

# *Welcome to*

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*Church View  
Thrybergh  
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Website: [www.thrybergh.com](http://www.thrybergh.com)*

*Headteacher: Mr M Wheeler  
Assistant Head: Mrs C Garbutt*

*Chair of Governors: Mr K Hanson*

*A Voluntary Aided School*

*2009*

***Could you please complete this agreement and return to school on your child's pre-school visit***

**THRYBERGH FULLERTON C OF E (A) PRIMARY SCHOOL  
HOME SCHOOL AGREEMENT**

**1. THE PARENTS**

I/We will:

- See that my child attends school regularly, on time and suitably equipped.
- Inform the school of any concerns or problems that might affect my child's work or behaviour.
- Support the Christian values of the school community and church.
- Give my child opportunities for home learning and support homework from school.
- Support the school's policies and guidelines for behaviour.
- Attend parent evenings and discussions about my child's progress.
- Encourage my child to be enthusiastic about learning and to enjoy school.
- Encourage my child to be a polite, considerate and caring member of the community.
- Find out about my child's life at school.

**2. THE SCHOOL WILL**

- Provide a friendly welcome to your child and a secure stimulating Christian environment in which to learn.
- Encourage your child to reach their full potential.
- Demonstrate it's Christian ethos through the way we teach, live and worship.
- Keep you informed about activities through regular letters and newsletters.
- Set and monitor homework where appropriate.
- Arrange Parents Evenings and send home an annual report of your child's progress.
- Contact you if there is a problem with your child's attendance or punctuality.
- Inform you of any concerns regarding your child's behaviour, work or health.

Signed ..... Parent/Carer

Signed ..... Head Teacher

## THE AIMS OF THE SCHOOL

1. To create a Christian atmosphere, which is happy, stimulating, attractive and comfortable.
2. To give the children in our care the time, space and opportunity to develop their full potential.
3. To have high, consistent expectations of all our pupils. To ensure that each child, no matter what their abilities, knows that they, and their best work, are valued. To teach the children to value themselves and others and to give all our children full access to the National Curriculum within a Christian atmosphere.
4. To have good, efficient procedures in place for assessing the progress and reporting back to parents. To ensure continuity, progression, National Curriculum coverage and to avoid unnecessary repetition.
5. To have a happy, fulfilled team of teachers and non-teaching staff. To make sure that where staff feel they have needs, they can be met. To reduce stress wherever possible, to share and celebrate successes as well as to alleviate problems.
6. To involve parents and other helpers, whenever possible, in the education of all our pupils within school and with their own children at home, always bearing in mind that they should be supporting the aims of the school.
7. To have a physical environment that is attractive and stimulating. To display the children's work to show that we value their best efforts.
8. To have an attractive, safe area around the school in which the children can learn and play together. To ensure the health and safety of our children and staff.
9. To have a range of extra curricular activities to broaden the pupils' interests and experiences and help to build good caring relationships within school.
10. To specialise in the continued development of drama and singing within the school and the performance of these, both in school, at church and in the wider community. Thus aiding confidence and many other educational and social skills in our children.

We, the staff, are very conscious of the fact that your children are entrusted to our care and we are committed to do our very best for the individual child at all times.

### **Safeguarding**

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

## OUR SCHOOL VISION

(Revised 2008)

At Fullerton School we believe in providing a safe, caring and open environment where all children are encouraged to develop self-confidence, alongside tolerance of others, enabling them to work collaboratively and independently with high motivation and enjoyment.

Our children will have the opportunity to aim for high attainment in order to reach their potential. We want our children to develop the attitudes and skills to learn and the ability to be creative and adapt to change. We expect our children to display positive behaviour in and out of the classroom.

Our school will strive for inclusion, meeting the needs of the community within a Christian ethos.



Our OFSTED Inspection in November 2008 stated that:

“This is an outstanding school in which pupils achieve extremely well. By responding precisely to the needs of the individual, the headteacher and staff ensure that all pupils reach their full potential, both academically and personally. Pupils thoroughly enjoy the rich and varied experiences the school provides, describing it as a place in which they ‘learn something new every day’ with teachers who ‘really listen to you’ and who have the patience to ‘go through something until you really get it’. Most parents are equally appreciative, commenting on the ‘lovely family atmosphere’ and the caring nature of the staff ‘which brings out the best in children’.”

**Members of the Teaching Staff – September 2009:**

Mr M Wheeler, B.Ed (Hons)	-	Headteacher
Mrs C Garbutt, BSc (Hons), PGCE	-	Assistant Head Teacher/Group 2
Mrs J Cook, B.Ed (Hons)	-	Group 2
Mrs G Lowry, BA (Hons)	-	Group 4
Mrs T Whitehead-Price, BA Hons, PGCE	-	Group 3
Mrs R Webster, BA (Hons)	-	Group 1
Mrs A Gaspar	-	Peripatetic Guitar Teacher
Miss J Burns	-	Peripatetic Woodwind Teacher

**Non-Teaching Staff:**

Mrs L Nettleton	-	School Secretary/Bursar
Mrs H Skidmore	-	Learning Support Assistant
Miss A Tyson	-	Classroom Support Assistant
Miss S Williams	-	Higher Level Teaching Assistant
Mrs K Spencer	-	Classroom Support Assistant
Mrs D Hutchinson	-	Classroom Support Assistant/Admin
Miss L Hill	-	Classroom Support Assistant
Mr J Allan	-	Learning Mentor
Mrs L Dodson )	-	Dining Kitchen Assistants
Mrs J Hutchings )		
Mrs J Edwards )	-	School Meals Supervisory Assistants
Mrs K Bailey )		
Miss S Williams )		
Miss L Hill )		
Mrs K Bailey	-	Cleaner in Charge
Mrs P Stevenson	-	Cleaner
Mrs M Powell	-	Cleaner

From September 2009 Mr Wheeler will be leading Dalton Trinity Croft C of E School for two terms, whilst Leadership appointments are made. Our governing body has agreed that we are in a position to support another school who are in need and so the following changes will be implemented in September 2009 until Easter 2010.

Mr M Wheeler	-	Associate Head of Trinity Croft
Mrs C Garbutt	-	Acting Head of Fullerton CE Primary School
Mrs G Lowry	-	Acting Assistant Head of Fullerton CE Primary School

Mrs J Cook will increase her teaching days to cover Mrs Garbutt's teaching commitment.

**Board of Governors – September 2009**

**Chairman**            Mr K Hanson  
**Vice Chair**           Mrs P Roper  
                              Mr P Dearing  
                              Reverend J French  
                              Mrs G Harrison  
                              Ms L Vickerage  
                              Mrs A Burgin  
                              Ms M Jones  
                              Mrs V Pitcher  
                              Mrs R Smith  
                              Mr T Jones  
                              Mr R M Ackroyd  
                              Mrs C Garbutt  
                              Miss S Williams

**Bodies Represented**

Parochial Church Council  
Parochial Church Council  
Parochial Church Council  
The Church  
Diocesan Representative  
Parochial Church Council  
Parochial Church Council  
Parent Representative  
Parochial Church Council  
Parent Representative  
Parent Representative  
LEA Representative  
Staff Representative  
Staff Representative

## **THE CURRICULUM**

We believe in a broad balanced curriculum based on a thematic approach providing our children with meaningful experiences. Alongside the basic skills of reading, writing and mathematics, there are opportunities for creative interests in Art, Craftwork, Music, PE and Drama and the development of a general interest in Science and the environment. Much of our work is taught through themes, which are backed up by Educational Visits to places of interest and Museums. Visits to the school by experts in their particular field are also encouraged. Parents, helpers are welcome to bring the real world into the classroom. We believe that our children should have the opportunity to experience the curriculum through real experiences. The skills and attitudes which are developed in this way promote a joy in learning that we hope will continue through for life.

Each year we will arrange a residential visit with Years 5 & 6 for a week or weekend. On alternate years we hope to take the children to Whitby and Habershon House in Filey, a Field Study Centre owned by Rotherham. This encourages independence and working together as a team as well as an opportunity to carry out field studies in the chosen topic for that term.

## **RELIGIOUS EDUCATION**

We lead the children's thoughts to the matters of God by way of things they understand. Our teaching is the Christian way of life following closely, first and foremost, the life and example of Our Lord Jesus Christ.

We have a multicultural/multifaith scheme of work for Religious Education lessons, where Christianity is taught throughout the school alongside Judaism, Islam and Hinduism.

We celebrate each major Christian Festival, often through adapting current work, culminating in a Service in the Church to which each group makes its contribution. Half termly as a school, we attend a service in either St. Leonard's or St. Peter's Church. We welcome all parents and friends to these services and also to Good Work/Family Service each Friday at 9.15 am in school. Our Rector is in close contact with our school and frequently takes an assembly on Friday mornings at 9.15 am.

This year we hope to offer communion classes to our Year 5/6 children. This will culminate in the children taking communion within church.

It will be assumed that parents will wish all children to participate in our Religious Education work and worship, though under the 1944 Education Act parents may exercise their legal right of withdrawal from worship and Religious Education.



## **STARTING SCHOOL**

Your child will settle much more happily into school if he/she has been encouraged to be as independent and self sufficient as possible. Skills like dressing and undressing, putting on and fastening coats, tidying and being responsible for the toys, games and equipment he/she has been playing with, all help to build a child's confidence. If your child has been encouraged to take part in activities like shopping, baking, cooking and general household routines; is included in conversations; encouraged to talk about their favourite TV programmes; take part in outings and develop interests etc, he/she will be more confident and ready to face new and exciting challenges, like starting school.

Before they begin our Foundation Stage, your child will be invited to induction sessions, where he/she will be able to meet the teachers and teaching assistants and meet other children in Foundation 2. On each occasion, the new children join the children already in Foundation 2 for a short time and participate in all the usual classroom activities. There will also be opportunity for parents to talk to the teacher about their child starting school.

We take every opportunity to ensure that your child moves throughout school with the least worry and stress for everyone involved.

## **EARLY YEARS**

Children starting school in Foundation 2 follow a similar curriculum to that offered in Nursery so as to offer them a continuation of their Early Years Education. This is based in the areas of learning of literacy, numeracy, knowledge and understanding of the world, creative, physical and personal and social development. It is taught through play-based activities until such time as children are ready for a more academic structure.



Early Years Role Play Area

## **LITERACY**

The teaching of literacy has a high priority in school and we encourage our children to express themselves in a variety of ways including speaking and listening, drama and through creative writing and poetry.

We believe in a cross curricular approach, linking literacy to our topic themes, to provide purpose and meaning to children's work. Children's learning will be based on the literacy framework, developing necessary skills and usually contains:-

(i) **Text Work**

Class teaching where the teacher models reading, writing skills and structures of various styles of literature.

(ii) **Word/Sentence Level Work**

Where children work together on spelling patterns and skills and on the use of grammar. This does involve the children in the use of complex vocabulary e.g., nouns, adjectives, phonemes, etc.

(iii) **Group Work**

Where children follow up activities individually or as a group to practise necessary skills from the class teaching sessions.

## **SPEAKING AND LISTENING**

Speaking and Listening are extremely important skills across the Curriculum. We aim to provide opportunities for our children to share their ideas and develop confidence in speaking and discipline in listening, during class circle times, assemblies - in church services and through drama productions.

## **READING**

Though reading is part of literacy hour, we have timetabled extra reading times within the school day to ensure that our children have regular, meaningful reading times. Reading often has a group focus in line with literacy guidance, this means that your child will read as part of a group and that records will be made by the teachers using a group record. Individual reading record books are still used, but these are for children and parents to keep a record of experiences. Please read with your child as often as possible. We suggest short and often ie 5-10 minute sessions are best.

To encourage reading, we also hold an annual book week and children can become a book character.



Anytime is reading time, from the moment a child enters school in the morning to leaving in the afternoon. Preparing for Assemblies, Special Services, following instructions and directions in project work, baking and creative work is all reading experience. We must help the child to have the desire and the confidence to read - and to this end we provide stimulating and interesting reading books plus puzzles, games activities, all of which harness 'play' to learning.

The school has a policy of shared reading which is much more demanding of you, as parents. We have booklets in school, which parents may borrow; explaining how shared reading works and how it can instil in your child a love of books. Essentially it means your child choosing a book, which they find interesting. This can then be read by you to your child, or by your child to you, or half and half.

The Better Reading Scheme is also used in school to provide a 10-week individual programme for selected children to improve reading skills. The selection of these children is negotiated within school, and parents are then given the choice of a place for their child. Better reading training can be accessed by parents/helpers wishing to develop their skills. Let Mrs Skidmore know if you would like to attend one of our training days.

## **WRITING**

Again this is addressed within literacy hour, providing a range of frameworks and forms for our children to develop their expertise in a variety of written styles e.g. Story/Poetry/Reporting etc. In Reception we value any mark that our children can make, and build from what children know. The Teacher also models writing to give an opportunity for children to see good examples. All classes have extended writing times during Thursday and Friday. This is delivered through a "Big Writing" session, where children have quality time to write in a calm and stimulating atmosphere created through classical music and soft lighting. We use the "Big Writing" approach to develop writing skills focussing on word games and strategies for improving writing. Spellings are learned within all classes and usually involve sets of words that children are given to practise, in line with literacy. (These can be taken home for practise.) Not all spellings are corrected within children's writing. The class teacher will pick out common errors for children to learn and correct. Our children have handwriting lessons, where formation of letters is concentrated on in early years and from Group 2 upwards, joining to produce a neat legible style. The handwriting style we use is called 'Sheffield Script'.

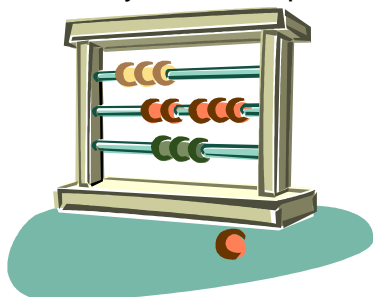
By the time our children leave school at 11 they should:-

- (i) be able to express themselves verbally with other children and adults
- (ii) be able to read for pleasure and information with understanding
- (iv) be able to communicate ideas through the written word, in a neat legible style of handwriting.



## **MATHEMATICS**

The school has fully implemented the National Numeracy Strategy, which the Government introduced in September 1999; the aims of which are to raise the standard of attainment in numeracy within the primary age-phase.



This has led to a significant change in how mathematics is taught, with the focus being on a daily numeracy lesson for every child. This comprises of a 3-part lesson: The mental/oral maths, the main maths activity, followed by a conclusion to 'pull together' what has been taught.

There is now less emphasis on recording in maths books, particularly at Key Stage 1. Within the strategy a mental understanding is expected before children begin to record.

The approach to written calculations has been broken down into more appropriate steps using practically based methods, making calculations more meaningful to the children, so that they have a deeper and more concrete understanding of mathematical concepts. Each concept is revisited on a regular basis in order to consolidate and build on previous understanding.

The numeracy strategy concentrates on number but does include other areas such as weight, length, capacity, time, fractions, decimals, shapes and space. Assessment is carried out regularly by the class teacher to ensure every child receives teaching appropriate to their individual needs. Please come and ask about the way numeracy is taught.

## **SCIENCE**

Science is delivered through our topic/thematic approach, which incorporates the early foundations of the 3 elements of Science, Biology, Chemistry and Physics. The scheme breaks up knowledge and activities into units such as electricity, forces, food chains etc. These usually drive our topic focus in the classroom.

Alongside the body of knowledge that our children require, we aim to provide opportunities for our children to develop practical investigational skills to work as scientists. Appreciation of the natural world is a starting point for our children to develop curiosity and questioning which leads to 'finding out'. We take any opportunity within our environment and on visits to stimulate this curiosity.

## **ICT**

Children are growing up and being educated in an increasingly technological age where computers are an essential part of our society. ICT in school aims to develop skills in using computers and handling information along with using the software available to enhance children's learning in curricular subjects. We have a range of computers in school including a computer suite and each classroom has an interactive whiteboard.

## **FOUNDATION SUBJECTS**

Throughout Key Stage 1 and 2 we aim to provide a balance of experience and learning in line with National Curriculum guidelines for our children. In addition to English, Maths, Science, Religious Education and Information Technology our children are taught aspects of History, Geography, Physical Education, Art, Design Technology and Music.

We very often teach the foundation subjects within a topic focus to draw upon experiences and make links with other curriculum areas, for example: topics about Victorians, Vikings, Rivers, Toys, Conservation etc.

We believe topic work gives relevance and purpose to the Curriculum as a whole, a focus to apply knowledge and skills in real situations. We believe that the whole child should be developed. We aim to provide opportunities for individual children to achieve within a broad balanced Curriculum. All children are talented in some area and success breeds confidence and therefore further success. Some of our children are talented artists, musicians, modellers; we aim to bring out their potential and to use this within other areas of work.



The newest subject studied in school is **PHSE & Citizenship** (Person, Social and Health Education) which aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible individuals. Much of this subject is taught within our topics but discrete lessons are also planned and many of our children take part in 'circle time' where they are given the opportunity to discuss topical issues and those which affect them in their daily lives.

### **HEALTHY SCHOOLS INITIATIVE**

Linked to our work in PHSE we are involved in the above initiative which aims to develop all aspects of school life which are linked with health and well being. This covers a wide variety of issues, some of which are covered through our curriculum delivery and others which are involved with the wider management of school.

One aspect of this which is very important and with which we ask your support is the consideration of the 'tuck' your children bring to school to eat at playtimes. We ask that you only send healthy snacks such as fruit for the children to eat at morning break. Crisps, biscuits and chocolate are not allowed. If you are sending your child with a packed lunch, please send them with healthy options, not chocolate or sweets.

School meal menus are displayed in the school hall as well as being sent home once a term. Children have the choice of either a hot meal or a packed lunch (pic-a-picnic) from a selection of sandwiches.

**We would very much welcome your support on this issue.**

## **SPECIAL NEEDS**

It is the school's responsibility that children are encouraged to reach their full potential. Thus, the school strives to offer every child the greatest access to a broad and balanced curriculum.

However, if a child is identified by their teacher having a more 'specific' need with their learning progress, then there are strategies in place to make appropriate provision for them. This is called the 'Code of Practice on the Identification and Assessment of Special Educational Needs'. Children will be given specific targets as appropriate in consultation with the Special Educational Needs Co-ordinator (SENCO), Headteacher, Class Teacher and parents.

We offer many support work initiatives for groups or individual children who require extra skill work. These initiatives are provided by well-trained classroom assistants.

Our school is easily accessible having ramped entrances and we do have a toilet for pupils with disabilities. Future building work will be carried out in line with our accessibility plan.

### Links with other schools

Part time provision at special schools or units (eg Thurcroft) is available to children if appropriate. This will have been identified through the Code of Practice procedure. Advice is passed on to Key Stage 3 where children's needs should continue to be met.

### Links with other services

We have strong links with organisations such as:-

Learning Support Services  
The Education Welfare Service  
The Education Psychology Service  
Health Services/Social Services  
Behaviour Difficulties Service

These are all specialist organisations, which are called upon where relevant.

Within school, we also have a learning mentor who works with children and their families to support and to help break down any barriers to learning.

### Role of Parents

Parents are regarded as valued partners and are informed of all aspects of their child's development and learning in an open and informal way wherever possible. Parents are also invited to review meetings if children are given an individual plan to address their needs.

In addition, adults have been trained in the "Better Reading Scheme" and at present are helping 10 children, on a one to one basis, to improve their reading skills. This is run for a 10 week period. We have received much help and support from the Thrybergh Comprehensive School in funding training and resources. Please let us know if you would like to be a reading partner.

We have also funded a Better Writing partnership where a classroom assistant works one to one to develop children's writing.

### **PARENTS**

We are very grateful for all the regular help that we get from parents and friends of the school. Please note there is always room for more. Help is welcomed by all teachers for reading, sewing, baking, modelling, playing games, drama, etc. Please ask about our Better Reading Programme if you would like to help. We hold a coffee morning each week on Friday mornings, so please come along for a chat and get to know the school.

### **SEX EDUCATION**

We have a written policy for sex education throughout the school. It begins in the infants with simple relationships (e.g. my family, feelings and moods, friendships, my body, keeping safe and healthy, growth and the beginnings of life) and culminating in the older children with difficult situations, families, celebrations, changes in our bodies, how babies are born and grow, health, need for love and care, children's rights etc. The policy is available in school.

For our older children, a video entitled "Growing Up" is shown (usually by the school nurse), followed by questions and discussion. A letter will be sent out in advance of this in case you wish to join us for the video or you wish to opt for your child not to see the film.

### **BEHAVIOUR POLICY**

We are very proud of our children's behaviour and wherever possible draw attention to this using the comments of others and positive examples in and out of school. There will be occasions however when children exhibit undesirable behaviour and the Behaviour Policy outlines the actions available for the teachers to use. Above all we hope our children have the skills and models to build worthwhile relationships to enable them to become part of a caring society to draw from the underlying Christian philosophies.

### **TEACHING ORGANISATION**

The children work in four class groups at present. By nature of this vertical grouping (wide age range in class) different abilities are catered for individually and in group teaching.

A variety of teaching methods are used to suit the situation, from class teaching to groups where children of different ages and abilities work together. This encourages children to share materials and work towards a common end. At times there will be mixed ability grouping to develop social skills and to support each other. At other times there will be planned ability grouping to ensure teaching at an appropriate level.

## **ADMISSIONS AND APPEALS**

In order to give each child an equal opportunity and sufficient space, we have an admission limit of 15 children a year. The Governors have approved an increase to this limit to 17 children for the academic year 2007-08 and onwards.

There is no Nursery/F1 Class, and in accordance with LA procedure all Foundation 2 children are admitted in September.

Unfortunately we are sometimes unable to accommodate all applicants and have to adhere strictly to our Admissions Policy, which can be acquired from the school. This policy reflects the school's Christian ethos and gives priority to families who attend church. All applications must be made by January to the Local Authority.

Parents who are unsuccessful in obtaining a place for their children may appeal against refusal of admission. There are now established arrangements under the new regulations for dealing with such appeals. In the first instance an appeal should be lodged with the Director of Legal and Administrative Services, Civic Building, Rotherham. Please contact school if there is a problem.

## **REPORTING**

We have an open-night each term.

Autumn - Appointments to find out how your child has settled in.

Spring - Appointments to discuss progress and targets for your child.

Summer - Appointments to discuss attainment.

You will receive a full written report on your children's progress and attitude to work once a year in the summer term. This will reach you before open day so that any issues can be discussed with staff.

## **HOMEWORK**

Children are given homework at the discretion of their teacher. This may vary from simply taking their reading books home to learning spellings or tables for a test, through to a variety of written topic work. Please encourage your child and help where necessary, but make sure, in the end, that the work is their own.

Children are expected to use their reading books at home and if you can find time to share their books with them this will benefit them greatly. (5-10 minutes regularly, works best.)

## GENERAL INFORMATION

### 1. Clothing

- (a) We now have a school uniform consisting of a white polo shirt with either a sweatshirt or T-shirt in red with a black logo. These can be ordered from school and should be worn with black, grey or navy skirts, shorts, jogging bottoms or trousers. In summer girls may wear a red or white cardigan over a red and white dress. Red cardigans, polo shirts, fleeces, reversible coats and knitted hats may also be purchased from school.
- (b) PE Kit consists of shorts and T-shirt for both girls and boys. We prefer these to be black or red shorts and a white T-shirt. For matches we have a school kit.

Infants do not need any special clothing for PE as underwear is adequate for this age range, but shorts and leotards are permitted.

- (c) A pair of plimsolls is essential for outdoor games (slip on ones for infants, please!) and a simple drawstring bag is useful. In Group 4 all children go swimming. A swimming cap must be worn by children with long hair. Swimwear must be sensible, swimming trunks, not long shorts, should be worn.
- (d) We have an indoor shoe policy in operation. All children need a change of footwear when in school, ie slippers/pumps.

### 2. Jewellery

We are becoming increasingly concerned about the amount of jewellery being worn in school by both boys and girls, particularly body piercing.

The governing body discussed the issue in depth and came to the following decision:

The wearing of jewellery of any sort (including stud earrings) is strictly forbidden during games, PE, swimming lessons and similar activities. Any items worn will have to be removed before the lesson begins.

- Pupils are not to be allowed to participate in any potentially hazardous activity, ie PE, games, swimming or similar activities unless the jewellery is removed. Taping of the jewellery is not sufficient in terms of both health and safety.
- Pupils to be responsible for the removal and safe keeping of their jewellery.
- Staff are not allowed to remove jewellery.
- Other pupils cannot assist in removing the jewellery of other pupils.

- If jewellery cannot be removed by the child then that child will be excluded from participating in the potentially hazardous activity but allowed passive involvement if possible.
- Suggest that parents remove any relevant jewellery in the morning before a child comes to school when PE is on the timetable.
- Suggest to parents that should they wish their child to have any body piercing that this is done at the beginning of the summer break.
- Children are not allowed to wear rings in school.
- Only a small stud is allowed to be worn in the ear.

Governors agreed that the wearing of a watch be allowed. The Governing body stress that their prime concern, and that of the school, is the safety of its pupils and are following guidelines from the Health & Safety at Work Act and guidelines detailed in the DfES booklet entitled 'Safe Practice in Physical Education'.

We understand the pleasure that the wearing of jewellery gives to children, particularly when it is new, but we consider the risks of accidents involving the wearing of jewellery are great when children are involved in the day-to-day activities of school life.

We would appreciate your support with this matter.

### 3. School Dinners

Currently the charge for a school meal is £1.70 per day. From 1 September 2009 however, there will be a price increase. You will be notified as soon as more details become available. The money for the week should be brought to the school office on a Monday morning (on the first school day of the week) **in a named envelope or purse**. Payment can be made by either cash or cheque paid weekly, monthly or termly. If paying by cheque, please write the following information on the back of the cheque:

Child's Name	Sort Code
Cheque Guarantee Card Number	Expiry Date

The meal is prepared at Thrybergh School and Sports College and there is a choice of menu for each course, which is on display in the school hall.

Free meals are available to children according to family income. Please claim for free school meals, if eligible (even if you don't intend using this facility). The percentage of free school meals does affect the amount of funding we are given as a school as well as extra support such as teaching assistants. So even if your child intends having sandwiches, you will be helping school acquire extra funding and facilities. Application forms for free school meals can be obtained from Mrs Nettleton in the school office and when completed, should be returned to the Education Office directly. No distinction is made in school between children who take a free meal and those who pay.

Provision is made for children who prefer to bring a packed lunch. Please make sure that this is a healthy option.

#### 4. School Session Times

Hours are organised in the following way:-

Teaching Time - Infants 21.15 hours per week  
Juniors 23.45 hours per week

In addition 20 minutes a day are for assemblies and 25 minutes for breaks.

#### 5. School Hours

Infants	9.00 am - 12 noon 1.15 pm - 3.15 pm
Juniors	8.45 am – 12.15 noon 1.15 pm - 3.15 pm

#### 6. The School Nurse

Routine screening for vision and hearing is carried out at specified times. The School Nurse follows up any problems arising by making home visits. She is available at Wickersley Health Centre.

Your child will be medically examined at least once during his/her stay here. You will be invited to attend. Doctors are not permitted to examine a child without a relative present.

There are no longer inspections for hair infestation. Latest advice from the Authority is that responsibility lies with parents and carers, though the School Nurse will be available for advice.

#### 7. Absences and Lateness

- (i) Please make sure that you inform the school of absences, with a call or letter so that we can keep records up to date and monitor attendance.
- (ii) Remember Groups 3 and 4 begin school at 8.45 am - please ensure your child is on time, as they are involved in essential class work early in the day.

#### Authorised and Unauthorised Absences for the Academic Year 2008/2009

Authorised Absences: 4.77%                      Unauthorised Absences: 0.06%  
(From 1 September 2009 – 22 May 2009)

## 8. Holidays

Head teachers may give permission for up to 10 days authorised absence per school year. This is at the school's discretion, and parents have no right to demand it. Please note however, that we prefer children not to take holidays in school term time. Any holidays outside the government allowance of 10 days will be recorded as unauthorised absences.

A leave of absence form must be completed and returned to school. These can be obtained from the school office.

***Government instructions now say that permission for holidays in school time should not be granted if a pupil's attendance is below 92%.***

## 9. New Entrants

In the Spring Term of the year your child is due to start school you will be invited to a meeting of all prospective parents. It gives you the opportunity to view the school and ask any questions. During the half term before your child starts school you will be invited to bring them to school to spend 1 session with their future class.

Parents are invited to meet their child's teacher during each term. They may also visit the school whenever they consider that discussion with teachers is likely to be in a child's interest.

On urgent matters, the Headteacher will always be made available to meet a parent, but whenever possible, an appointment is preferable. Please note that the Head teaches at certain times throughout the week.

Before each school session, teachers have much to prepare and therefore would appreciate no involvement in lengthy discussion at such times. After school is the best time for this.

Parental help is welcomed. If you have a morning or afternoon, or even just an hour to spare, your child's teacher can always use an extra pair of hands.

## 10. Out of School Clubs

School life continues after 3.15 with a range of exciting extra curricular activities.

The Computer Club meets every Monday 3.15 pm to 4 pm where the children have the opportunity to develop their skills in ICT.

Art Club meets on Monday and Tuesday evenings from 3.15 pm to 4 p m.

KS1 Multi Skills Club meets every Tuesday from 3.15 pm to 4 pm.

The Football Club meets for an hour after school on Tuesdays from 3.15 – 4.15 pm. Frequent friendly and inter-school cup matches are played. Boys and girls are welcome.



The Book Worm Club meets every Thursday evening from 3.15 pm to 4 pm.

Athletics/Cross Country Club meet every Thursday 3.15 – 4 pm

Our Modern Foreign Language Club meets on Thursday 3.15 – 4 pm

In conjunction with local authority tutors, we offer guitar and woodwind lessons in school. If children have their own instruments, they will be able to join the group. If requiring school instruments, we do have to audition. Children will be given a one-month trial period to decide whether they want to continue or if they are suitable.

#### Music Tuition Fees

Unfortunately, from September 2003 music tuition was no longer provided free by the Education Authority. After consultation with the School Governors and parents, it was agreed that the annual charge be split with parents on a 50/50 basis. From September 2008 the annual charge per child will be £240 – resulting in a payment of £120.00 from parents. Further financial help may be available in certain circumstances.

#### 11. The Book Shop

Each Friday morning Miss Tyson and Miss Williams run a bookshop in school. Books can be bought outright or saved for week by week, by buying 10p, 20p or 50p stamps. Parents are most welcome in school at this time to help children choose books. In addition we hold an annual Book Week in early December.

#### 12. Our Old Friends

Carrying on the Fullerton tradition our children deliver harvest produce and cards to old friends in the community. We also sing every Christmas at the Age Concern Service at All Saints Church.

#### 13. Information

If you would like any further information regarding the school's policies or regulations, please contact the Head Teacher.

All information relates to the school year 2009/10 unless otherwise stated and is correct at the time of publication.

#### 14. Dates of School Terms

<u>Main or Mid Term</u>	<u>Last School Day</u>	<u>First School Day</u>
Autumn 2009		Monday, 7 September 2009
Half Term	Friday, 23 October 2009	Monday, 2 November 2009
Christmas	Friday, 18 December 2009	Monday, 4 January 2010
Half Term	Friday, 12 February 2010	Monday, 22 February 2010
Easter	Thursday, 1 April 2010	Monday, 19 April 2010
Spring Bank	Friday, 28 May 2010	Monday, 7 June 2010
Summer	Friday, 23 July 2010	

Public Holidays: 25, 28 December 2009, 1 January, 2 April, 5 April, 3 May, 31 May and 30 August 2010

**These term dates include the 5 In-Service Training days**

## DATA PROTECTION ACT

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to provide schools with analysis of performance data. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education and Skills** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school – Thrybergh Fullerton CE (A) Primary School, Church View, Rotherham, S65 4BL;

- the LA's Data Protection Officer, Sarah Corbett, Civic Building, Walker Place, Rotherham, S65 1UF;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

### **PHOTOGRAPHS/VIDEOS: USE IN SCHOOL**

We reserve the right to photograph/video or otherwise record any school activities or events, including the participants and attendees, and to use such photographs/videos or other recordings without payment in publications promoting the school's activities or events.

During plays/performances our policy is to allow families the opportunity to record their child's experiences, using cameras and videos.

If you wish to withdraw your child from any event, please contact school.

If you have concerns about this policy, please inform school so that we can review our practice.

# THRYBERGH FULLERTON C E (A) PRIMARY SCHOOL

## ADMISSIONS POLICY 2010/11

### *Basic Information*

- Thrybergh Fullerton Church of England Aided Primary School is situated in the Diocese of Sheffield and is maintained by the Rotherham Local Authority.
- The school primarily serves the ecclesiastical parishes of Thrybergh and Hooton Roberts.
- The school Governing Body being the “admissions authority” is responsible for determining and administering the policy relating to the admission of pupils to the school.
- Following statutory consultation with the LA and others the Governing Body has set its admission number for 2010/11 at **17**.
- The closing date for receiving applications by the LA – 21 January, 2010.
- In accord with the provisions of Regulation 49 of the Education (School Government) Regulation 1999, the Governing Body has delegated responsibility for determining admissions to its Admission Committee.
- As requested by law, the Governing Body will not admit more than 30 pupils to any one reception or infant class.
- Children with a statement of Special Educational Needs with the school named will be admitted by law.

### **Co-ordinated Scheme for Admission Arrangements**

The co-ordinated scheme for admissions is a mechanism that ensures that all parents who have expressed a preference for a Rotherham school before the closing date will receive a single offer of a school place on the same day from the Authority.

In order to provide every parent with an offer of one single place the Authority will be working with the Governing Bodies of the Voluntary Aided primary schools within the Rotherham area. Details of the co-ordinated scheme can be obtained from the Authority.

### **Criteria for Admission:**

Where there are more applications for admission than the admission number of 17, the Governing Body/Admission Committee will apply the following criteria in strict order of priority:

Tie –breaker (Distance)

If the admission number is reached mid-category, applications in that category will be prioritised by the measurement of distance from the child’s ordinary place of residence to the main entrance to the school, with the shortest distance having the highest priority. When

measuring distance, *the Governing Body will measure the shortest walking distance to the school using public roads and footpaths.*

**Order for allocating places**

<b>Selection Process</b>	<b>Admission Criteria Category</b>
1	Category One
2	Category Two
3	Category Three
4	Category Four
5	Category Five

This is important where the school will have more applications than places available.

### Category One

- 1 Children who are in Public Care (Looked After Children).

### Category Two

*The children of parents/carers who are resident within the ecclesiastical parishes of Thrybergh and Hooton Roberts and:*

- 1 parents/carers regularly and frequently attend the parish churches of Thrybergh or Hooton Roberts and will have an elder brother or sister in school at the anticipated time of admission.
- 2 parents/carers regularly and frequently attend the parish churches of Thrybergh or Hooton Roberts.
- 3 parents/carers regularly and frequently attend another Church of England church and will have an elder brother or sister in school at the anticipated time of admission.
- 4 parents/carers regularly and frequently attend another Church of England church.

### Category Three

*The children of parents/carers who are resident outside the ecclesiastical parishes of Thrybergh and Hooton Roberts and:*

- 1 parents/carers regularly and frequently attend the parish churches of Thrybergh and will have an elder brother or sister in school at the anticipated time of admission.
- 2 parents/carers regularly and frequently attend the parish churches of Thrybergh.

### Category Four

*The children of parents/carers who are resident within the ecclesiastical parishes of Thrybergh and Hooton Roberts and:*

1. parents/carers regularly and frequently attend another Christian denomination participating in "Churches Together in England" and will have an elder brother or sister in school at the anticipated time of admission.
- 2 parents/carers of Other Faiths with an elder brother or sister in school at the anticipated time of admission.
- 3 parents/carers will have an elder brother or sister in school at the anticipated time of admission.
- 4 parents/carers regularly and frequently attend another Christian denomination participating in "Churches Together in England".

- 5 parents/carers of Other Faiths who wish their child to attend this Church of England School.
- 6 parents/carers wish their child to attend this Church of England Aided School.

#### Category Five

*The children of parents/carers who are resident outside the ecclesiastical parishes of Thrybergh and Hooton Roberts and:*

- 1 parents/carers regularly and frequently attend another Church of England Church and will have an elder brother or sister in school at the anticipated time of admission.
- 2 parents/carers regularly and frequently attend another Christian denomination participating in "Church Together in England" and will have an elder brother or sister in school at the anticipated time of admission.
- 3 parents/carers of Other Faiths with an elder brother or sister in school at the anticipated time of admission.
- 4 parents/carers will have an elder brother or sister in school at the anticipated time of admission.
- 5 parents/carers regularly and frequently attend another Church of England Church.
- 6 parents/carers regularly and frequently attend another Christian denomination participating in "Churches Together in England".
- 7 parents/carers of Other Faiths who wish their child to attend this Church of England Aided School.
- 8 parents/carers wish their child to attend this Church of England Aided School.

Parent/carers whose application is based on membership of a Christian denomination should enclose a letter of support from their priest/minister. The letter should include how long they have been attending the place of worship and the average frequency of such attendance:

1. more than weekly
2. weekly
3. more than monthly
4. monthly
5. quarterly

#### Notes:

- (i) the term 'regularly and frequently' implies a minimum church attendance of once a month over a period of at least 18 months.

(ii) the ecclesiastical parish of Hooton Roberts refers to the ancient parish boundaries in place at the time of the demise of the Hooton Roberts school.

(iii) 'brother or sister '

For the sibling (brother or sister) criterion to be applicable one of the following conditions must exist:

- brother and/or sister to be permanently resident at the same address.
- stepbrother and/or stepsister to be permanently resident at the same address.
- half brother and/or half sister to be permanently resident at the same address.
- brother and/or sister who do not live at the same residence but, who share the same parent.
- child of the parent/carer's partner to be permanently resident at the same address.

You may be required to provide proof e.g. Birth Certificate and proof of residence as stated above.

### **Appeals against the Governing Body's decision to refuse admission**

1. If a place is not offered at the School, parents have the right of appeal to an Independent Appeal Panel formed in accordance with the legislation. Details of the appeals procedure will be sent to parents by the local educational authority.

2. Parents who intend to make an appeal against the Governing Body's decision to refuse admission must submit a notice of appeal within 21 days of the date of notification to parents that their application for a place at the school was unsuccessful to:

The Appeals Clerk  
Committee Services  
Council Offices  
Grove Road  
Moorgate  
ROTHERHAM  
S60 2ER

Normally, appeal hearings will be held within six weeks of the closing date for receiving the notice of appeal.

### **Documentation Required**

1. The school requires additional information not contained on the common application form. This additional information is needed to place your application in the correct priority of admission category.

2. The Additional Information form is available in the LA's admission booklet and you are **strongly recommended** to complete this form, which should be, securely attached to the Common Application form and returned by the closing date.

3. This Additional Information form is not an application for admission to the school and its return does not guarantee a place at the school.

4. Failure to complete and return the Additional Information form may affect which priority of admission category your application is placed in.