

# Welford, Sibbertoft & Sulby Endowed School

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Headteacher: Mrs Michelle Pye

Chair of Governors: Dr Gordon Temple



## PROSPECTUS

2017 – 2018



The Diocese of  
Peterborough

## WELFORD, SIBBERTOFT & SULBY ENDOWED SCHOOL

On behalf of the staff, children and governors we welcome you and your child to Welford, Sibbertoft and Sulby Endowed School (WSSSES). This prospectus will answer many of the questions you may have about our school. If there is anything you would like to discuss please do not hesitate to contact school and we will be happy to assist in any way we can.

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## 1. OUR SCHOOL

### **About Our School**

Welford is a large village with a population of approximately 1000. It is situated close to the county boundary of Northamptonshire and Leicestershire and enjoys excellent road communications, with access to the A14 being only 2 miles south of the village. The school principally serves the areas of Welford, Sibbertoft, Sulby and Elkington as well as receiving children from surrounding farms and other local villages.

Welford, Sibbertoft and Sulby Endowed School is a Foundation school with a distinctive religious character. The Governing body are the authoritative body and owners of the land and employers of all school staff. We are a small village primary school that caters for children between the ages of 4–11.

The main school building is Victorian with modern additions. The original building has been extensively refurbished and modernised. The main building accommodates three large classrooms, computer suite, large hall with modern PE equipment, lighting and stage for performances, library area, learning resource room, music room, kiln room, cloakrooms and office accommodation. A modern mobile unit also provides two further classrooms and cloakrooms.

The school is pleasantly situated in spacious grounds. There is a playground surrounded by landscaped areas overlooking undulating countryside. The landscaped areas include natural barked and grassed areas, willow dome and peace garden.

School offers an extensive range of activities and the premises are regularly used after school for clubs and for lettings to the School Association and the wider community.

As a village school we are an integral part of our community. We have close links with many groups such as the Church, pre-school, local industry and senior citizens. Our school forms part of the 'Guilsborough Cluster', a group of primary schools feeding Guilsborough School.

### **Mission Statement**

"Recognising its historic foundation, Welford, Sibbertoft and Sulby Endowed School will preserve and develop its religious character in accordance with the principles and practices of the Church of England and in partnership with the church at parish and diocesan level.

It is our mission, in co-operation with our local villages and in partnership with parents, to provide an education of the highest quality for our children in a manner appropriate to their individual needs and gifts. We seek to undertake this within a school community where a sense of responsibility for self and neighbour is actively encouraged and the Christian principles of love, care and support for all are valued and practised." **From** *The Instrument of Government*.

### **School Vision**

The staff, governors, parents and children are proud to be part of WSSSES family. Together we strive for,

- C** Co-operation between all members of our community.
- A** Achievement of each child's potential.
- R** Respect for self, others and our environment.
- E** Excellence in all we do.



By working together we will,

- Teach moral values and the basic tenets of the Christian faith and an understanding of other races and beliefs.
- Help children acquire the knowledge and skills relevant to their lives.
- Encourage lively enquiring minds and a love of learning.
- Help children take responsibility for their own learning and behaviour.

***‘The school is a happy and friendly place.’***

***‘The size of the school enables all of the pupils to get to know each other well.’***

***‘Pupils comment that school is a ‘really nice place to be.’***

***Ofsted, December 2012.***



## 2. OUR PEOPLE

### **Governors**

**As at June 2017**

#### **Name**

Dr Gordon Temple  
Rev Janet Donaldson  
Mrs Michelle Pye  
Miss Kathryn O'Connor  
Mrs Laura Concar  
Mr Ben Barraclough  
Mrs Sarah Shields  
Mrs Jo Vidion  
Miss Rebecca Jones  
Vacancy  
Mr Simon Philip-Smith  
Ms Pippa Thomas  
Mrs Rebecca Finch

#### **Position / Governor Type**

Chair of Governors / Foundation Governor  
Vice Chair / Foundation Governor  
Headteacher  
Staff Governor  
Parent Governor  
Parent Governor  
Parent Governor  
Co-opted Community Governor  
Local Authority Governor  
Co-opted Governor  
Co-opted Governor  
Foundation Governor  
Clerk to the governing body

### **School Staff**

**From September 2017**

#### **Name**

Mrs Michelle Pye  
Mrs Rachel Sida  
Mrs Kate Sandells  
Miss Kathryn O'Connor  
Mrs Elaine Thomas  
Mrs Wendy O'Connor  
Mrs Zoe Pallot  
Mrs Clare Horn  
Mrs Jayne Thomas  
Miss Elaine Martin  
Mrs Clare Webber  
Mrs Gaye Highton  
Mr James Tait  
Mrs Clare Sheriff  
Mr Martin Pye

#### **Position**

Headteacher / SENCO  
Senior Leader / Class Teacher  
Class Teacher  
Class Teacher  
Class Teacher  
Class Teacher PT  
Bursar  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant / Lunchtime Supervisor  
Teaching Assistant (SEN) / Lunchtime Supervisor  
Lunchtime Supervisor  
Lunchtime Supervisor  
Caretaker

### **School Council**

The school council consists of children elected from each year group so that everyone has a voice. Those interested in being council members give a speech to their class and then elections follow to select the representatives for the year.

Work of the school council includes,

- Involvement in improvement projects in school e.g. the regeneration of the nature / pond area to create a peace garden.
- Deciding on the purchase of play equipment for break and lunch times.
- Involvement in the recruitment process of new staff.
- Raising funds for charitable causes.
- Working with the community on local projects eg, anti litter campaign.



## **Governors**

Our Governors are responsible for working with the Headteacher to raise standards of achievement for all pupils at the school, for setting the budget and for overseeing the curriculum. They bring perspectives from ordinary life and work with the staff and the local authority to help secure the best possible education for the children in the school.

They also have powers with respect to the appointment and dismissal of staff and the exclusion and re-instatement of pupils.

The Governing Body may be contacted in writing through the School Office.

## **School Association**

We have a School Association, run by parents, which works extremely hard to enhance the educational provision for the children in the school.

The Association helps the school purchase items outside the usual budgets such as playground equipment including the recent target walls, buddybench seating, laptops and laptop trolley and many more smaller items, through various fundraising activities and events.

All parents are automatically members and are informed of the activities through a regular newsletter. The School Association Committee may be contacted through the School Office.



### **3. SCHOOL INFORMATION**

#### **Admissions**

Children start school in the September following their fourth birthday.

Children with any sort of special need are considered for admission if their needs can be met by the resources available to school.

#### **Admission Policy**

The Governing Body are the Admission Authority in this Foundation school and are therefore responsible for all admissions. The Governing Body will admit up to 19 pupils into each year group.

When there are more applications than there are places available, the governors will admit pupils according to the following criteria which are listed in order of priority.

The governors will give priority to children with a statement of Special Educational Needs / Education Health Care Plan which names the school.

#### **Oversubscription Criteria:**

- 1. Children in Public Care (children who are in the care of the local authority or provided with accommodation by the local authority)**
- 2. Children who live in Welford, Sibbertoft, Sulby, Elkington.**
- 3. Children with an older brother or sister continuing at the school at the time of admission of the younger child.**
- 4. Children of parents/guardians who are worshipping members of the Church of England or another member of the Churches Together in England.**

*These applications must be accompanied by form SIF/A available from the school. The completed SIF/A will then be sent to the minister with form SIF/B to verify church allegiance.*

**Where there are more applications in any one category, applications will be prioritised on the distance from the child's home to the main entrance of the school. Distances are measured from the property to the nearest access point to the school grounds. It is measured on a straight line basis, using a geographical information system.**

If the school has more applications than places available parents may elect to place their child's name on a Waiting List. Pupils will be placed on the Waiting List in strict order according to the oversubscription criteria on the Admissions Policy. The Waiting List will be held from the allocation of places date, until 31<sup>st</sup> December in the year of admission.

#### **Class Organisation**

From September 2017 the children will be organised into four classes. There will be no split year groups allowing children to be taught with their peer group for all subjects. Children are taught according to their ability regardless of the year group or class they are in.

#### **Class Size**

Class arrangements and numbers as of September 2017 are as follows:

Reception / Year 1	<b>Wagtails</b>	25 pupils
Years 2 / 3	<b>Woodpeckers</b>	26 pupils
Years 4 / 5	<b>Robins</b>	23 pupils
Years 6	<b>Kestrels</b>	17 pupils
	<b>Total:</b>	<b>91 pupils</b>



## School Hours

Morning session: 8.55am - 12 noon Foundation Stage / KS1  
8.55am - 12.15pm KS2

Afternoon session: 1.00 pm - 3.15 p.m.

## Lunchtime Arrangements



Children have the choice between bringing a packed lunch or purchasing a school meal provided by abm Catering Ltd, schools external catering provider.

abm Catering Ltd use ParentPay for the administration of their school meal service. Meals are ordered and paid for on-line.

Children are supervised eating their lunch in the school hall and afterwards out at play on the playground. We have two sittings at lunchtime: one for Reception, Y1 & Y2 and the other one for Y3, Y4, Y5 & Y6.

## Universal Infant Free School Meals

From September 2014 free school meals have been offered to all children in Reception, Year 1 and Year 2. This Government led initiative has been developed with the purpose of aiding child development, supporting academic performance and improving levels of healthy eating. These school meals are not compulsory and if you prefer your child can still bring in a packed lunch. The provision for older children in Years 3 to 6 is not affected. Details on how to access the free meal and the ordering process for all children wishing to have a school meal is available at the school office.

## School Terms and Holidays

See Term Dates published as an attachment to this Prospectus.

## School Uniform

It is our belief that children should be dressed appropriately for a day at school and that a school uniform:

- Promotes a sense of pride in the school
- Engenders a feeling of community and belonging
- Is practical and smart
- Identifies the children with the school
- Is not distracting in class (as fashion clothes might be)
- Makes children feel equal to their peers in terms of appearance.

Our uniform is as follows:

### Boys:

School blue sweatshirt with logo OR jumper in grey or blue.

White collared polo shirt with logo OR collared shirt in white or blue.

Trousers (not jeans), or shorts (not Bermudas) in grey, black or navy blue.

Shoes not trainers.

### Girls:

School blue sweatshirt / cardigan with logo OR jumper / cardigan in grey or blue.

White collared polo shirt with logo OR blouse with collar in white or blue.

Pinafore, skirt, or trousers/shorts (not jeans) in grey, black or navy blue or summer dress in blue (striped or checked).

Shoes not trainers.



**For PE ALL children will need:**

PE shorts in black or navy.

White T-shirt.

Trainers for outdoor PE lessons (we prefer children to work in bare feet for gymnastics and dance, unless they have athletes foot, warts or verrucae).

Dark coloured tracksuits for outdoor PE.

Children are not permitted to wear watches, earrings or any other form of jewellery whilst taking part in PE activities.

**ALL CLOTHING AND FOOTWEAR SHOULD BE CLEARLY LABELLED WITH YOUR CHILD'S NAME.**

**One Stop School Gear**

School uniform can be purchased from our supplier, One Stop School Gear. To make shopping for your child's uniform more convenient you can purchase uniform in the following ways:

- Online at, [www.onestopschoolgear.com](http://www.onestopschoolgear.com)
- Calling 0845 4667208
- By post using an order form, just fill it out and post it back.

**School Policies**

Parents, by appointment, may inspect copies of all school policies, ratified minutes from Governing Body meetings and OFSTED reports. These are kept in the school office.

**Charging Policy**

School Governing Bodies are prohibited from making a compulsory charge for any activities that take place wholly or mainly within the school day. They have power, however, to request voluntary contributions that will cover the cost of a proposed activity. The Governors place a high value on the educational benefits that are derived from activities involving visits relating to the children's curriculum experiences. The Headteacher will be pleased to discuss options open to parents/carers who experience difficulty in meeting these costs. Where parental contributions do not meet the amount required in order to make an activity viable, the Headteacher has the option to cancel it.



## 4. CURRICULUM

There are three phases of learning and development referred to within the primary years. Foundation Stage refers to children aged 3 to 5 years (this includes children in our Reception year). Key Stage One refers to those children in Years One and Two. Key Stage Two refers to those children in Years Three to Six.

The School Curriculum comprises all learning and other experiences that the school plans for its pupils. The National Curriculum for the primary years is an important element of the school curriculum. All children have equal access to the full range of National Curriculum subjects and Religious Education. These are English, Mathematics, Science, Computing, Design and Technology, History, Geography, Art & Design, Languages (KS2), Music and Physical Education. We also plan and teach Personal, Social and Health Education and Citizenship, sometimes as separate aspects but often through other National Curriculum subjects and the every day life of the school.

We aim to give pupils the skills, knowledge and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

We are aware that the youngest children have very specific needs when entering school. Children in the Reception year will be involved in a very practical curriculum providing activities and experiences that involve the seven areas of learning and development recognised in the Early Years Foundation Stage framework: Communication and language; Physical development; Personal, social and emotional development; Literacy; Mathematics; Understanding the world; Expressive arts and design.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

Children will also be supported in the four *specific* areas of,

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

### **Art and Design**

Through a balanced programme of art activities children are taught to express their ideas, thoughts and feelings. All children's work is valued and displayed when possible. Children explore ideas and meanings in the work of artists, craftspeople and designers and they learn about the function of art in contemporary life.



### **Computing**



We have a computer suite that contains fifteen computers and a trolley accommodating sixteen laptops with wireless connectivity. All computers are networked and have internet access. There are computers, interactive whiteboards and visualisers in all classrooms. We also have ipads, digital cameras, video cameras, and a scanner. Computing is taught as a discrete subject to develop knowledge and skills in the use of technology and is applied through other subjects.



## Cultural Visits

The Arts are important to our school and children have the opportunity to participate in a range of cultural experiences. Once a year all children visit the theatre and travelling groups often perform in school. Whenever possible live music features in collective worship and music lessons.

## Design and Technology

Design and Technology involves children in designing and making. Its practical nature involves them in developing their own personal skills and knowledge of a wide range of materials, skills and equipment.

## English

Learning to read, write and speak effectively are essential tools for life and therefore English is given a high priority in the curriculum. All children have a daily English lesson when they work on developing key

skills in **Speaking and Listening:** We encourage children to listen attentively and respond to stories, plays and poems. They have many opportunities to discuss, explain and describe situations whilst also listening to the viewpoints of others. They learn to use language in imaginative ways and express their ideas and feelings through drama.



**Reading:** We aim for all children to become fluent, independent, enthusiastic and critical readers of stories, poetry, drama and non-fiction texts. The children will be taught a range of reading strategies including phonic knowledge, grammatical awareness, word recognition and contextual understanding. They will have opportunities to read and respond to a range of literature and non-fiction texts.



**Writing:** In writing the children learn to communicate meaning in both narrative and non-narrative forms. They will be taught about composition, planning, drafting and editing, punctuation, spelling and handwriting. They will learn about writing for a range of purposes and a variety of readers through using different styles.

## Geography

Children learn about their immediate surroundings of Welford and Northamptonshire, as well as Great Britain and its place in Europe and the world. The associated map-reading skills, geographical language and experiences are planned to be taught and learnt through first-hand experience as well as through books, aerial photographs, atlases, globes and technological resources. Children have the opportunity to take part in a residential trip at least once during Key Stage Two.



## History

Through learning history, young children can begin to learn and understand something about the past and its influence on life today. The children are taught to use surviving evidence which may be from their own past or from a range of historical sources, to answer questions about former times and thereby develop a curiosity about the past which informs their understanding of the present.

## Mathematics

Good mathematical understanding from an early age makes for a firm foundation for life. We develop mathematical ability through practical activities wherever possible, solving relevant and meaningful problems. We use a wide range of resources to support teaching and learning. Children are taught all aspects of number (addition, subtraction, multiplication and division). They also learn about shape, money, algebra, measurement and handling data.



## Modern Foreign Language (MFL)

All children in Key Stage 2 receive their entitlement to language learning through both formal tuition and by integrating French across other areas of the curriculum where appropriate. All teaching staff deliver a locally approved language scheme within school.

## Music

The teaching of music develops a child's ability to sing, listen, appreciate and recognise different styles of music. Active involvement is encouraged and children compose and interpret music.



## Personal, Social and Health Education (PSHE)

This aspect is at the moment non-statutory but it is included as an important part of the school curriculum. It is a subject area which is taught by and 'lived by' the school. PSHE includes work on self-esteem, drugs education, citizenship and learning about healthier lifestyles. Each class has a weekly Circle-time where the whole class can discuss issues, problems and concerns. Most PSHE is taught within other subjects.

## Physical Education (PE)

PE is about developing children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. At our school we aim to foster co-operation, tolerance and self-esteem through individual and team activities. All children take part in gymnastics, dance, games and athletics with their class teacher.



## Religious Education

We seek to develop children's knowledge, understanding and awareness of Christianity, as the main religion in Great Britain and the other principal religions represented in this country and to encourage respect for those holding different beliefs. Parents may withdraw their child from RE if they so wish.

## Science



We believe that Science is about children developing a sense of enquiry and extending their knowledge and understanding of the world around them. Their skills are developed by observing, questioning, measuring, making and testing hypotheses and planning and carrying out investigations.

We are able to use the school grounds and the local environment as an aid to the natural science work. The children learn about plant and animal life, conservation and caring for the environment. They also learn about human life, including their similarities, differences, nutrition, digestion and healthy living.

In physical science the children are taught about different materials (natural and man-made), electricity, magnetism, forces, sound, light and the solar system.

**Sex and Relationships Education (SRE)** Sex and Relationships Education is taught as part of our Personal Social and Health Education programme of work. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. We follow a programme of SRE lessons developed to meet the needs of all Key Stages and it is always age-appropriate. Parents have the right to withdraw their child from these lessons if they wish. However, children cannot be removed from the SRE programme that is covered by the Statutory National Curriculum Science Orders.

## Sport

The aims of sport in our school are to develop children's enjoyment, confidence and skill in a variety of physical activities including swimming and to foster co-operation, tolerance and self-esteem that will continue throughout their lives. In addition to sports provision





## 5. TEACHING AND LEARNING

### Teaching Time

The hours spent on teaching children aged 5 to 7 excluding collective worship, registration and breaks is 21 hours and 40 minutes per week and for children aged 8 to 11 it is 23 hours and 45 minutes.

### Teaching Objectives

What teaching objectives do we seek to achieve? Our aim is that all children, by age eleven, will be able

- To read fluently, with enjoyment and understanding.
- To speak with clarity and with confidence.
- To understand and follow instructions.
- To take responsibility for their own learning.
- To write legibly and neatly using an appropriate style with the correct use of spelling, punctuation and syntax.
- To use mathematical concepts and skills in everyday situations and problem solving.
- To gain skills of observation and processes of enquiry in order to acquire an insight into science and technology.
- To develop control, co-ordination, mobility and endurance in a range of physical activities.
- To show an awareness of geographical, historical and social influences on people and places both locally and in other areas.
- To enable self-expression through a range of creative forms including music, drama and art.

### Teaching Strategies

All staff adopt a variety of teaching techniques according to the needs of the children and the type of activity taking place. A mixture of whole class teaching, group and individual work is used at different times.

### Assessment

During the Reception year children's progress is assessed against the Early Learning Goals; this is known as the Foundation Stage Profile. The class teacher observes and records children's development in order to plan an effective learning programme.

Teacher's judgements about children's progress against the Early Learning Goals are described as,

Progress Statement	What this means ...
<b>Emerging</b>	Attainment which has not yet reached that expressed by the Early Learning Goal
<b>Expected</b>	The level of development and attainment expected by the end of the Reception year
<b>Exceeding</b>	Attainment beyond that which is expected by the end of the Reception year

At the end of Year 1, children participate in a statutory phonics screening check to confirm whether they have learnt phonic decoding to an appropriate standard.

The new National Curriculum, introduced in September 2014, is organised by Years, 1 to 6; and there is a clear expectation that children will achieve the requirements of each Year by the end of that academic year.

Information about children's attainment and progress is reported as,

Progress Statement	What this means ...
Working <u>towards</u> the national expected standard	Achievement of some of the objectives and are working towards fully achieving the age related requirements / standard for their year
Working <u>at</u> the national expected standard	Achievement of the age related requirements /



	standard for their year
Working <u>at greater depth</u> within the expected standard	Achievement of the age related requirements / standard for their year and are working at greater depth within the standard

### Special Educational Needs

All children may have special needs at some time in their life. It is our policy under the Special Educational Needs and Disability Act 2001, to work according to the Code of Practice to ensure the curriculum is accessible to all children.

If the class teacher's assessment indicates that a child may have a difficulty with their learning, the school may need to implement different or additional strategies that make full use of school resources. This level of support is called School Support. It may be that some children require a more individualised and/or concentrated programme of support. This is when the school may seek the involvement of outside agencies for support and guidance. This level of support is called School Support Plus. Support provided under School Support Plus is not always sufficiently effective to enable all children to progress. In such cases it may be that the school, in conjunction with parents, consider whether a statutory assessment may be appropriate. It is recognised that parents hold important information that will be drawn upon when compiling an Individual Education Plan. The Individual Education Plan sets out targets and teaching strategies devised to help individual children progress. Parent's views will always be sought before outside agencies are brought in. The Special Educational Needs Co-ordinator (SENCO) has overall responsibility for monitoring children's movement within the system.

### Gifted and Talented

School is committed to supporting the abilities, personal qualities and talents of all children. Children of good ability with a high level of attainment, generally recognised for their motivation towards academic achievements may be considered as high ability. Children of high intellectual ability with academic attainments to match are considered as gifted achievers. Children with a high or potentially high level of accomplishment in expressive or performing arts or sport may be considered as talented.

More able, gifted and talented children need to be challenged. We provide teaching which makes learning challenging and enjoyable. Enrichment / extension work is provided as part of normal differentiated provision throughout school. Differentiation should provide activities requiring higher order thinking and questioning skills. Extra-curricular activities and gifted and talented days are also highly valued when considering the provision for more able pupils.

### School Results

See tables published as an attachment to this Prospectus.

*'Pupils make good progress because they are well taught.'*

*'Reading, writing and calculation skills are taught well.'*

*'Learning typically moves on at a brisk pace ..... teachers provide interesting activities and the work provided is not too easy or too difficult.'*

*'Relationships are very positive and pupils, including those who have special educational needs, are treated as individuals.'*

*'Pupils' learning and achievement are good.'*

*'Pupils say that they are doing well and comment that they 'learn a lot' in lessons and are expected to work hard.' Ofsted, December 2012.*



## 6. School Awards and Recognition



### **Artsmark**

Artsmark is Arts Council England's flagship programme enabling schools and other organisations to evaluate, strengthen and celebrate their arts and cultural provision.

Artsmark is nationally recognised as demonstrating excellence in arts and cultural provision. Holding Artsmark status demonstrates that our school values the arts and culture.

***"In this small rural primary school staff demonstrate real commitment and passion for the arts. Activity is varied and well structured and there are a range of high quality outcomes. Partnerships are in place with high quality local arts organisations and a range of professional development opportunities have been offered to all staff. Impacts are various and there is evidence of strategic planning to ensure that creative and artistic practises are embedded in the delivery of non arts subjects. Artsmark is well deserved in a community which has invested in the infrastructure for nurturing talent and celebrating achievement."*** Artsmark Validator 2014



### **School Games Mark**

The School Games Mark is an awards scheme which rewards schools for their commitment to the development of competition across school. The school was awarded Bronze in 2013-14 and Silver in 2014-15 and 2015-16.



### **Activemark**

The school is awarded the DCSF / DCMS Activemark. This mark is given in recognition of the effort made by staff and pupils to develop PE and school sport. Schools receive the mark if they can meet strong criteria for the percentage of children who participate in some form of sport each week.





### **Eco-schools**

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life.

We have joined the Eco-Schools programme and are beginning to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.



### **Healthy Schools**

The school has been awarded the National Standard for Healthy School's Award. As a school we aim to help pupils do their best by providing a safe, secure and stimulating environment and an education programme that challenges them. A Healthy School understands and acts upon the fact that the Health Education delivered in the classroom does not begin and end there. The subtle messages that pupils receive about all aspects of health from the daily life of the school are of equal importance. All of these messages must be consistent.

The Healthy School demonstrates that the health of its whole community is valued by an active commitment to enhancing the health of its members. To this end we would ask that children are allowed to walk to school whenever possible. Apart from the difficulty of parking outside the school, children benefit from a brisk walk in the morning either with their parents/carers or a group of friends. A water cooler has been installed in the school entrance and every child and staff member have been issued with a sports water bottle to encourage regular drinking of water throughout the day to encourage healthy living.



## **7. Welfare and Pastoral Care**

### **Absence**

We keep detailed records of children's absences. If your child is absent from school, parents/carers should notify us either by telephone or in person on the first day of absence (as early as possible please), giving the reason and if possible the likely duration of the absence. Children arriving after the register has closed (9.05am & 1.05pm) will be marked as late.

Where attendance falls below 90% or a child is persistently late parents/carers will be contacted. If there is no improvement in the situation then the Educational Welfare Officer will be asked to visit.

Since September 2013 there have been important changes in attendance regulations relating to pupil absence from school. The amendments to legislation make it clear that **Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.**

See **Attendance Policy** for further details.

### **Child Protection**

It may be helpful for parents to know that the Authority requires Headteachers to report any obvious or suspected case of child abuse which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse.

This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Headteachers risk upsetting some parents by reporting a case, which on investigation proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what were believed to be the child's best interests.

### **Discipline**

We emphasise to all children that they must take responsibility for their own behaviour and we look for your support in this. Time is spent with the children to establish what is and what is not acceptable behaviour both inside and outside the school. We aim to encourage good behaviour patterns through positive praise and by highlighting those traditional elements of good manners which we all value: politeness, courtesy and consideration for the feelings of others. Children agree on 'rules, rewards and consequences' with each class teacher, they also follow similar rules at lunchtimes. Bullying is not tolerated.

See **School Code of Conduct** published as an attachment to this prospectus.

### **Medical Care**

The Schools Health Service (01327 708800) offers medical screening and guidance. If at any time your child becomes unwell whilst at school, we will always try to contact you by telephone. Please make sure we have an emergency telephone number where you can be contacted during school hours.

Sometimes it is necessary for a child to take medication during school time and parents are responsible for discussing their child's medical needs with school and agreeing the management of medical needs and medicines for their child. The Schools Health service advises that a child requiring medication 4 times a day should not be at school. A child requiring medication 3 times a day can be given doses before and after school. Medicine must not be brought into school.

Medicines brought to school e.g. inhalers and epipens, should be clearly labelled with the child's name, appropriate dosage and frequency of dosage and kept in the designated storage areas.



## Emergencies

In the event of an emergency the school may wish to contact a parent or nominated carer. Please ensure that the School Administrator has an up-to-date contact name and number.

## Safety and Security

We value the safety of your child and in the interests of school security all parents and visitors must use the main entrance and report to the School Administrator's office where they will be asked to sign the Visitors' Book and will be issued with a badge. The main door is secured when all children have arrived at school.

**PARENTS ARE NOT ALLOWED TO DROP-OFF OR PICK-UP CHILDREN WITHIN THE YELLOW ZIG-ZAGS; TO DO SO ENDANGERS THE SAFETY OF ALL ROAD USERS INCLUDING YOUR OWN CHILDREN.**

## Valuables

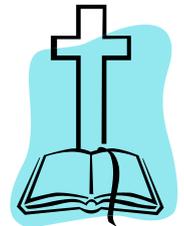
Children should not bring valuable items to school, such as ipods, phones, electronic games.

## Lost Property

Lost property is collected and stored in the hall and is available for children and parents to search through. Please ensure that all clothing and equipment is clearly marked with the name of the child.

## Collective Worship

Our worship is in accordance with the principles and practices of the Church of England. Children take part in daily collective worship. Our collective worship aims to provide the opportunity for children to worship God, to consider spiritual and moral issues and to explore their own beliefs. We encourage participation and response through listening to and joining in the worship offered.



As a parent, if you wish to withdraw your child from collective worship you have the right to do so under the Education Reform Act 1988. Please discuss this with the Headteacher.

## Transport

Northamptonshire County Council provide a free 'transport to school' service for those children who live outside statutory walking distance from school. A school bus operates between Sibbertoft and Welford. Applications and agreement for provision of transport is made between parent/carers and Northamptonshire County Council, Schools Transport. Further details regarding school transport can be found at [www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk) section H of A to Z of Services - Home to school travel.

## Transfer at Eleven to Secondary Education

Children normally transfer to Guilsborough School at the end of Year 6. The final choice of secondary school is yours but if you do decide on Guilsborough then during Year 6 children will meet staff from that school. They will also spend a day there in the Summer term.

*'Pupils' spiritual, moral and cultural development is promoted well.'*  
*Ofsted, December 2012.*



## **8. Parental and Community Links**

### **School Links**

A newsletter is published fortnightly and is sent home with the eldest child of the family in school. If you would prefer to receive your newsletter electronically please confirm this with the school office and provide an email address. Parents' evenings are arranged for the Autumn and Spring terms. A Home-School Agreement is written which all parents and children are asked to agree to and sign.

### **Home-School Agreement**

See Home-School Agreement published as an attachment to this prospectus.

### **Parent Consultation**

Parents' evenings are held during the Autumn and Spring terms. A written report to parents/carers on their child's progress and attainment is issued in the Summer term. Parents/carers are encouraged to phone the school with any problems. A questionnaire is sent to all parents/carers annually and Governors are usually available during parents' evenings.

### **Volunteers in School**

There are many areas of life in school that would be almost impossible without the help of parents/carers and friends of the school. Volunteers come in to help generally in the classroom and more specifically with art and design, welly walking and listening to children read. Many who cannot commit themselves regularly are able to help occasionally with such things as gardening and school events. We are most grateful for all the support we receive. Volunteers are subject to a DBS check.

### **Data Protection**

The school has a computerised administration system, which stores the information that you have given us regarding your child. The information is only used for those purposes for which the school is registered under the Data Protection Act.

### **Welford Pre-School**

Welford Pre-School provide wrap around care in their mobile classroom which is situated within the school grounds. They are independent of the school but work closely with the teachers. Provision starts from 8.00am with a breakfast club, pre-school sessions daily and an after-school club known as 'Kids Aloud' open to 6.00pm term time only. Anyone interested in the provision available at pre-school can either telephone 01858 575134 or drop in and speak to a member of staff in person.

### **Community Links**

We actively promote links with the community by encouraging children to take part in the numerous clubs and societies that are available to them. We have links with Local Police and the Fire Service who visit on a regular basis and assist with the Personal, Social and Health Education of the children. A number of local people offer their expertise and help with singing, reading, gardening and many other areas. Their willing support is valued.

