



# Silkstone Common Junior and Infant School



## 2011/2012 Prospectus

Moorend Lane, Silkstone Common,  
Barnsley, South Yorkshire S75 4QT

01226 790471

[www.silkstonecommonji.co.uk](http://www.silkstonecommonji.co.uk)



## Silkstone Common Junior & Infant School

Moorend Lane, Silkstone Common, Barnsley. S75 4QT

Headteacher: Mr P.W.Evans, Tel 01226 790 471

Dear Parents

The staff and Governors at Silkstone Common J & I School have compiled this booklet. A school prospectus cannot answer all of your questions about our school. However, we hope that it will give you an insight into our aims and values.

Each child is encouraged to develop as an individual and feel a part of a strongly caring and supportive community. This is created by a team of experienced staff who have high expectations of the children in their care.

A full, balanced and stimulating curriculum encourages children to give of their best. Our most recent Ofsted Inspection report in November 2008 said that Silkstone Common J & I School **"is an outstanding school in all areas"**. This success is due to teachers, parents and governors working together for the benefit of the school.

We look forward to a happy and successful association with you and your family. It is important that mutual trust and understanding will be the basis of our shared responsibility.

Yours sincerely

Headteacher



## Contents

<b>Key Information for parents</b> .....	4
Details about the school .....	4
Staff.....	4
<b>The Governing Body</b> .....	5
Members of the governing body.....	5
<b>The Aims Of The School</b> .....	6
<b>About the school</b> .....	7
<b>How Is The School Organized?</b> .....	8
The arrangement of classes .....	8
The school day .....	8
Homework .....	8
Parental involvement .....	8
<b>What Are The Children Taught?</b> .....	9
<b>What are the children taught?</b> .....	10
<b>What Are The Children Taught?</b> .....	11
<b>The School's Overall Approach</b> .....	12
<b>Extra-curricular activities</b> .....	13
<b>Our Approach To Children's Behaviour And Assessment</b> .....	14
<b>Problems</b> .....	15
<b>Other Areas</b> .....	16
Holidays .....	16
School meals .....	16
Clothing .....	16
<b>Safety and School development</b> .....	17
Technology .....	17
Health .....	17
Parent Teacher Association .....	17
<b>Key Stage Two (KS 2) Results 2011</b> .....	18
<b>Key Stage One (KS I) Results 2011</b> .....	19
<b>Holiday And Teacher Training (Inset) Day Calendar 2011 - 2012</b> .....	20



## Key Information for parents

### Details about the school

Address	Silkstone Common Junior & Infant School, Moorend Lane, Silkstone Common, Barnsley South Yorkshire, S754QT Telephone (01226) 790471
Type of School	Community

### Key contacts

Headteacher	Mr P W Evans
Deputy Headteacher	Mr J Massey
Education Authority	Barnsley Metropolitan Borough Council Berneslai Close, Barnsley, S70 2HS
Chief Education Officer	Judith Harwood Education Office, Berneslai Close, Barnsley, S70 2HS
Education Welfare Officer	Tony Hewitt (Please contact clo Penistone Grammar School, Tel:01226-762114)

### Staff

Teaching and classroom support staff		Other support staff	
Headteacher	Mr P W Evans	Caretaker	Mr D Walker
Class 5	Mr J Massey		
Class 4	Mrs K Smith		
Class 3	Mrs J Hague		
Class 2	Mrs R Brooks		
Class 1	Mrs M Thorpe & Mrs A Worth		
Secretary	Mrs Sally Park		
Teaching assistants	Mrs M Turton Mrs A Brock Mrs J Scourfield Mrs C Bamford Mrs J Littlewood	Lunchtime Supervisors	Mrs P Hague Mrs S Crawshaw Mrs M Gascoyne Mrs C Oxley
Curriculum support assistant	Mrs B Lucas	Kitchen	Mrs M Brook (Cook) Mrs C Scurr Miss C Scurr



## The Governing Body

### Members of the governing body

Name	Nominating body	Period of office ends on
Jo Williams	Parent	30/09/2012
Carolyn Simpson	Parent	01/03/2013
Ian Wrightson	Parent	21/10/2014
Jonathan Palmer	Parent	23/11/2014
Richard Bell	Parent	01/07/2013
James Cotterill	Community	25/11/2012
Karen Feetham	Community	08/11/2014
Mark Pearce	Community	25/11/2012
Nicola Warhurst	Community	28/11/2014
Ron Stier ( <i>Chairman</i> )	LEA	31/08/2014
Linda Marsh ( <i>Vice Chairman</i> )	LEA	31/08/2014
Helen Greenwood	LEA	23/04/2013
Vacancy (non teacher rep)	Staff	
Mr J Massey (teacher rep)	Staff	21/10/2014
Mr P W Evans	Staff	na

Representation on the governing body is laid down as follows:

- 3 LEA representatives
- 5 Parent representatives
- 4 Community representatives
- 1 non-teacher representative
- 1 Teacher representative
- Headteacher

### About the Governing Body

The governing body has a general responsibility to conduct the school with a view to promoting high standards of educational achievement. In practice this means seeing that the school is run effectively ensuring that the school provides the best possible education for its pupils. The Headteacher has the responsibility for the internal organisation, management and control of the school.

A governor's period of office is for four years. They meet formally once per term with additional committee meetings when necessary.

#### Chairman Of The Governing Body:

Mr R Stier, c/o Silkstone Common J & I School, Moorend Lane, Silkstone Common.



## The Aims Of The School

### What can parents/guardians expect the school to provide for their children?

#### The School will undertake to:

- 1 provide a broad and balanced curriculum
- 2 help children to develop lively, inquiring minds and the ability to question and argue rationally
- 3 help children to develop self-discipline and become self motivated learners
- 4 cater for each child's individual needs
- 5 provide a caring and secure environment
- 6 assist and encourage every pupil to achieve his/her full potential be it academic, creative, personal or social
- 7 prepare children for the demands of a rapidly changing society.

#### Child's Agreement

To help me do well at school,  
I will do my best to:

- 1 work hard and listen to adults
- 2 behave well and be polite to others
- 3 attend school regularly and on time
- 4 do any homework set by my teacher
- 5 keep the school rules.
- 6 wear the school uniform

#### Parent's agreement

To help my child at school,  
I will do my best to:

- 1 see that my child goes to school regularly, on time and properly equipped
- 2 let school know about any concerns or problems that might affect my child's work or behaviour
- 3 support my child with homework and other opportunities for home learning
- 4 attend parents' evenings and discussions about my child's learning
- 5 contact school as soon as possible if my child is absent from school
- 6 see that my child wears the school uniform.



## About the school

### A brief description and history of the school

The school was built in 1913 and since that time has been the only school in Silkstone Common. With the closure of Hood Green School children from the neighbouring villages of Hood Green and Stainborough have been brought to the school by bus.

The layout of the building was very much a traditional one of a central hall with classrooms arranged around it, and cloakrooms and toilets at each end. Extensive rebuilding has taken place in 2004 and in particular 2009 which has given the school up-to-date facilities.

The school has always been close to the community it serves and inspires a good deal of affection. Within the local community there are many that attended the school up to eighty years ago. We maintain a friendly and family oriented approach which results in a positive atmosphere which has been favourably commented on in our recent Ofsted reports.

The school is dedicated to the development of the whole child. To do that, we work in partnership with the children, their families, and the local and wider community.



### At what age can children attend the school?

Silkstone Common J & I School caters for children between the ages of 5 and 11 years.

- Children can start school in the September before their fifth birthday.
- Children will be able to visit school for two afternoons in the half term before they start.

On one of these afternoons there will be the opportunity for parents to meet with the class teacher to discuss general points, concerns, etc. Details of this meeting will be given to you at the appropriate time. The Year 6 children transfer to their secondary school in the September following their eleventh birthday.

Our school is in the catchment area for Penistone Grammar School and the school is involved in various schemes run by PGS to ensure a safe and confident transition for our children.

Parents are welcome to visit the school at any time, but on a matter relating to the education and welfare of their child, it is advisable to make an appointment first, either by telephone or by letter. We do our best to give parents any advice or information that they need. All visitors to the school are asked to see the Headteacher on arrival.

### Children enjoying a lesson in our new IT suite



## How Is The School Organized?

### The arrangement of classes

There are five classes in the school: -

**Class 1** Reception (R) and Year 1 (Y1) children

**Class 2** Year 1 (Y1) and Year 2 (Y2) children

**Class 3** Year 3 (Y3) and Year 4 (Y4) children

**Class 4** Year 4 (Y4) and Year 5 (Y5) children

**Class 5** Year 5 (Y5) and Year 6 (Y6) children

Children move from one class to another mainly by age but where this is not possible the Headteacher will have the final say on which class the children will go into.

### The school day

- The school day starts at 9.00 am.
- Supervision of the children is provided from 8.50 am. Morning school ends at noon.
- Afternoon school starts at 1.00 p.m. and ends at 3.30 p.m.
- There is a break of 15 minutes during both morning and afternoon sessions.

### Lunch times

Parents may choose whether their children go home or stay at school at lunchtime. If they stay at school they will be cared for by our three school meals supervisors.

### Out-of-school care

The Governors and Head have investigated the practicalities of this in conjunction with the organisation currently providing these facilities at Silkstone School.

At the moment current legislation about necessary school facilities and lack of interest from parents mean that out-of-school provision in addition to the current after-school clubs is not practical.

### Homework

The following areas form the basis for homework in school:

- The reading of school reading books and school library books
- Research for a current class topic given by class teacher
- Learning of times tables
- Learning the spelling of familiar words
- Ideas from "A Little Reading goes A long Way"
- Ideas from "Help Your Child with Numbers"
- A weekly English or Maths activity set by the class teacher and completed in the child's homework book provided by the school.

### Parental involvement

Parents are invited to be involved in work being undertaken at school. Class teachers and the Headteacher are available for consultation at any time. It is not necessary to wait for the school open days.

### Children in one of our classrooms





## What Are The Children Taught?

### The school curriculum

As with other schools, Silkstone Common School is obligated to meet the requirements of the National Curriculum and RE.

- Mathematics, English and Science are the core subjects.
- History, Geography, Technology, Art, Music and Physical Education are the foundation subjects.
- Information and Communication Technology is a core subject taught through the other National Curriculum areas.
- Religious Education is a core subject and considered to be an essential part of the school's basic curriculum.

The curriculum is delivered through programmes of study, which are structured in terms of what is appropriate to teach pupils at a particular key stage. A child's years at Silkstone Common School are covered by three key stages: the Foundation Stage covers our Reception children, KS 1 covers the next two Infant years in the school and KS 2 covering the next four years.

The purpose of the Foundation Stage and KS 1 is to lay the foundation for future learning by developing basic skills in reading, writing, speaking and listening; introducing the children to the content spanning all the subjects of the curriculum and promoting positive attitudes to learning. In KS 2, as well as continuing the work begun in KS 1 by consolidating basic skills, more time will be spent studying science and the specific knowledge of other foundation subjects.

### Curriculum topics

#### Art

From an early age children are encouraged to work in various media encompassing drawing, printing, textiles, collage, 3D work and painting. Children are encouraged to look carefully at their own artwork and the work of artists from a variety of periods and traditions.

#### Design and Technology

Design and Technology gives all the children some experience in developing processes and skills that will enable them to satisfy their natural curiosity about the world surrounding them. Lessons planned by the teacher will help children understand the world through practical problem solving in conjunction with design and making activities. Learning through doing can be exciting and stimulating.

#### English

Teachers plan English lessons from the National Literacy Strategy. Every child in the school has a Literacy Hour in which the following National Curriculum areas are taught:

- **Speaking and Listening**

This programme of study is concerned with the development of effective speaking and listening. Children are taught to use vocabulary and grammar of spoken standard English, express their ideas and feelings and to listen, understand and respond appropriately to others.

- **Reading**

Reading is the most vital skill learnt in the early years at school. It is about enjoyment, making sense of text and understanding and learning to read to obtain information as well as experiencing satisfaction and pleasure. At Silkstone Common the development of the ability to read begins as soon as possible and initial reading skills are learnt by each child.



## What are the children taught?

### Reading continued

- Parents have an important role to play in this process by taking an interest in the child's reading and by being supportive.
- Writing which includes Spelling and Handwriting.

Our main objective in this area is for the child to develop the necessary skills, which enable her/him to express himself independently through the written word. During their time at Silkstone Common children will write both factual and creative text.

They will be taught to write poems and stories and to record facts and experiments. At later stages they will be encouraged to draft and redraft work in order to produce work having depth and quality. Throughout all this work attention is paid to grammar, spelling, punctuation and presentation.

### Geography

Pupils will be involved in the study of places - the human and physical processes that shape them and the people who live in them. Much of the pupils learning in the early stages will be based on practical activities and explorations of the local area. They will be given opportunities to develop their geographical skills and knowledge through studying other localities and the quality of the environment.

### History

Pupils will be given the opportunity to develop an awareness of the past and how it differs from the present. They will be taught about important episodes and developments throughout history with the emphasis on Britain's past and will have the opportunity to investigate the local history of Silkstone Common. They will be helped to develop a sense of chronology and to learn about changes in everyday life over long periods of time.

### Information and Communication Technology

Our aim is to use Information and Communication Technology across the curriculum. Most classes have three computers. In addition, as a result of the recent extension we have a dedicated IT Suite containing 28 computers. This is used for small group work across the curriculum. There are a further 16 Lap-top computers for classroom use.

All the computers are connected to the Internet. In line with best practice for schools there are safeguards in place to prevent both inappropriate access to sites by children and access to children through the Internet by inappropriate persons.

### Mathematics

Lessons are planned based upon the Numeracy Strategy. As with English there will be approximately one hour each day given over to the teaching of mathematics.

Mathematics in the National Curriculum is delivered through programmes of study for each Key Stage. The elements of which are:

- **Using and applying Mathematics**  
This area involves the application and transference of mathematical skills. It develops the skills of prediction, interpretation and communication.
- **Number**  
This area deals with understanding the conservation of number, place value, addition, subtraction, multiplication and division, to explore patterns and relationships within numbers.
- **Shape, Space and Measures**  
These areas include work with 2D and 3D shapes, symmetry, angles and all areas of measures: length, capacity, weight, time and temperature.
- **Handling Data**  
Here we look at skills of data collection, communication and interpretation.



## What Are The Children Taught?

### Mathematics continued

During KS1 children are helped to develop an awareness of the patterns in number and shape so laying the foundation for calculations and measurement.

The children working within KS2 are encouraged to build upon those experiences and so extend their mathematical skills to become confident of numbers and be able to solve more complex problems.

### Music

Our aim is to encourage children's understanding and enjoyment of music through an involvement in performing, composing, listening and appraising. Through practical activities such as singing, clapping and playing percussion instruments children learn about rhythm, pitch and harmony.

In addition we have a good relationship the School's Music Service. They hold weekly guitar, cello and flute classes. Musical instruments can also be hired for a small charge through the School's Music Service.

There are extra-curricular Recorder lessons at lunchtimes.

Mrs Smith runs a School Orchestra which is becoming well known in the Barnsley area. Rehearsals are usually held within the school day.

### Physical Education

Physical Education includes games, gymnastics, dance and athletics. Children have the opportunity to swim at KS2. In all areas we try to plan and structure the activities with the needs of each child taken into account as well as the general development of the group.

### Religious Education

In line with the Barnsley Local Education Authority agreed Religious Education Syllabus we provide religious education, which can be considered as 'broadly Christian' in nature. Parents who, on the grounds of conscience, wish to withdraw their children from acts of collective worship and RE lessons have the right to do so.

### Science

Science for young children should be natural and simple. It is exciting because it concerns their world and finding out about it in all its aspects. By discovering the way things live and work within the immediate environment the children in our school will find the answers to questions about the world around them, through first-hand experiences and observations.

We aim to develop the children's understanding of: living things and their interaction with the environment: materials and their characteristics: energy and its interaction with materials and forces and their effects.

### Sex and health education

Some formal Sex Education takes place in Class 5 (Y6), but in general the school tries to deal with the subject incidentally as it arises through topic work on animals, ourselves etc.

Similarly Health Education tends to be taught through other subjects. Drug education will be taught as a part of Health Education.

### The school's aims and provision for sport?

All children are encouraged to take part in a variety of sports and games with the aim of providing enjoyment, developing sportsmanship and improving skills. These include soccer, rounders, netball and swimming. The school has a playing field and a hard surface playing area. Occasional matches are played against other schools. Practice sessions for a range of sports are conducted after school hours, with parent's permission.



## The School's Overall Approach

### What is the school's teaching philosophy?

Following the philosophy of the Barnsley Entitlement Curriculum much of the work is based upon first hand experiences in order that skills in the core and foundation subjects can be acquired and built upon.

Much of the National Curriculum can be taught through a 'Topic Work' approach to learning. These are carefully chosen by members of staff to ensure that the programmes of study laid down in the National Curriculum are being covered. As a consequence of this approach to learning, at various times during the year the children may be involved in visits out of school.

We would hope for your support to allow these visits to take place. Should you wish to know in more detail what your child will learn during any particular year please do not hesitate to contact your child's class teacher who will be pleased to give you details of the anticipated curriculum for your child.

### How would you describe the ethos of the school?

Some quotes from the last Ofsted Report:

*"Pupils acknowledge, modestly, that they learn a lot, but they stress that the school is also about 'friendship and laughter'.*

*"Their enormous enjoyment of every facet of their education is just one element in their outstanding personal development. "*

*"Exemplary relationships between pupils and adults contribute to pupils feeling utterly safe in school."*

*"Children's personal, social and emotional development is outstanding. "*

### What is the school's policy regarding equal opportunities?

The keynote of our school's equal opportunities policy is the development of the whole child for life ahead, maximising each child's opportunity

irrespective of his/her race, gender, disability, to fulfil his/her potential.

### How do you cater for a child who has special educational needs?

It is the policy of the school to meet the needs of every child in the school. As a consequence children who have special needs will not be separated from their peers, but will have their needs met within the normal classroom situation wherever possible. If a child is experiencing difficulties or is not developing satisfactorily, the classroom teacher and possibly the Headteacher will discuss the problem with the individual's parents. A member of the authority's team may from time to time refer children with special educational needs for assessment. Parents would be consulted if this were found to be necessary. After referral the LEA formally assesses the child. Statementing can then proceed if the child needs significant help. This might result in additional support for the child.

### School council

We value highly the contribution of all our children to the life of the school. They have thoughts and ideas that can make our school a better and safer place. Our school council, comprising nine members elected yearly from classes 1 to 5, meets regularly to debate and agree upon actions we can implement in school to improve it. These ideas come from class council meetings where everyone can have a say in how our school can be developed for a better future.

In the last year the councils' work has been mainly surveying pupil's ideas about new playground markings, meeting companies involved with this and then helping decide the finished plan. They have helped organise the playground leader's scheme to develop structured play at lunchtimes and organised the collection of supermarket tokens to purchase new playground equipment. They have surveyed the pupils views on sports they would like to do and other aspects on our school life they would like to develop

## Extra-curricular activities

### Are there any activities for the children outside the normal curriculum?

- After school clubs throughout the year in sporting skills for children in Key Stage 1 and key Stage 2 and netball for children in Key Stage 2. Friendly matches with local schools are arranged in both these sports.
- At certain times in the year the school offers clubs in Cross Country, Rounders, Short Tennis, Indoor Athletics and Kwik Cricket for children in upper Key Stage 2. Children who make the teams are entered for local tournaments.
- Children have the opportunity to visit residential centres at some stage of their KS2 education, e.g. Kingswood Centres.
- The school runs recorder and violin tuition at lunchtime and playtimes.
- Children who play an instrument may wish to be part of the school orchestra which practises several playtimes per week.
- Tuition on a range of instruments is available through the school music service. Tutors from the school music service visit the school during normal school hours to provide tuition in small groups or one-to-one depending on demand.
- Our children take part in Sports Hall Athletics Championships and other inter-school competitions.

The school is interested in providing extra-curricular activities to help all children meet their potential. We recognise that children who are not academically gifted shine in other areas and we are interested to ensure they get the opportunities to do so.

### Children working with Barnsley Football Club

### What is the policy for charging for school activities?

Whilst the LEA must provide free education within the demands of the law this can only be achieved within its finite resources. Parents may be asked to contribute towards outdoor experiences. The school reserves the right to cancel an educational visit if the cost of the visit cannot be met by voluntary contributions from parents.

### School Journey Insurance

Children are covered by a Personal Accident policy when taking part in educational visits





## Our Approach To Children's Behaviour And Assessment

### Behaviour and punishment

#### How do you expect the children to behave in school?

No school community can work efficiently and harmoniously without guide-lines. On the other hand it is neither desirable nor possible to make regulations about every aspect of school life and every situation that may arise. We expect a high standard of sensible, responsible and considerate behaviour from all the children. Our most recent Ofsted Report said *"Pupils very good behaviour and attitudes to school enable teachers to concentrate all their efforts on teaching and pupils learning"*.

We have a small number of school rules, which include:

- No running within the school building.
- No sweets to be eaten in school. This does not include chocolate biscuits eaten as part of a packed lunch.
- No child should leave the school premises during school hours unless by arrangement between the parent/guardian and the Headteacher.
- Children are not allowed on school premises out of school hours unless supervised by a member of staff.

#### Are children punished?

Punishments administered include verbal reprimands, withdrawal of privileges etc. Corporal punishment is not used.

#### Concentration and enjoyment during a DT project

### Assessment and reports

#### How does the school assess my child?

Assessment is an integral part of teaching and learning. Its main purposes are:

- **Formative** - helps to decide what a pupil needs to learn next
- **Diagnostic** - helps us identify specific weaknesses and strengths
- **Summative** - sums up a child's progress so far, in order to inform everyone concerned

Children will be assessed continually throughout their time at Silkstone Common School. SATs (Standard Achievement Tests) are taken by the children at the end of KS1 and KS2. Our most recent results can be found on pages 15 and 16.

#### Do we get a report about our child's progress at school?

You will receive a written report on your child's progress once a year. Parents will also have the opportunity to talk informally with their child's class teacher on the two open days that are held each year or at the half termly surgeries. Parents may view their son's/daughter's record by arrangement.





## Problems

### Problems and complaints

#### **If I am worried about my child at school what should I do?**

If you have concerns about your child on other occasions during the year please do not hesitate to come and talk to us. We are always willing to help.

#### **What happens if my child has problems or difficulties when at school?**

Every effort is made to give help and advice whenever it is needed. All members of staff are willing to help a child in difficulties in the playground or in the school buildings. For most problems the class teacher, who over time has built up a friendly and caring relationship with each child in his/her care, will be the main source of help and guidance. More serious problems would be referred to the Headteacher and parents informed if this was thought to be necessary.

If after doing this, or if it is something you don't feel you can talk to them directly about, you should contact either Ron Stier or one of the other governors.

You can do this by leaving a message at school in an envelope marked Private with one of our names on. Sally Park, our school secretary, will ensure that it gets to us. Whoever you write to will then contact you to explore what the issue is. What happens next will of course depend on what the problem is about.

#### **What if I have a complaint to make?**

Please come and discuss any concerns that you may have with the Headteacher and/or your child's class teacher. As required by the Education Reform Act 1988, the LEA will establish a procedure whereby parents who seriously feel that the school is failing to meet its obligations under the Act may make a complaint. Such a complaint should be made in the first instance, to the Headteacher or to the school governors.

The Headteacher will be pleased to advise any parent on this matter should the need arise.

### Bullying

The school has an effective anti-bullying policy. Please contact the Headteacher if bullying becomes a concern to you.

### Absences and illnesses

#### **If my child needs to be absent from school due to illness or some other reason what do I need to do?**

Please let us know as soon as possible if your child is absent from school. Failure to do so may be considered as an unauthorised absence from school. A special record of severe unauthorised absences has to be officially recorded.

Lateness has to be recorded as a 'late mark' for registration purposes.

#### **What happens if a child takes ill in school?**

If your child is ill in school we will make every effort to contact you or your nominated representative. It is therefore important that we have a record of a contact name and telephone number or an address if someone other than a parent needs to be contacted.

We will always act in the best interest of the child and deal with the problems should we be unable to make contact.

#### **If my child needs to take prescribed medication during school hours what should I do?**

In exceptional circumstances, and then only by prior arrangement may children be in the possession of medicines/inhalers. If medication is important then we ask that the medicines be clearly labelled with the child's name and also that the pharmacist's label giving the doctor's instructions on dosage and the interval between doses be clearly readable.

Medicines should be delivered personally to the Headteacher. You will be required to complete the appropriate medical form. Also it would be helpful if we could have some sort of indication of the nature of the illness in case any emergency should arise.



## Other Areas

### Holidays

#### **What do I need to do if my child needs to be absent from school because our holidays occur at times other than in the school holidays?**

In order that the negative impact of leave of absence is minimised it is recommended that applications for leave of absence will not be considered in the following circumstances:

- During the first half-term of a new academic year.
- In between February and May half terms for pupils in Years 2 and 6 due to the timing of SATs.
- If, on granting the request, the pupil's attendance rate falls below the national average (latest figure 94.2%).

Leave of absence should only be granted in exceptional circumstances outside the periods and restrictions detailed above and the following considerations should apply:

- Whether the parents are restricted in terms of leave from their employer.
- The nature of the trip.

In regard to the above should it be due to employer restrictions then a signed letter from the employer should accompany the request for leave of absence setting out the prevailing circumstances.

Absences caused as a result of parental holidays in term time that have not been approved by the headteacher are dealt with in accordance with the school's policy on the issue of Fixed Penalty Fines.

Where holidays have already been booked documentation should be present to the headteacher to confirm this.

### School meals

I would like my child to stay for school meals.

Children can stay for school meals, which are cooked on the premises.

Dinner money is collected on Monday of each week. Packed lunches are allowed if preferred.

Please give a week's notice if changing from a school dinner to a packed lunch.

#### **Is school milk available?**

School milk is available to all children at a small cost per term. Details will be forwarded to parents/guardians at the beginning of each term together with a consent form. Children whose parents are on Income Support may be entitled to free school milk.

### Clothing

#### **What should my child wear to school?**

The following is suggested as a school dress code but this is not compulsory.

- Navy or grey trousers/skirt.
- Navy blue sweatshirt or jumper.
- White, pale blue or yellow shirt or blouse.
- Sweatshirts and yellow polo shirts are available for purchase at school.

As much clothing as possible should be labelled, but in particular coats, jumpers, shoes and wellingtons to make identification easier.

#### **Does my child need special clothing for P.E.?**

All children need to wear appropriate clothing for P.E. activities and games namely, pumps, or trainers, shorts and T-shirts or leotards. All P.E. kit should be labelled so that ownership can be established easily.



## Safety and School development

### What about the wearing of jewellery in school?

The wearing of jewellery in school is discouraged. It can be a safety hazard at playtimes. Jewellery must not be worn during P.E. lessons. Where ears have been pierced the stud type of earring is recommended rather than the ring type.

### Safety inside/outside the school

The school has security locks on both entrances and the perimeter of the school grounds is fenced on all sides.

In the interest of the safety of the school children and other Moorend Lane users please do not park outside the school when delivering/collecting a child/children as this creates a road hazard.

***Please do not wait for your child outside the school gates as this can be equally dangerous if your child rushes to you. Please come onto the school premises.***

### Snowy weather

Early morning heavy snow causes chaos to just about everyone including those who work in school. In the case of morning snow please ring into school to check whether the school is in a position to open. Alternatively tune into Radio Sheffield or Dearne FM for information on the local schools.

## Technology

We have continued to invest in technology which both improves the quality of teaching and assist our teachers to provide stimulating and enjoyable lessons. All our classrooms now have interactive whiteboards which our teachers are using to good effect.

We anticipate that the new technology will make it easier for our teachers to continue to improve their lessons and also to reduce the amount of time they need to spend on preparation so that they can spend their time more effectively planning and teaching.

## Health

The health of children at school is of great importance to us. Cold tap water is available in all classrooms and children can drink water at any point during lessons. The school takes part in a 'healthy eating' initiative and drinks and sweets are no longer sold from a 'tuckshop'

## Parent Teacher Association

The school has an active Parent Teacher Association, which helps to raise money to buy educational equipment as well as providing a forum for parents to meet together. Please do support the PTA. Keep a look out for PT A sponsored events and meetings.

You can contact the PTA via the school.



## Key Stage Two (KS 2) Results 2010

### Comparative report

The Governing body is delighted with the performance of the children and staff in achieving the excellent results shown below.

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to the national end of key stage 2 teacher assessments and tests results for 2010. The number of eligible children in our school was 21. The figures may not total 100 per cent because of rounding.

<b>Teacher Assessments</b>		Percentage at each level							Pupils disappled	Pupils absent
		W	1	2	3	4	5	6		
<b>English</b>	School	0	0	0	0	33	67	0	0	0
	National	1	1	3	14	49	32	0	0	0
<b>Mathematics</b>	School	0	0	0	0	33	67	0	0	0
	National	0	1	3	14	46	35	0	0	0
<b>Science</b>	School	0	0	0	0	43	57	0	0	0
	National	1	0	2	12	49	36	0	0	0

<b>Test Results</b>		Percentage at each level				Pupils not entered#	Pupils absent
		Below level 3*	3	4	5		
<b>English</b>	School	0	0	29	71	0	0
	National	6	13	48	33	0	1
<b>Reading</b>	School	0	0	33	67	0	0
	National	8	8	33	51	0	1
<b>Writing</b>	School	0	0	38	62	0	0
	National	5	23	50	21	0	0
<b>Mathematics</b>	School	0	0	33	67	0	0
	National	5	14	46	35	0	1

\* Represents pupils who were not entered for the tests because they were working below level 3 in English or Mathematics, pupils entered for a compensatory level from the test and pupils entered for but not achieving a level from the tests.

# Represents pupils working at the levels of the tests but unable to access them.



## Key Stage One (KS I) Results 2010

### Comparative report

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage I, as a percentage of those eligible for assessment.

The number of eligible children in our school was 19. Figures may not total 100 per cent because of rounding.

Results of Teacher assessment										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
<b>Speaking and listening</b>	Boys	0	0	100				0	0	0
	Girls	0	0	36				64	0	0
	Whole school	0	0	63				37	0	0
	National	2	11	66				21	0	0
<b>Reading</b>	Boys	0	13		13	13	25	38	0	0
	Girls	0	0		9	36	9	45	0	0
	Whole school	0	5		11	26	16	42	0	0
	National	3	12		12	23	24	26	0	0
<b>Writing</b>	Boys	0	0		38	0	38	25	0	0
	Girls	0	0		9	27	18	45	0	0
	Whole school	0	0		21	16	26	37	0	0
	National	4	15		21	28	20	12	0	0
<b>Mathematics</b>	Boys	0	0		13	25	13	50	0	0
	Girls	0	0		9	27	36	27	0	0
	Whole school	0	0		11	26	26	37	0	0
	National	2	9		16	26	26	20	0	0
		<b>W</b>	<b>1</b>	<b>2</b>	<b>2C</b>	<b>2B</b>	<b>2A</b>	<b>3 or above</b>	<b>U</b>	
<b>Science</b>	Boys	0	0	63				38	0	
	Girls	0	0	64				36	0	
	Whole school	0	0	63				37	0	
	National	2	9	68				21	0	

W represents children working towards level 1 but who have not achieved the standards required for level 1.

U represent children for whom it is not possible to determine a level.



## Holiday And Teacher Training (Inset) Day Calendar 2011 - 2012

September							October							November						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	7	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28						
							31													
December							January							February						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30			23	24	25	26	27	28	29	27	28	29	30			
							30	31												
March							April							May						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28						
							30													
June							July							August						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30			
							30	31												

School holiday dates including bank holidays

Inset day