

Holme St Cuthbert Primary School



Prospectus

2017 -2018

**Holme St Cuthbert School
Mawbray, Maryport
Cumbria, CA15 6QZ**

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School Year

September 2017 - August 2018

**A Home – School Agreement was written by parents,
children and staff and it is hoped that all families
support school and sign the agreement.**

Corporate Director of Children's Services:

**Julia Morrison
5 Portland Square
Carlisle
Tel: (01228) 606060**

The school is a community school, maintained by the Local Authority, and caters for boys and girls of 4 – 11 years. There are currently 62 on roll.

We have a very busy school with parents, staff and governors and community working closely together.

The teaching staff are:

Mrs Lynn Carini - Head Teacher

Mrs Sharron Henderson - School Administrator

Miss Nicola Hodgson - Reception and KS1 Teacher

Mrs Sarah Gale - KS2 Teacher and SEN Coordinator

Miss Kate Sargent- KS2 Teacher Teacher

Mrs Liz Gilroy - Senior Teaching Assistant

Mrs Jackie Strick - Senior Teaching Assistant

Miss Samantha Tremble - Teaching Assistant

Mrs Fiona Houghton – Senior Teaching Assistant (1-1)

Mrs Helen Thompson – Teaching Assistant

Miss Kelly Hazell - School Caretaker

Mrs Susan Glencross - Kitchen Manager

Mrs Ann Taylor - Midday Supervisor

Mrs Sarah McGuire - Midday Supervisor

Mrs Joanne Hodgson - Midday Supervisor

Mrs Anna Pattinson - Midday Supervisor

Mr Andy Conkey - PE Teacher

Mr Brian Melville - Music Teacher

The governing body works hard to support the staff and the school.

Governors:

Mrs Kristina Stevens - Chair of Governors

Mr Timothy Savelio- Vice Chair of Governors

Miss Samantha Tremble - Clerk of Governors

Mrs Helen Thompson- SEN Governor

Mrs Nicola Myers - Safeguarding Governor

Mrs Movern Anson – Parent Governor/LA governor

Mrs Margaret Graham - Co-opted Governor

Mr Matt McNamara – Browne - Link Governor

Miss Nicola Hodgson - Staff Governor

Mr Omar Rabia – Co-opted Governor

Governors' meetings are held in school at least six times each year, one meeting each half term. Minutes of Governors' meetings are displayed after each meeting. Minutes of previous meetings available on request.

To read our most recent FULL OFSTED report (March 2017) please go to www.ofsted.gov.uk/reports/. Or on our school website.

OUR SCHOOL AIMS

*To be a happy and secure school where parents, staff and children work together to develop co-operation, partnership, tolerance, honesty and respect for others.
To provide a rich, varied and appropriate learning experience in a stimulating environment.*

The philosophy of the Head and Governors of Holme St Cuthbert School is that the school should be at the heart of the community and that parents and members of the community are welcome in school. We welcome parents, grandparents and friends into school. We take the issue of child protection seriously and regular helpers in school are required to undertake DBS checks.

We believe in keeping parents informed. A newsletter is produced every fortnight. There is information on our website and a notice board in school. Due to the huge number of policies the school has to produce, we no longer routinely give these out. If you would like to read any of them they are on our website if you require a hard copy just enquire at the office and we will give you a copy.

We encourage parents to participate in decision making by, for example, asking them to help with the writing of policies and in reviewing aspects of school life. Parents and children have recently voted for a Facebook page and have helped decide what the curriculum evenings will be for the year.

We have included a “jargon buster” at the end of this prospectus to explain some of the terminology used in it.

Parental Help – We have a broad and interesting curriculum, which is greatly enhanced by the parents and friends of the school who are particularly supportive. They help in many ways such as:

- The community organise fund raising through the Friends of Holme St Cuthbert.
- Parents help with policy documents.
- Parents support our Family Learning Courses.
- Parents participate in our Christmas activities and other events throughout the year.
- Help with transporting pupils on numerous educational visits.
- Support in class.
- Give talks.
- Help make resources.
- Support extra curricular activities such as nature club, reading in school and trips.
- Load software onto computers.

The list is almost endless but the parents are exceptionally supportive.

Parents and members of the community are invited into school for concerts, special events such as Christmas and Summer fairs, Harvest and Mother’s Day assemblies where children perform readings, sing songs and play instruments.

Parents are invited to an informal parents’ evening 3 times a year to discuss progress, settling in and targets.

An annual report on each child's progress is provided during the Summer term.

We also try to run curriculum evenings to explain how we teach a subject and what we expect the children to do.

Our philosophy is also that children should be encouraged to be independent, responsible and caring.

We develop these attitudes in the following ways:

- Upkeep of the grounds.
- Participation in the School Council.
- Children are often given walls, which are for their own display.
- Children organise their own assemblies.
- A commitment to environmental and local community concerns.
- We run a system of shared reading with each other.
- Easy access to equipment.
- Positive playtimes.
- Global Learning, Philosophy for children, British Values and PSHE

As part of our philosophy we also actively encourage co-operation with local schools in a small school cluster, wherever possible, combining for trips and sporting activities and curriculum work.

SCHOOL SESSIONS

Morning School: 8.45 - 12.00

Afternoon School: 1.00 - 3.00

This results in 23.5 hours per week lesson time in the juniors and 21.25 hours per week in the infants, excluding registration, assemblies and breaks.

THE CURRICULUM

AIMS OF THE CURRICULUM

- To help pupils to develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks with a reasonable degree of concentration.
- To develop independence.
- To acquire knowledge and skills and practical abilities and the will to use them.
- To help pupils use language and number effectively.
- To encourage children to work hard individually and with others as contributing members of a co-operative group.
- To develop respect for moral values, acceptance of other races and ways of life, and sympathy for those less fortunate than themselves.
- To appreciate human achievements in art, music, literature and science and to enjoy the experience of creative work in those areas of the curriculum.
- To become self confident in their efforts and acquire values related to self discipline, self-motivation and effort.

- To follow planned curriculum programmes of study in line with the core and Foundation subjects of the National Curriculum, devised by the professional teaching staff of the school in co-operation with the Governing Body of the school.
- To develop self confidence in public speaking and a lasting love of the English language and literature.

ORGANISATION OF THE CURRICULUM

Children at Holme St Cuthbert benefit from a topic based teaching and learning approach with creative, meaningful cross-curricular links made across all subjects. We encourage children to make connections between different subjects and transfer and apply their developing skills to varied experiences and activities. Learning through topic motivates children to explore new concepts and communicate their discoveries, allowing teachers and children to pursue interests together in the learning process.

Children in the school follow programmes of study and appropriate end of year expectations of the National Curriculum in all subjects, both core and foundation. Reception children follow the Early Years Foundation Stage Curriculum, which means they will be spending substantial amounts of time outside. The infants work within Key Stage 1, the juniors within Key Stage 2.

There are two classes of vertically grouped children, aged 4 to 7 and 7 to 11. Currently there are 39 junior children and 23 infants. Both classes have support of teaching assistants, working under the guidance of the teachers. The junior class is divided for numeracy and literacy into a Year 3/4 class and a Year 5/6 class.

Both classes have a two-year cycle of topics to ensure continuity and avoid repetition. Any parent wishing to see a school curriculum document may view the document on the website. If copies of these documents are required by parents then photocopies will be made for purchase at a price equivalent to the actual cost.

Each teacher is responsible for the general progress of his/her class but the staff have daily discussion about children to assess progress.

The children of both classes share read once a week and share some assemblies. We have a mixture of teaching styles based on the subject being taught and on the needs of the children. We do whole class lessons in all subjects but also use group work when the teacher is actively teaching another group. The children are grouped by ability for some lessons, by age for others and by friendship for some.

SMALL GROUP TEACHING

Sometimes children may be withdrawn to work on a range of small group or 1-1 sessions. This may be to support literacy or maths development or to provide challenge to more able children.

READING

A strong emphasis is placed on reading skills. Both classes have a good selection of new reading books from which the children can choose depending on their level within our new scheme Accelerated Reading. The infants have a quiet corner where they can choose to read and all the children can use our new library. We use the Mobile School Library and the Schools' Project Library.

The school has a policy of daily guided reading, believing that this provides the confidence needed for sound, enjoyable reading.

Reception and KS1

The Reception and KS1 children have a safe play area where they can explore learning activities with either the classroom assistant or teacher. They have an enclosed outdoor area which is attached to the classroom. The Key Stage 1 children are taught with the Foundation children for some lessons but have the advantage of more peaceful times when the younger children are in the safe play area. The unit is equipped with a good variety of reading books, which are coded according to content and difficulty. There is an element of choice for the children when selecting their reading books, but this is under the guidance of the teacher where necessary, and the book must be of the correct code or level.

Parents are welcomed to school in the morning when they can help their child settle into class and read with their child or watch their children quiz.

There is a reading corner, which is accessible at all times.

KS2

The main aim is to build on those skills learned in the infants, developing fluency and comprehension. Some children have paired reading partners. The children are encouraged to read in their spare time from the school library and use other materials for comprehension.

SPEAKING AND LISTENING

Speaking and listening occupies high priority in school and we encourage the children to speak in front of other children and adults in a variety of situations. Our policy of welcoming other adults into school has a positive value because the children readily adjust to new audiences.

MATHS

We believe that maths should be enjoyable and relevant to real situations. We are following the New Maths Curriculum and use a variety of materials to enhance the plans. All teachers work to develop mental maths strategies. We do this daily and encourage all the children to participate in these oral sessions. We are not just asking for answers; we also ask the children to explain how they arrived at an answer, this being an important part of understanding maths.

Reception and KS1

Some Maths work is taught in a topic, for example a topic on My Body will include graph work on eye colour etc. and measurement work. Topics are carefully planned to cover many aspects of National Curriculum mathematics. Those aspects not covered are taught in more formal lessons. The Reception children and Years 1 and 2 use Collins New Primary Maths books. The infants has a selection of mathematical games and teaching aids, which are used on a regular basis to aid practical maths experiences.

KS2

The children are in ability groups for most of their work. The KS2 teachers try to base KS2 maths on practical activities where possible and to give the children hands on experience. Children learn their tables and do regular activities related to the quick recall of maths facts and vocabulary.

SCIENCE

Science is taught both through topic work and as specific science lessons. We think that science should be good fun and we enjoy doing practical science. We make good use of our grounds and environment in science; the children grow a variety of plants, use and understand the compost heap and learn to respect living things. We have STEM weeks to help enhance the whole curriculum. The children are grouped according to age or ability in both classes for science lessons.

LIAISON WITH SECONDARY SCHOOL

We work closely with Solway Community Technology College and our children enjoy many activities led by specialist secondary teachers. The junior children regularly use the Science, Art, I.T. and Food Technology rooms and the Sports Hall at the school. In addition staff visit our school to deliver lessons and work alongside ourselves in the classroom.

“Thank you very much for this, it is so satisfying that between us and you we can make what is basically a very scary process positive. You make it very easy to organise at this end”.

Solway Secondary School

TECHNOLOGY

Children are grouped with mixed ages for this work. We have found that this is beneficial, as the younger children are helped by the older children and the older ones develop a sense of responsibility and worth. Co-operation is an important aspect of education and this kind of grouping encourages co-operative work. Sometimes there will be projects for specific year groups involving scientists and technicians from local businesses and research institutes.

INFORMATION TECHNOLOGY

Teachers are enthusiastic about I.C.T. (Information Communications Technology). We have a bank of laptops, iPads and Surfaces for the children to use for coding, binary and research on the internet. (The schools Internet safety policy is available on the school website).The children have access to the computers and enjoy using them. They also enjoy using the digital camera. In addition there are interactive whiteboards in each classroom. We enjoy using the weather station in the quiet garden, as well as videos and voice recorders for interactive displays.

HISTORY AND GEOGRAPHY

We prefer to provide the children with first hand experiences to support our teaching, so we go to the Lake District, down to the beach, visit local farms, dress up as famous people, visit Tullie House for “hands-on” experiences etc.

FOREST SCHOOL/OUR COMMUNITY – A marvellous learning opportunity

Our infant teacher is a qualified Forest School practitioner and our infants enjoy regular forest school sessions on our own school grounds. Forest school is an educational concept that began in Denmark in the 1980's and is now taking root across Britain. Its philosophy is to equip young people with an education that encourages an appreciation of the natural world. Through a series of visits to woodland areas over an extended period of time children and adults are encouraged to be independent and, by working through small achievable tasks in a stimulating environment, are able to build self-esteem and develop social and management skills.

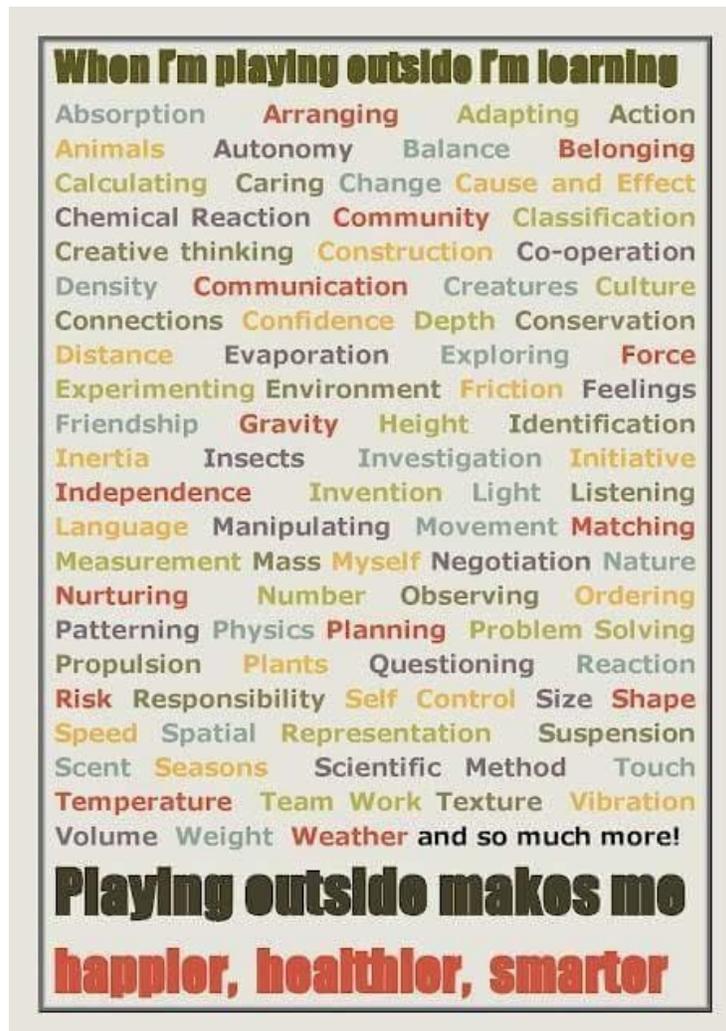
<p>Main themes: Exploration and discovery</p>	<p>Picking up sticks – the correct way to carry Staying together 1,2,3 Where are you? Knowing the boundary Correct way to sit in campfire area What's here? Flora, fauna and basic site layout Learning what's OK and not OK (for adults too) License to get dirty and explore mud Using the senses Free play opportunities The Forest School song Circle time (most of the above will continue throughout the year)</p>
<p>Main themes: Seeds, hibernation and fire lighting</p>	<p>Increasing familiarity and well-being in the woodland Monitor/observe change in seasons/weather Life cycles, finding and planting seeds How animals prepare for winter, feeding the birds What's here? Special places, looking closely and in detail Activities leading up to fire lighting Lighting the first fire</p>
<p>Main themes: introducing tools, cooking</p>	<p>Linking activities to events in the woodland and onset of Spring Learning to use potato peelers, saws and ropes safely Repetition of gathering wood, fire laying and fire fighting Making a toasting stick and toasting marshmallow on the camp fire</p>
<p>Main themes: Homes, musical instruments, changing materials</p>	<p>Increasing child initiated activities Nest building Shelter building using natural materials Learn to use knives safely Make musical instruments Cooking popcorn</p>
<p>Main themes: Plant growth, colour, trails</p>	<p>Linking activities to events in the woodland and onset of Summer Identifying plants and trees Making charcoal, collecting natural colours, making paint brushes Learn to use secateurs safely, cut and coppice Mapping sticks, laying trails, treasure maps</p>
<p>Main themes: Minibeasts, connecting things, celebration</p>	<p>Making minibeasts from natural materials Tie knots/lashings, make hurdles and mini-Simonders using a range of tools Making spider's webs Practical problems and team challenges Parents' day</p>

WELLY WEDNESDAY

All the infants every Wednesday take part in Welly Wednesday days as part of our outdoor curriculum. The children change into clothes which are suitable for the weather conditions that day and bring a pair of wellies (or other suitable footwear) to wear when working outdoors.

Each half term there is a different topic which stem from the children's interests. We have just completed a Fairy Garden and are about to embark on an art project for the quiet garden! In Numeracy we have weighed and measured our wellies, we also try our best to keep them organised in pairs as when we counted there were nearly 50 Wellingtons! In literacy we have read lots of different stories about our topic, we have found words which rhyme with Welly. In PE we have had Welly races and Welly throwing games. We also have done lots of art and craft activities from welly prints, to drawing around our wellies and making collages. Sometimes we have even just gone outside and jumped in puddles and had great fun getting a little wet! We have built dens and have a mud kitchen which the children really enjoy. After all the fun the children then cannot wait to write, draw and talk about their experiences. This year the juniors are going to take part in learning about their community by visiting local places of interest for example the auction at Wigton, Carrs Flour Factory, The Solway, The Abbey, nature walks, the pond at Newtown that the children were involved with the restoration of.

The outdoor environment is a rich, dynamic and natural space for learning and development in children of all ages. Its value as an essential learning resource has been recognised by many pieces of research and more recently within the Early Years Foundation Stage (EYFS), particularly within the principle of 'Enabling Environments'.



The EYFS states:

- 'Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
- Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
- It gives children first-hand contact with weather, seasons and the natural world. physically active and exuberant.'

We are passionate as a school about outdoor learning and incorporate it as much as we can into everyday practice. However, Welly Wednesday's are special and both the children and staff really look forward to them!

GLOBAL LEARNING

Recent developments in our curriculum include embedding an awareness of the world around the child. Through this we have integrated the fundamental aims of the Global Learning Programme (GLP) to develop a whole school approach to global learning.

The GLP whole school framework is designed to support schools in achieving the highest global learning pupil outcomes. It helps pupils recognize where and how they can embed global learning more deeply across all areas of the curriculum. We know that this approach achieves the greatest outcomes across our school and will better support wider school improvement.

ENTERPRISE

At Holme St Cuthbert School we have woven entrepreneurial (business) skills into many areas of the curriculum through a new learning scheme called 'Enterprise'.

Enterprise aims to raise aspirations and increase pupils' understanding of the world of work and business, and their future role in adult life; additionally promoting progression in lifelong learning and skills development.

Over the last two years the children have been involved in and worked alongside our community to create a farmers' market with a Fairtrade café, helped organise a Pudding Night to raise money for disadvantaged children (Rising Stars) in Cumbria and took over the running of the school for a day. The children have planned and organised their own summer fayres and help out at charity days.

Our children took great pride in their organised events and revealed how Enterprise brings the classroom into the real world. The children displayed skills in teamwork, decision making, planning, accounting, taking responsibility and innovating new ideas, as well as learning about having a 'can do' attitude.

We hope to undertake more Enterprise challenges, with the children playing a key role in organising and planning events, making the right choices and being willing to try new ideas outside of traditional school activities.

NATIONAL CURRICULUM TESTING

Last year our Year 6 children took their SATS in English and Maths and SPAG. All our children reached, and many surpassed, national expectations. We are well above average in reading and we are very proud of our children.

SPECIAL NEEDS

The school identifies Special Needs for children in the following categories:

- Literacy difficulties
- Speech and language problems
- Physical, medical problems
- Behavioural, emotional and social problems
- Mild, moderate and specific learning difficulties
- More able children

In line with current Code of Practice, a file is opened by individual teachers if a child is thought to have a problem. Parents are informed and involved, as is either the Head and/or Special Needs Co-ordinator. A review date is given at the first meeting and strategies are begun in order to assist the child.

The school will look for the best advice available at this stage. Detailed notes will be kept and referred to. If at any stage we feel that process is insufficient, or extra help would be required, then we move through into the statementing procedure, involving the agencies employed by the L.E.A.

Children with Special Needs will be taught both within the classroom and separately and follow parallel work to that of mainstream children. Parents will be regularly informed and their assistance will be sought. It may be necessary for a weekly report to be sent home. We also use home-to-school books. These are used by the children, parents and teachers to record any work which needs to be done at home. Teachers and parents also write comments in the books to say how a child has performed a task, usually positive comments, so that both teacher and parent are kept informed of the child's progress.

Assessments will be made at regular intervals and resources provided when finance allows. This policy is reviewed regularly; the school has a Special Needs co-ordinator and a governor who is responsible for monitoring Special Needs pupils. Any questions parents may have must be directed first to the Head Teacher or to Mrs Sarah Gale who is the Special Needs Co-ordinator.

We have a Gifted and Talented Policy and a system for providing appropriate activities for these children. This includes different activities in class and special days run with other talented children from our small school cluster. We also access day schools with the Rural Gifted and Talented Network in the North West.

Staff meet frequently to discuss children with Special Needs and at these meetings any child who is showing exceptional ability will be discussed and a plan of action produced.

EDUCATIONAL PSYCHOLOGIST

Educational psychologists are employed by Cumbria County Council to work with schools, families and individuals. They are qualified psychologists and experienced teachers. Having studied child development, learning and behaviour they are particularly concerned with ensuring that children get the best out of school. Sometimes a child may experience a particular difficulty in school and psychologists can advise teachers and parents about how she/he can be helped.

HOMEWORK

All children do regular homework, as determined by the homework policy. Homework should not create worry - if it does please let Mrs Carini know. All children have access to Purple Mash via the school website. From this they can enjoy computer games which reinforce their learning in English, Science, Maths, ICT and French.

RELIGIOUS EDUCATION

This is a non-denominational school and no doctrine is taught. There is an assembly each day, either a class assembly or a whole school assembly. Any parents who wish to withdraw their child from assembly or R.E. lessons have merely to inform the Head teacher. If a child is withdrawn he/she will sit in the other class with the other teacher. The R.E. document is in place. Teachers are implementing the Cumbria scheme of work. A policy for collective worship (assemblies) is in place. We have half termly assemblies in the church.

SPORT

We aim to teach those skills and strategies which will enable children to participate in and enjoy a range of sporting activities.

Children in both Key Stages spend at least two hours a week doing P.E. All children have PE on a Monday provided by a specialist level 2 coach.

We are part of the Solway Cluster and we have access to their new sports hall and take part in a wide range of sporting activities in and out of school, including cricket, hockey, rugby, tennis, football, gymnastics and rounders, orienteering etc.

We have developed community links with Workington Reds Football Club, Workington Rugby Club and Aspatria Rugby Club, Workington Reds Football Club and Wigton Archery Club.

We provide extra-curricular sporting activities and have had running, cricket, parachute, dance, rugby and football clubs and archery after school.

The Junior class attend swimming lessons at Netherhall each week in the Autumn Term.

MUSIC and the ARTS

In addition to the music curriculum, our school takes part in the Wider Opportunities last year the year 6 children took part in the programme Curious Minds, and our year 3/4 children took part in a Viking arts term. We currently offer tuition in guitar & keyboard to Junior children.

EXTRA CURRICULAR ACTIVITIES

A variety of activities are organised on a termly or half termly basis. Some activities include parachute activities, football, art and crafts, gardening, dance, music, Spanish, archery and drama. Film Club is held in the Autumn term. We welcome any parental help.

THE SCHOOL BUILDINGS

The school has two building units. One unit houses three classrooms, a safe play area for the reception class, a staff room, offices, an intervention area. The toilets have been completely refurbished and there is a toilet for the disabled. The second unit houses a

large room with the kitchen area. This is used as an additional classroom for P.E. and music lessons. The school has three large playing areas, a quiet garden and a school playfield. Within the school grounds we have an Outdoor Stage, a Millhouse, a climbing frame, tyres and a fairy garden.

SECURITY

The Governors are constantly aware of the need to maintain good security in school and have installed a door-bell and lock on the front door of the main building.

ATTENDANCE

Our attendance is always good. We encourage parents to get the children into school by 8.20am so the children have 25 minutes social time or challenge time before registration at 8.45am.

PERSONAL ACCIDENT INSURANCE

Some parents may wrongly assume that if a child is injured at school the County Council is held responsible regardless of the circumstances and that its insurance will automatically apply. This is not so - the County Council's responsibility is strictly limited to cases where there is negligence by them or their staff. Accidents can happen in school, or on the sports field, or during school visits, when the County Council or its staff are not in any way at fault and therefore, not responsible.

The provision of personal accident insurance is considered to be the responsibility of parents. Parents who are interested in this form of insurance can contact their local insurance broker, but they may be interested to know that the National Confederation of Parent-Teacher Associations has arranged a suitable policy. It costs approximately £10 per annum, but it provides for substantial compensation in the event of a disabling injury, regardless of how or when caused.

DISCIPLINE

Children in our school are friendly and co-operative and discipline is generally not a problem. The aim of the school is to encourage and promote self-discipline, which is concerned with self-esteem, considerate actions and respect for other people's property. Golden Time is given as a reward for continuing high standards of behaviour. We expect to have the support of parents in our aims for excellent discipline.

The rules of the school are few and mainly concerned with safety.

School Rules

School rules are brought to the children's attention regularly.

- Children must not bring sweets or biscuits to school for break, only fruit or vegetables or a healthy snack
- Jewellery – rings, bracelets, and necklaces should not be worn (Safety).
- If ears are pierced small studs may be worn but not ear-rings (Safety).
- In P.E., studs must be taken out (Safety).
- Bullying of any kind is not acceptable (Ethos of School).
- Any money or mobile phones brought to school should be handed over to the teacher and not left in the child's pocket or bag (Organisation).
- No child to go on the car park or road without an adult (Safety).
- No running in school (Safety).
- No running across the car park (Safety).

- Only adults to open the front door (Safety).
- At present we have no nut allergies

The sanctions used in the school are:

- A reprimand by the teacher.
- A loss of privilege, like a playtime or activity.
- We have close contact with parents and if a child does not respond to initial actions the parents will be told. (The children know this in the same way that they know we will inform parents of super behaviour or good work).
- If misbehaviour persists we will discuss the problem with parents and at this stage we will keep formal records and the child's behaviour will be reviewed regularly with parents and child. (See attached sheet).
- If the above action fails then more serious actions will be taken in accordance with the L.E.A.'s guidelines.
- Bullying is dealt with as soon as possible after the incident and parents will be informed if the child is seen to bully again.
- Deliberate damage will be paid for.
- Staff are trained in 'Team Teach' – a safe way to restrain children for their own or others safety. If restraint is used, this incident will be recorded and parents informed.

The teacher must be seen to be able to take such sanctions and operate "in loco parentis" - acting as a reasonable parent would act.

PASTORAL CARE

Each teacher is responsible for the welfare of the children in his/her group. The children are put in family groups and they are encouraged to discuss problems among themselves and with the teacher. We find this a good way to cope with many minor problems. Some of our children are trained as peer mentors to support younger children.

KIDSAFE

We have Mrs Gilroy an STA employed by our school who is Kidsafe trained. Mrs Gilroy will run termly parents meetings to help the parents understand what we do and achieve from running Kidsafe sessions in our school. The children will take part in a session of Kidsafe once a week and a letter will be sent home explaining to the parents what they have been learning about or discussing. If parents have any concerns or questions please see Mrs Carini or Mrs Gilroy. We believe educating children in all areas of growing up and coping with all aspects is a must! If children are not educated they may not understand it is unacceptable behaviour.

SEX EDUCATION

Throughout their period of time at the school children may undertake a programme of study which will involve some element of sex education. This statement is a requirement by statute but is intended to clarify the position for staff, governors and parents.

- Whilst sex education might be considered the responsibility of parents we must recognise that circumstances arise which place the issues in the province of the curriculum.
- Where these issues arise as part of a course and elements are concerned with birth, nurture and health, not the process of conception, then teachers handle the matter

with care and sensitivity. Consultation with parents is not a requirement in this situation.

- Issues may arise involving individual or small groups of children who by words or action may indicate a serious lack of understanding on sexual matters or serious misunderstandings. Acting in "loco parentis" staff may need to talk such matters through, without parental consultation.
- The sex education policy states that consideration should be given to:
 - the age and maturity of the children
 - sensitivity to individual responses and background
 - correct information, knowledge and vocabulary
 - the concept of relationships and the importance of care and loving
 - in the case of human sexual matters a strong emphasis on health education
 - ensuring that what is taught is in such a manner as to encourage pupils to have due regard to moral consideration and the value of family life.

A sex education policy is in place.

SCHOOL COUNCIL

Our school is committed to encouraging the PUPIL VOICE. We have an active School Council involved in many aspects of school life.

MEDICINES AND ACCIDENTS

These should be handed to the teacher with written instructions and clearly named. We will try to see that these are administered at the correct times. Recent guidelines state that school does not have to administer medicines which need to be taken three times a day. We are only allowed to administer medication prescribed by a doctor and in its original packaging and that has to be administered four times a day. Medicine must be named and medicine dosage and expiry date must be clearly filled in by parents in our medicine file – see a member of staff. A medicine spoon should also be provided. Children with asthma must keep an inhaler in school at all times and parents fill in a self administration of medicine permission form. If a child has an accident requiring some medical attention, we will try to contact you and take the child to the hospital for treatment. If possible we will arrange to meet you at the hospital to save time. Minor treatments (e.g. stitches) cannot be given without the consent of parents and the child's doctor, so it is important that we know the name of your family doctor. Any serious injury could only be treated at the Cumberland Infirmary and we would certainly contact parents as soon as possible.

UNIFORM

As of September 2017/18 the school uniform will be...

- Black school shoes.
- Black or Grey school trousers, shorts, skirt, or dress (grey or black tights).
- White or royal blue polo shirt.
- Royal blue jumper or Hoody.
- Outdoor shoes can be any colour.
- Wellies for welly Wednesday.

- A full PE kit to be brought into school on a Monday and left in school until Friday (PE hoody is advisable but optional).
- Old clothes for wellies Wednesday brought into school.
- Children will no longer be required to come into school ready in PE kits or for Welly Wednesday as they will be given time to changed at school.

Any questions please see Mrs Carini and thank you for your support.

LUNCHTIME

The lunch hour is 12 0'clock to 1 0'clock. Meals are provided by Westnewton School Kitchen (Infant children get free meals) or packed lunches can be brought in. Lunch is eaten in the canteen.

We have mid day supervisors who are supportive and kind to the children and who enter fully into the life of the school.

We would appreciate parents letting us know before 9.30 am please if your child will not need lunch so that we can cancel a meal.

Children are encouraged to be active by playing games and doing activities after lunch. The mid-day supervisors are trained to use Huff and Puff apparatus with the children. This equipment includes a variety of balls, balancing activities, throwing and catching apparatus and is fun to use. We participate in the Positive Playtime Scheme where the Year 6 children sometimes organise the dinner time activities.

Should a free school meal be required application forms are available from school or from the Education Office, 5 Portland Square, Carlisle. Information given is confidential and not seen by the school. Only children of parents in receipt of Income Support are eligible for free school meals.

ADMISSIONS

The school's admission level is 10. Admission to the school is in September at the beginning of the year during which the child becomes five.

The infant teacher visits Silloth Nursery, Stepping Stones and Abbeytown School to see new children.

The children visit the school for several half days and 1 whole day in the term preceding admission to the school. There is a parent/teacher meeting in July

Parents who are considering admitting a child to school are welcome to phone school and arrange a visit to talk to the Head teacher and staff.

TRANSFER TO SECONDARY SCHOOL

We are in the catchment area for Solway School and by the end of Year 6 children will be very familiar with the staff and buildings at Solway School. Parents and children may opt for another school and children may get a place, providing there are spaces in that school.

We try to make the transfer of children to secondary school as smooth as possible. Year 5 and 6 children meet pupils from each of the six primary schools in our consortium in a range of activities.

CHARGING AND REMISSIONS POLICIES (available on website)

- The School will honour the provisions of the Education Reform Act which, broadly speaking, provide that no compulsory charge may be made for any activity half or more of which takes place within normal hours; nor for any essential material or equipment used during school hours; nor for most residential courses; charges may be made for board and lodging on residential courses unless parents or guardians are receiving Family Credit or Income Support.
- The school will wish to organize certain activities the cost of which are beyond its resources. Accordingly, before organizing such activities, the school will invite parents to commit themselves to a voluntary contribution approximately equal to the cost, or part of the cost, of the activity divided by the number of eligible pupils. Please note, that unless the total contributions cover the anticipated cost, then the activity cannot take place. Where activities need to be planned and expense incurred well in advance, the money itself will be sought at an early stage and refunds made if the activity cannot proceed.
- The school may charge as appropriate for activities more than half of which take place outside school hours or during the mid-day break.
- Where parents or guardians are unable to afford to make voluntary contributions every effort will be made to obtain grants or other subsidies.

FORMAL COMPLAINTS PROCEDURE (available on website)

If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concerns with your child's teacher. If you are still concerned after talking with the teacher, you should arrange to meet with the Head Teacher. Obviously, as a staff, we will do all we can to resolve your concerns and to ensure you are happy with your child's education.

There may be occasions when parents wish to complain about matters relating to the curriculum and collective worship, which are the responsibility of the Governing Body and/or the Local Education Authority. Special formal arrangements exist for dealing with complaints of this kind. Copies of a leaflet which outlines these arrangements are available from the school, as are copies of the full arrangements themselves. Advice on how to pursue a formal complaint is also available from:- School Places Team, Education Department, 5 Portland Square, Carlisle, CA1 1PU. Telephone: Carlisle (01228) 606888/606999.

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct as at the date of printing. In particular, nothing herein prejudices the right of the Education Committee, or any of its Sub-Committees, or the Governors or the Head of the School, to make any decision relating to the school as it sees fit without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors, nor the school, nor the Education Authority, nor any members of the Authority or the school is deemed responsible for any erroneous information contained in this document.

INSURANCE

Personal items and belongings are not covered by the school's insurance.

SCHOOL TERM AND HOLIDAY DATES 2016/2017 (available on website)

JARGON BUSTER

Foundation Stage	Reception children
Key Stage 1	The Infants (Reception, Years 1 and 2)
Key Stage 2	The Juniors (Years 3, 4, 5, and 6)
End of Year Expectations	Where the children are expected to achieve at the end of each year. Working Towards- WTS At expected- EXS Greater Depth GDS
Baseline Assessment	A standard assessment test for all Reception children entering school
LA	Local Authority
SENCO	Special Needs Co-ordinator
Policy Review	A statement on how the school tries to cover certain aspects of the curriculum
SATS	Standard Assessment Test (taken in KS1 in Year 2 and KS2 in Year 6)
Longcake	A local fund which kindly donates money to our school
DCSF	Department for Children, Schools and Families
SAWA	Special Attachment Welfare Assistant
I. C. T.	Information and Communications Technology
Q.C.A.	Qualifications and Curriculum Authority
SAZ	Sports Action Zone
EYFS	Early Years Foundation Stage

IF YOU FIND ANY OTHERS PLEASE LET US KNOW!