Schemes of work for science for Key Stages 1 and 2.

#### How you can help with Science:

- Encourage your child to ask questions and be inquisitive.
- Answer their questions accurately - if possible!
- Encourage them to look closely; use their eyes.
- Allow and encourage them to seek answers for themselves.
- Watch natural history and nature television programmes, look at “science” books from home or the library, seek information on the computer.
- Use the internet to help if available.

## **Information Communication Technology**

ICT prepares children for using technology in our rapidly changing world. Children use ICT tools to find, explore, analyse and present information.

Through focused ICT lessons and cross curricular themes we place emphasis on developing the children’s skills in:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

We have a dedicated ICT suite of 18 computers for use by all pupils. All classrooms also have interactive whiteboards, PC’s and supervised, filtered access to the internet.

All work is planned to the Early Learning Goals in Foundation Stage and the Q.C.A. scheme of work in Key Stage 1 and 2.

The school has access to an ICT support technician and an ICT mentor via the Education Action Zone. These appointments support ICT development in our school.

Our Learning Centre is equipped with ten computers and an interactive whiteboard to aid children’s learning.

## **History and Geography**

All work is planned to the Early Learning Goals in Foundation Stage and the Q.C.A. scheme of work in Key Stage 1 and 2.

This area of the curriculum, involving history and geography may be covered in our thematic/topic approach. Much of this work will start with the children being involved in first-hand experiences – either visits out or with specimens in the classroom as examples.

From these starting points, other appropriate materials are introduced and the skills of handling information are taught. In this way the use of index, glossary, atlas, Ordnance Survey map, census records, for example, are taught from interest and involvement and not as abstract exercises.

Such work, of course, is also closely related to other aspects of the primary curriculum – language development, science work, information communication technology, art etc.

## **Art and Creative Work**

All work is planned to the Early Learning Goals in Foundation Stage and the Q.C.A. scheme of work in Key Stage 1 and 2.

Art and design allows the children the opportunity to express themselves in many ways and serves as a link with other areas of the curriculum. All our children are provided with a wide range of materials and by the time they leave us we hope they are able to choose the most appropriate materials for each task they undertake. During all activity sessions the children are encouraged to talk about their work and observation, and helped to become more aware of the need for attention to detail.

Sharing and working together are also important aspects of such lessons for our children, as is tidying away their equipment.

## **Physical Education**

All work is planned to the Early Learning Goals in Foundation Stage and the Q.C.A. scheme of work in Key Stage 1 and 2.

At school we have a multi-purpose hall, two asphalt playgrounds, and a large grassed area which can be used for physical education.

Through movement work in the hall we aim to develop an awareness of the body and its potential. Through ball skills and work with apparatus we aim to develop fine control. With our older children there is the opportunity to take part in small team games. Through this we aim to develop and foster co-operative skills, positive attitudes to sport and develop personal levels of skill, mobility and co-ordination.

The Year 4 children are taken to Mowbray Gardens swimming pool once a week for one term. All children should attend for swimming instruction unless medically unfit, in which case parents should send a note.

Trunks/swimming caps for boys – bathing costumes/swimming caps for girls must be provided by you.

It is a rule of the baths that no-one may enter the pool wearing ear-rings. Therefore, if your child usually does so, they must be removed before the lesson begins.

Swimming is an important part of the curriculum. Sometimes a child is put off by one aspect or another of it. Should this be the case with your child, come and discuss it with the Head teacher at once, so that the problem can be solved.

We sell swimming caps which the children may buy for use at the baths.

## **Music**

All work is planned to the Early Learning Goals in Foundation Stage and the Q.C.A. scheme of work in Key Stage 1 and 2.

All children enjoy making sounds and the organising of these sounds is music. All our children are encouraged to sing and experiment with the percussion instruments.

## **Personal Development and Sex Education**

The acquisition of healthy and hygienic living habits are taught and encouraged throughout the school. Other aspects of sex education and health education are taught in discussion as they arise naturally.

In the summer term specific work is done with regard to our older children dealing with the physical aspects of growing up. The film “Growing Up”, which deals with the changes of puberty, is shown as part of this project to our top classes. This film has been seen by our Governing Body who felt it dealt with the subject in an honest and sympathetic manner. The parents of these children concerned are informed before the film is shown and have a right to withdraw their child if they so wish.

## **Healthy School**

Our school is part of the healthy schools initiative and we have achieved the National Healthy School Standard. This means our school can access free fruit for the infant children. In addition to this, we encourage healthy eating and living via our school shop which sells milk and fresh fruit every day. Our school is also a “no smoking” area.

The children have access to fresh drinking water throughout the day as there is evidence that this stimulates learning.

## **Religious Education and Collective Worship**

According to the Education Reforms Act, all schools are required to provide religious education and collective worship. We aim to foster an understanding of religion and to build links between the child’s own experiences and the religious experiences of others.

Moral teachings form part of our belief. Children are encouraged to explore life and to question, to reflect on their experiences and those of others, and to respond imaginatively.

Our school offers a secure base from which to explore the meaning of Christianity, an opportunity to share in worship and an opportunity to establish links with the wider community.

We aim to help all our children become caring individuals who are aware of themselves, others and the world around them. Although, as mentioned, a good deal of our work is based upon the Christian faith we do have an overall multi-ethnic approach to religion, and use stories from different faiths in the hope that we encourage our children to be tolerant towards and appreciate the views and lives of others, helping them to live together as part of a larger community. Many of the religious festivals are studied and celebrated.

Where appropriate, religious education forms part of thematic approach to primary curriculum but if not, then we ensure that religious education is still part of the child’s daily school life. We endeavour to have visitors in from a variety of faiths and often have assemblies taken by representatives from charitable bodies, e.g. N.S.P.C.C., Royal National Institute for the Blind and Help the Aged. We have also developed close links with our local Hospice.

Parents have the right to withdraw their child from worship and religious education. Requests for withdrawal should be made in writing to the Head teacher.

Our local clergy is also a regular visitor to our school, taking assemblies, Harvest celebrations, Christmas service, Easter service. Sometimes these take place at school, at other times we visit the Church.

## **Teaching Time**

The hours spent on teaching time during the normal school week, including religious education but excluding the statutory daily act of collective worship, registration and breaks (including lunch) is:-

Key Stage 1 - 21 hours  
Key Stage 2 - 23.5 hours

## **Special Needs**

We make provision for any of our children who we feel need additional education support in a variety of ways.

- Where children are experiencing learning difficulties, it is always our policy to inform parents and to encourage their own involvement in assisting the child.
- Our Classroom Support Assistants (CSA) may offer support to any children who teachers feel are having learning difficulties. This support may take the form of withdrawing a child or small group of children from their classes for short periods to help them with their particular problems. Alternatively, CSA's may go into the classroom and work alongside the class teacher in order to assist these particular children.
- If children are not progressing as expected in Reading then they may benefit from some time on the Better Reading scheme operating in our school. Once again parents would be informed of their child's involvement.
- We also receive help from Mrs. Hilary Bryce, a member of the Curriculum Support Service who offers her own expertise in assisting any children with learning difficulties. Mrs. Bryce comes into school throughout the year and as well as directly assisting the children, is able to advise and offer help to our teaching staff in their approach to children with specific learning problems.
- We have recently developed a special needs resource area in our "spare" classroom. The materials here may be utilised by any member of staff in assisting them to teach any children with learning difficulties in their class.
- If the problems persist, we would call in the help of the Schools' Psychological Service or other relevant agencies, but only with parental consent.

- Some children may then receive support from a Classroom Support Assistant assigned especially to them, or if the problems are more severe they may receive support from or move to a more specialist school.
- Children who are identified as having “special needs” will be placed on our Special Needs Register and their progress monitored, but only after prior discussion with their parents/carers.
- If any of our children appear to be particularly “gifted” we would also cater for their special needs in school, by differentiating any work to suit their particular level of ability. If we needed additional support or advice we would contact the LEA who would have the necessary expertise. Once again, parents would always be consulted first.

## **Parental Interviews**

Parents are encouraged to come into school as much as possible but at least twice a year they will be formally invited to come to school to discuss their child’s progress.

If we felt there was additional reason to inform parents of our concern for a child educationally or socially, we would, of course, invite them to school to discuss the problem immediately.

If you ever have a concern – no matter how trivial it may seem – talk to us! Communication and partnership is vital for your child’s well being and successful education.

## **Reports and Records of Achievement**

Towards the end of the Summer Term we send home a Record of Achievement for each child which reports on all areas of the curriculum. It also reports on the levels in English/Mathematics/Science that each child has attained.

It is intended to add ICT levels of attainment for every child to these reports.

## **What else happens in School?**

### **After School Clubs/Lunchtime Clubs/Pre School Clubs**

Sewing	Marathon	Multi-sports
Homework	Football	Lunchtime Club
After School Club	Basketball	ICT Club

These do not all run for the whole year. We are hoping to start a recorder group and choir this academic year.

### **Sport (See also Physical Education earlier)**

At our school we have a multi-purpose hall, two asphalt playgrounds and a large field which can be used for sport. The Parish Council also allows us to use their junior soccer pitch for football – thank you to them.

There are football teams who play matches against other local schools. In July 2003 we were the “Bill Winder Cup” champions in the inter schools football tournament. We enter this competition every year. We have a school “Top Sports” Bag and most staff have been trained in its use. This has been supplemented by bags for soccer and basketball.

### **Book Club**

We have a thriving Book Club where the children may buy either books or saving stamps which can later be exchanged for books. A percentage of the money from each book sold goes into the school fund. This is run by Mrs. Bell and books cost as little as 99p and saver stamps start at 10p.

### **Savings Bank**

Through the Royal Bank of Scotland we operate a savings bank in school where the children can save money on a weekly basis. This also raises money for the school fund. This operates every Tuesday. This is run by Mrs. Bell.

### **School Shop**

We sell a variety of fruit and milk at morning playtime which the children may purchase. All the money raised goes towards school funds. (Organised by Mrs. Bell).

## **Breakfast Club**

A Breakfast Club runs from 8.00 to 9.00 a.m. five days a week for a small charge of £1.50 per week. Children who we feel have a “need” are invited for this provision. The club is run by the two Teaching Assistants.

## **Homework**

We have developed a programme for homework at our school. Children are also encouraged to take their reading books home.

Throughout the school, where staff feel there is a need to reinforce a particular area of learning, some children may be asked to undertake additional work at home. On some occasions a request for support comes from the child or their parents and this is considered by the class teacher. If children wish to finish off school work at home that can be easily completed, then this can be agreed too. A teacher may also ask a child to take work home to complete in their own time.

The learning of spellings and number tables would also be actively encouraged. Finding out about information for topic work or collecting school displays would engage an amount of work being done at home. Children may also be given word building, phonics, number bonds or handwriting tasks to undertake.

Where children are withdrawn from school for family holidays, work would not usually be given other than perhaps asking them to write a diary.

If a child is away due to prolonged illness or a broken limb etc., then an arrangement can easily be made with school as relevant work can be sent home.

## **Uniform**

Sweatshirts and polo shirts, with our school name embroidered on, may be ordered from our school Administration Office where current prices can also be obtained. The dress code is not compulsory but desirable.

The sweatshirts and cardigans are navy blue, the polo shirts are red. Adult sweatshirts, cardigans and polo shirts can also be ordered.

## **Shoes**

All children need to bring a change of footwear (pumps) to wear inside school.

## **Discipline**

Whilst your child is in our care we try to act as wise as loving parents, administering punishment as a last resort after repeated warnings of bad behaviour, which endangers other children, e.g. throwing stones, kicking etc.

The punishment will normally be loss of privileges or extra work for the good of the school. In serious cases we could look to discuss the problem with the parents.

We promote self-discipline amongst our children, encouraging them to be caring, thoughtful individuals who respect others.

**Some rules are essential** and must be observed. Please help your child by setting a good example.

## **Bullying**

We have a school policy on bullying which is available for you to read. Bullying **will not** be tolerated under any circumstances. If your child ever suffers, let us know immediately.

## **Child Protection**

Changes in law, notably the Children's Act 1989, mean that staff in schools have a duty to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. It is a Department for Education requirement that each school in the country nominates a senior member of staff, who will then have a special responsibility for Child Protection.

The Child Protection Officer for our school is Ms Andrews.

Our school has close links with the School Health Service, Social Services and the Police, any or all of whom may become involved if abuse is suspected or alleged. The school has the responsibility for a child and to pass this information to the relevant agencies if so requested. If there is any investigation into possible child abuse the school must co-operate with the investigating agencies to promote the welfare of the child. The school will always attempt to work in partnership with parents, and keep them informed but, if there is any conflict of interests, the welfare of the child must come first. If you wish to discuss Child Protection and the safety of your child, please do not hesitate to contact the school.

## **School Health Arrangements**

We have excellent relationships with the School Health Service. The school Health Service aims to help all school children to achieve their potential for physical, mental and social well-being and to gain the maximum possible benefit from their education.

The school nurse visits school regularly. A medical is usually held around the age of 5 to 6 years but you can request for your child to be seen if you think there is a problem they can help you with.

This medical examination and assessment offered in the first year at school to all children includes checking hearing, sight, height and weight.

Sight and hearing checks occur again at regular intervals but they can be checked at other times at the request of parents, teacher or other professionals.

The School Health Service can arrange referral to other clinics or help from other professionals if necessary. The School Health Service does liaise with your General Practitioner so that he/she is kept in the picture. The school nurse offers advice on health promotion in school.

### **Asthma**

We have become increasingly aware of the number of children with asthma who need to use an inhaler during the day. We try to keep these children safe by having their inhaler readily available in the classroom, and by letting their teacher know of their breathing difficulties so that he/she can remind the child to take their medication as required and monitor their breathing, particularly in active games and PE sessions.

Inhalers should always be taken when the children go swimming.

Information is passed to the new teacher as your child changes classes. This is useful but the child's dosage or brand of medication may be changed. Please could you help us to care for your child by filling in their current medication details and returning the information to your child's class teacher. **N.B.** If your child has asthma but only needs to take medication at home, then please inform the child's teacher (for their safety), as an asthma attack could be triggered during the school day.

On the very rare occasions when your child may need medication for a condition other than asthma, please go to the school office and give details. **No** medicines (apart from inhalers) should be stored in classrooms; they will be retained in the office. No medication will be administered by staff.

Thank you for your co-operation in working with us to safeguard your child.

## **Head Lice**

In the event that your child has a problem with head lice, please inform school so that we can circulate letters to other parents. Your child will **never** be identified. In addition, please visit Dalton Health Centre on Magna Lane where further advice is available.

## **Security**

We have attempted to make our school as secure and safe as possible for our children.

**All** outer doors now have coded digital locks to access the building. All visitors must report to the secure main entrance. Furthermore, we have a CCTV system installed in school which constantly monitors the main entrances. We have had metal high security fencing erected around parts of the school boundary as a security measure.

## **Parental Support/Help**

You are very welcome in school and we are always keen to have your help and support.

Some parents come into school to help small groups of children to read or bake. If you wish to join the group please let us know.

We are always looking for additional “reading partners” to support some of our children with their reading development. Training is provided for any interested parents.

All people who help in school, paid or voluntary, must be checked against the police secure list. Forms are available from the main office, your co-operation is appreciated.

## **Policy Matters**

Copies of all policies are available in school. Please ask if you wish to see any of them. All policies are updated regularly.

## **Curriculum Complaints**

Parents are advised that there is a procedure which deals with the consideration and disposing of complaints about the School Curriculum, or related matters. Information on this can be obtained from the school if required.

## **Quick Reminders**

### **School Starting Time**

The children should not arrive at school until ten minutes before our official starting time. If they arrive before this, officially there is nobody to look after them. This also applies at lunchtime for children who go home for their lunch.

### **School Doors**

In case of fire, the children have to use certain doors as emergency exits. These doors are clearly marked for each class. We would ask that the children all use these safe doors every day for both entering and leaving school to emphasise this point. We would ask please that the double main doors into the school entrance are not used by yourself, or the children, when entering or leaving school at the beginning and end of the school day, unless you require the Head Teacher or the office. This also helps security.

### **Collection of Children**

When you come to collect your child from school at the end of the day, please wait outside the building. This allows the children to come out of their classrooms and have access to the cloakroom areas more easily, and does not present a hazard in case of fire. Children in Foundation Stage and Classes 1 and 2 **must be met by a responsible adult.**

### **Pushchairs and Dogs**

Please leave any pushchairs brought to school outside the building, as they can cause a fire hazard by blocking corridors.  
Dogs are not allowed on the school premises .

### **School Bell**

The beginning of the school day will be signalled by the ringing of the bell in school.

### **Car Park**

Can I also remind you that for safety reasons the children are not allowed to go into the school car park. You must also refrain from walking through this area. Parents **should not** take their cars into the car park.

### **Dinner Money / Packed Lunches / Free School Meals**

If you pay for school dinners, please send the money on **MONDAYS.** Packed lunches may be brought daily. If you think you are entitled to free school meals would you please complete an application form which can be obtained from the Benefits Office, Civic Building, Walker Place, Rotherham. Telephone 336006.

## **Attendance 2007-2008**

The Education (Pupil Attendance) Regulations 1991 require the publication of the annual attendance statistics.

### **2007-2008**

<b>Children whose absences were authorised</b>	<b>4.98%</b>
<b>Children whose absences were unauthorised</b>	<b>1.89%</b>

## **Holiday Dates for 2008 to 2009**

	<b><u>Last School Day</u></b>	<b><u>First School Day</u></b>
Autumn Term		Tuesday 2nd September 2008
Half Term	Thursday 24th October 2008	Monday 3rd November 2008
Christmas	Friday 19 <sup>th</sup> December 2008	Monday 5th January 2009
Half Term	Friday 13th February 2009	Monday 23rd February 2009
Easter	Friday 3 <sup>rd</sup> April 2009	Monday 20th April 2009
May Day	Friday 1st May 2009	Tuesday 5th May 2009
Spring Bank	Friday 22nd May 2009	Monday 1st June 2009
Summer	Monday 20th July 2009	

(The 5 In-Service Training Days will be notified at the beginning of the school year).