

Derwent Vale Primary School & Nursery



Great Clifton
Workington
Cumbria
CA14 1WA

Telephone (01900) 601233

Fax (01900) 603950



INFORMATION FOR PARENTS 2017 - 2018

Derwent Vale Primary and Nursery School is a community co-educational day school admitting children from the age of 3+ years to 11 years. The school has adjacent playing fields and conservation area and the site commands impressive views of the Derwent Valley and surrounding area. The building is purpose-designed with the aims of the school in mind, and will take education in the Clifton community well into the 21st Century.

The school's admission level for 2017/2018 is 15.

At the time of printing, the school comprises 5 Classes:-

- **Class 1** Nursery and Reception
- **Class 2** Year 1
- **Class 3** Year 2
- **Class 4** Years 3 and 4
- **Class 5** Years 5 and 6

Pupils are admitted to the Nursery unit in the term after their 3rd birthday and move into the Reception class in the September of the school year in which they are 5 years old. They automatically progress through the KS1 years and in the September of the school year in which they are 8 they then join KS2 at Y3. At the end of Y6 pupils transfer to the secondary school of his/her parents' choice.

Class groupings change depending on the specific numbers in each year group.

Session Times

8.45 am	-		Start of morning school
10.10 am	-	10.25 am	School assembly
10.25 am	-	10.40 am	Morning Break
11.45 am	-	12 noon	Nursery lunch
12.00 noon	-		End of morning Nursery
11.45 am	-	1.00 pm	KS1 Lunch Break
12.00 noon	-	1.00 pm	KS2 Lunch Break
3.00 pm			End of school.

From the Chair of Governors

Dear Parent/Guardian

At Derwent Vale Primary & Nursery School we are very fortunate to have a small dedicated team of governors who are skilled in their role as supporters and critical friends of the school. We believe that effective school governance is at the centre of a good school and we do all we can to promote and develop our governors through our work across the school.

Our governing body consists of 14 Members including 3 Parent and 8 Co-opted Governors and they serve a term of office for four years.

Despite the constraints of a difficult financial climate, Derwent Vale Primary & Nursery School has continued to thrive and prosper. We now have in excess of 130 pupils on roll! The whole school community has worked to build and achieve a 'Good' OFSTED rating. Staff and governors recognise the value of working with and alongside our wider community and know that in doing so, we can only enrich our children's learning experience.

A major focus of our joint community efforts was the renovation and development of the school grounds and playground. The children really enjoyed working with parents, community members and friends to enhance our environment and we are in the process of developing our New Double Decker Bus classroom! Whilst we cannot yet claim to be self-sufficient we now grow plants and vegetables and are even raising chickens! Our garden areas continue to thrive and we were so very proud to receive recognition and an outstanding result in the Cumbria in Bloom Schools Gardening Competition in 2015.

As the number on roll grows so is our school required to adapt and change in order to best meet the needs of our children. Since the creation of a new classroom from a building project to reclaim some of the Children's Centre, new staff have joined our team and continue to make a positive impact. We now have five separate units with our Early Years Foundation Stage Unit incorporating Nursery and Reception.

Today's world is very competitive and staff and the Governing Body of Derwent Vale Primary & Nursery School are committed to continue to raise our already high standards and in a creative, stimulating environment help our children gain the necessary skills to become happy and fulfilled adults.

We continue to be proud of our school and wider community.

Kerri Black

Mrs Kerri Black
Chair of Governors

From the Headteacher

Dear Parent/Guardian

Welcome to Derwent Vale Primary & Nursery School. Our prospectus has been designed to provide you with practical information about the school, its organisation and the values, skills and knowledge we aim to develop in your child. I hope that after reading it you will have the answers to many of the questions that you would like to ask before your child starts school.

Our school is a happy and successful school, where staff work as a strong team towards a common aim - to provide a rich, real and relevant educational experience for all pupils. We believe that children are entitled to a primary education that offers quality, breadth of experience, standards of excellence and sense of community. We strive to provide a nurturing environment in which children can grow and develop into confident responsible young people, capable of achieving high levels of personal attainment.

We believe in the value of a family school in which brothers and sisters can share the same experience. We pride ourselves on the strong partnership which exists between parents, pupils, staff, governors and the local community. We aim to develop the highest standards of behaviour and self-discipline where the rights and feelings of all are respected.

As part of the local community, we seek to take part in local events, to develop family learning, to address childcare issues and to use the local environment and expertise to enhance the curricular provision in school.

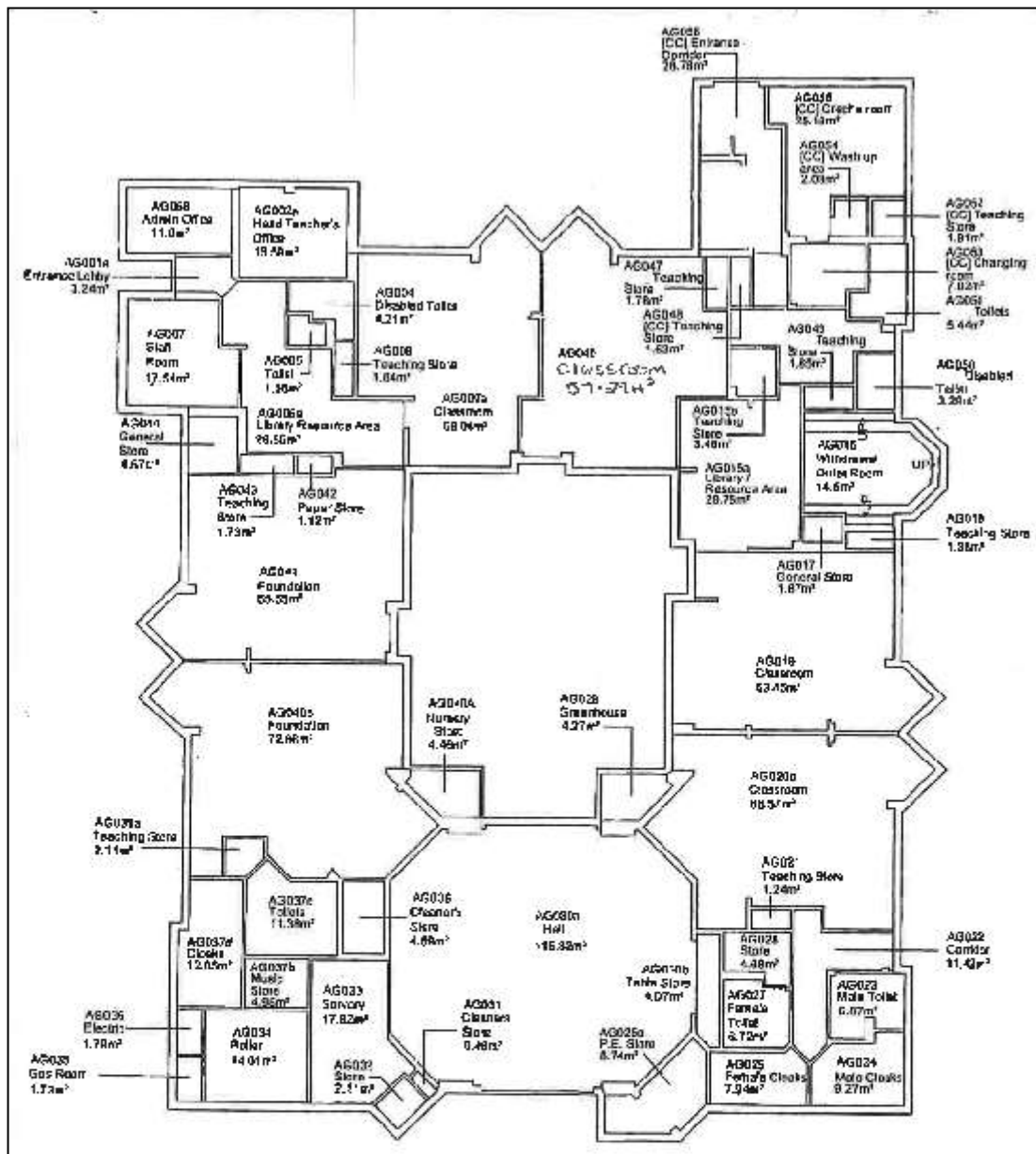
I hope that, having read this information you will wish to visit the school to see us at work. Only a personal visit can convey the relaxed, friendly, purposeful working atmosphere of the school.

I look forward to working with you and your family.

F Edmondson

**Mrs F Edmondson
Headteacher**

Floor Plan of School



School Security

Doors with access from the outside are fitted with thumb locks on the inside.

Every reasonable effort has been made to ensure the Health and Safety of children and adults in the school. See Appendix 1 'Our Health and Safety Policy Statement and Organisation'.

Statement of Aims and Values

- We aim to give every learner the confidence to achieve their full potential by setting high expectations and by making the learning experience challenging, enjoyable and interesting.
- We aim to provide a broad, balanced, extensive and inclusive curriculum, which provides a wide variety of experiences for all.
- We aim to develop learning through partnership with children, parents and the wider community, resulting in children who are active learners.
- We aim to provide an environment that is inspiring, rich and structured, that is well planned, well organised and is both safe and caring.
- At Derwent Vale we look to the future by enabling children to acquire the skills they need for adult life and self-fulfilment. To embrace a diverse and global community and realise their value within and to society.

School Address

Derwent Vale Primary & Nursery School
William Street
Great Clifton
Workington
CA14 1WA

Telephone

01900 601233

E-mail

admin@derwentvale.cumbria.sch.uk

Websitewww.derwentvale.cumbria.sch.uk**School Staff****Head Teacher**

Mrs F Edmondson BEd (Hons) NPQH

Senior Leader & Class Teacher

Miss K Nichol BA QTS

Class Teachers

Miss L Kane BSc (Hons) PGCE + QTS

Mr D Lucey BA (Hons) PGCE + QTS

Miss H Greer LLB (Hons) PGCE + QTS

Miss R Graham BA (Hons) PGCE + QTS

Mrs A Dennison BEd (Hons)

Miss N Thornthwaite BA (Hons) + QTS

Higher Level Teaching Assistant

Miss S Atkinson

Senior Teaching Assistants

Mrs H Donachy

Mrs A O'Donnell

Teaching Assistant Apprentice

Miss M Walker

Administration Support

Mrs W Dixon

Cook

Mrs B Holecova

Kitchen Assistants

Ms A McCreedy

Ms S Nicholson

Senior Midday Supervisor

Mrs C Speight

Midday Supervisors

Mrs K Moore

Miss K Sandwith

Cleaner in Charge

Mrs C Speight

Cleaner

Mrs M Murray

Education Offices:

1) Children's Services

5 Portland Square

CARLISLE

CA1 1PU

(01228) 226877

Childrens.Services@cumbria.gov.uk

2) Children's Services

Area Education Office

Blencathra House

Tangier Street WHITEHAVEN

CA28 7UW

(01946) 506200

Governors

Composition of Committee

2016 - 2017

Name	Appointed	Elected	Term of office expires
Mrs F Edmondson	Headteacher		
Miss K Nichol	Teacher Representative	December 2014	December 2018
Mr J Holliday	LA	December 2014	December 2018
Mrs K Black (Chair)	Parent Representative	December 2014	December 2018
Mrs M Taylor	Parent Representative	February 2015	February 2019
Mrs J Foster	Parent Representative	February 2015	February 2019
Mrs L Hamer	Co-opted	December 2014	December 2018
Ms C Day	Co-opted	December 2014	December 2018
Mr P Fowler	Co-opted	December 2014	December 2018
Mr J Dixon (Vice Chair)	Co-opted	December 2014	December 2018
Mrs P Storey	Co-opted	December 2014	December 2018
Mrs C Perry	Co-opted	December 2014	December 2018
Ms M Jackson	Co-opted	February 2016	February 2020
Mrs K Birch	Co-opted	February 2016	February 2020
Term of office for governors is 4 years			
Clerk to the Governors - Vacancy			

School Holiday Dates 2017/2018

<u>Autumn Term</u>		<u>Half Term</u>		<u>Term Ends</u>
Monday	4 September	Monday 23 October to Friday 27 October	Friday	15 December

<u>Spring Term</u>				
Thursday	4 January	Monday 12 February to Friday 16 February	Thursday	29 March
Good Friday	30 March			
Easter Sunday	1 April			

<u>Summer Term</u>				
Monday	16 April	Monday 28 May to Friday 1 June	Friday	20 July
May Day	7 May			

Any changes to these dates will be notified well in advance. In the case of an emergency closure of the school (due to severe weather conditions etc.) parents will be notified by local radio and through school text message service.

Regular school attendance is very important and it is the obligation of the parent/guardian to ensure that children arrive on time, properly attired and in a condition to learn.

We have our new and updated School Absence Enforcement Policy. This policy clearly states that children who attend school regularly are more likely to be successful. Missing school leads to gaps in education that become difficult to fill. An unauthorised absence from school is any absence that is deemed not to be an acceptable reason for missing school. Unauthorised absences from school carry the risk of prosecution under the 444(1A) of the Education Act 1996.

Prosecution

Should your child's attendance fall below the **minimum** government expectation of 90% and no improvement is shown, your certificate of attendance will be passed to the Cumbria County Councils Access and Inclusion Team, who may issue you with a Fixed Penalty Notice. This penalty is £60 per adult per child and must be paid within 21 days of receipt of notice rising to £120 per adult per child if paid after the 21 days but within 28 days of receipt of the notice. If the penalty is not paid in full by the end of the 28 day period they must **either** prosecute for the offence **or** withdraw the notice.

Penalty Notices for Unauthorised Holiday in Term Time

Criteria

- There has been 10 sessions (5 consecutive days) or more of unauthorised absence due to leave taken during an academic year

and

- Attendance is below 95% during the preceding 12 weeks before

the leave was taken and the absence is unauthorised; or

- The leave was taken during the month of September; or
- The leave was taken during tests or examinations; or
- It is the second leave taken in any one academic year; or
- The pupil is in Year 2 or Year 6

Any request for a planned term time leave of absence must be submitted in writing to the Headteacher explaining the exceptional circumstance of why leave of absence is required. If you have children in more than one school then each Headteacher must receive a copy of the letter and you must tell us which school each of your children are in.

Admission of children to the school

In Cumbria children may start school in the September after their fourth birthday; therefore children who are four between September 2016 and August 2017 may start school in September 2017. The school's admission policy is in line with Cumbria Education Service's General Admissions Policy 2017/2018.

Nursery admissions

At Derwent Vale we accept children into the Nursery Unit in the term after their 3rd birthday. Therefore children are eligible for Nursery as follows:

<u>Child Born Between</u>	<u>Entry into Nursery</u>
1 April 2014 - 31 August 2014	September 2017
1 September 2014 - 31 December 2014	January 2018
1 January 2015 - 31 March 2015	April 2018

Arrangements for those with a disability

The School building and grounds have been designed to take account of the needs of those with a disability. The admission of a pupil, or appointment of a member of staff, will not be unfairly prejudiced on grounds of disability and the Governors are committed to equal opportunities for all.

Arrangements for new children and their parents

The school will arrange a Parents' Day for new parents of children who will be starting in the Nursery/Reception class, in the term prior to their start date, so that they may visit the school while it is working and ask any questions they may have. If you wish to look around the school prior to this, please do get in touch with the school office and Mrs Dixon will make the necessary arrangements.

The Early Years Class teacher will make arrangements for home visits. We will get in touch with parents/guardians at the beginning of the term prior to starting school and agree a

mutually convenient time. This is an opportunity for parents to discuss their own child and any queries or concerns they may have about him/her starting school.

Parents and the School

At Derwent Vale we welcome the support, interest and involvement of parents. There will be occasions during the academic year; one meeting each term, when 'Parents' Evenings' are arranged, providing opportunities to meet with class teachers and discuss their child's development and work. An annual report is sent out in the Summer term. These meetings take the form of appointments arranged after school. Other meetings are arranged as and when appropriate. Nursery and Reception parents are welcome to come into school in the morning with their child. This is a good opportunity to briefly pass on any information to the Class Teacher or Key Worker. If you have an issue which needs more than a brief word we would ask that you make an appointment where both parties can spend a little more time discussing it. To encourage independence and ensure all pupils are safe parents of KS1 and KS2 children are asked to leave their child as they are lining up outside rather than accompanying them into the cloakroom and/or classroom. If you wish to discuss a matter with the class teacher please call at the office to make an appointment. The Headteacher is available on most days before and after school for informal discussions and more formal interviews can be arranged at mutually convenient times. We are always happy to discuss any concerns that may affect your child's education.

Throughout the year events such as concerts, sports days, sales and social events take place to which parents/grandparents/guardians are invited as helpers, spectators and participants. Parents are also welcomed in school during the school day to take part in classroom activities of all types; we are always grateful for the voluntary help we get from many parents. Parents can help their child at home by reading with them, by ensuring homework is completed, by showing interest in what their child has been doing at school, and by making sure their child has enough sleep and a suitable breakfast before coming to school.

Documents relating to the school, its working and your child are available for you to see on request. These include policies and curriculum documents, the Education Reform Act and reports and any other work that is relevant to the development of your child.

The School and the Community

The school has an on-going commitment to being part of the local community and encouraging children to understand the importance of the individual within our British community.

We have good relationships with the Police Service, Fire Service etc and officers regularly visit school to provide an extra dimension to many curriculum areas.

The Children's Centre

Our Children's Centre was completed in September 2006. Through our centre adults can access

support and opportunities for children and their families from Barnardo's. A number of courses and family learning opportunities are available. The centre is available as a meeting place for various groups.

Clothes

The Governing Body recommends that a school uniform should be worn. This takes the form of trousers/skirt/pinafore in a choice of blue, black or grey together with a navy blue sweatshirt/cardigan. School sweatshirts and polo shirts will be available to order from school and can be purchased plain or with the school logo. Shoes need to be practical and easy for the children to manage themselves.

The wearing of jewellery or acrylic/false nails by pupils is not acceptable practice due to the risk of injury to the wearer or others; therefore we expect such items, other than a watch or medical necklace/bracelet, to be removed before your child enters school. Exceptions for the wearing of earrings are only allowed in relation to ethnic/religious beliefs. In such a case, ears must be covered at all times with plasters provided from home. **Please support us in this matter; to ensure your child's health and safety.** Please do not let your child bring valuables to school as we cannot be responsible for their loss, **and make sure that all items of uniform, coats, trainers and bags are clearly marked with the child's name** as this helps to prevent children taking home the wrong clothes.

Hair

Children's hair, along with school uniform makes a statement about the school. We would therefore ask that pupils' hair does not follow extremes of fashion; such as extensions, permanent colours, beaded braids or obtrusive sculpting and is cut in a way that sends out the right message about our school.

PE

All children are expected to change for sports activities. They need dark shorts and a T-shirt (colour will be advised by class teacher) for PE, tracksuit or joggers and trainers for outside PE and swimsuit and towel for Key Stage 2 swimming. For Health & Safety reasons shoulder length hair must be tied back during PE type activities.

Homework

All pupils have homework of one sort or another during the week. In lower school this will involve activities to share with parents/guardians and as the children progress through the school they will be expected to work more independently for longer periods of time. The class teachers send a newsletter home at the beginning of each term, detailing curriculum areas being covered during the term and will also let parents know if there are specific aspects they can help their child with. During transition meetings the class teacher will specify homework expectations and give enough detail for parents to be able to assist their own child and check

that it is being completed.

Personnel Accident Insurance for Pupils

School currently has in place school journey insurance with Chubb Insurance Company, Policy Number 64819954 covering pupils for all trips together with accident insurance for all pupils whilst they are on school site, Policy Number 64796355.

Equality Act

As a school we welcome our duties under the Equality Act 2010. We understand that we are bound by the Public Sector Equality Duty (PSED) also known as the 'general duty'.

The PSED requires us to take steps to: eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. Further details relating to this are downloadable from our web site Policy Statement on Equality & Community 'Our Commitment and Obligations'.

Class Organisation

Early Years

The Early Years Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first:

Communication and language - This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused up on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Physical development - Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources.

Personal, social and emotional development - The school fosters and develops relationships between home, school, children's centers and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 *specific areas*:

Literacy - We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

Mathematics - We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Early Years children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the world - All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive arts and design - We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year children are given the opportunity to participate in school productions and assemblies.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children, and is designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the Early Years learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Key Stage 1

All Key Stage 1 children have access to the National Curriculum. The curriculum is broad and balanced similar to that of KS2 including English, Maths, Science, Computing, Geography, History, RE, PE, Music, Drama and Art. A cross-curricular approach to deliver national curriculum objectives ensures a rich, real and relevant curriculum is provided for all pupils. Throughout their time in Key Stage 1, particular importance is placed on reading and language skills (in all areas of the curriculum) mathematical thinking and social and emotional development. Practical activities, which help to make a child's learning meaningful, form an integral part of the syllabus. Despite children being taught, at times, in mixed year group classes staff ensure work is differentiated to allow all pupils to access the curriculum equally.

Key Stage 2

All Key Stage 2 children have access to the National Curriculum and work at the appropriate

level for their needs and capabilities. Our cross-curricular approach provides an excellent curriculum offering breadth and balance.

The children will be taught either as a class, in groups, or individually; using a range of teaching methods. Every effort will be made to ensure that the level of the task matches the abilities and needs of the individual child.

Summary of Special Educational Needs and Disability Policy

The Special Educational Needs and Disability policy is available for inspection by any parent who wishes to see it. In line with the aims of the school we endeavour to develop the individual potential of all pupils, to become well-balanced, tolerant and happy individuals well prepared for the future. In doing this, we encourage positive attitudes in which a child values themselves, each other and their surroundings. To aid this, we aim to create a caring, stimulating environment, which encourages children to explore and enquire in safety, and enables them to acquire the skills they need for life and self-fulfilment. A child who is in need of special provision may, after consultation with the parents, be referred for additional assessment. The educational specialist consulted will depend on the nature of the perceived educational requirement. Every effort is made to identify and accommodate the individual needs of each child within a class. Where appropriate, children may be withdrawn to receive extra help individually or in small groups. If you have concerns about your child, please do come and discuss them with us. We pride ourselves on offering the best provision for each child.

Curriculum

This school closely follows the National Curriculum guidelines as laid down. The work is balanced between the curriculum subjects and monitored regularly to ensure that the balance is maintained. The main aims of the curriculum at Derwent Vale are for children to develop skills and increase knowledge. We hope to stimulate the interest and ability to use the skills and knowledge not only in school but throughout their everyday activities. We hope that each child will develop to his or her maximum potential enabling them to meet the challenges of a constantly changing world. All curriculum areas develop aspects of the children's education and teaching staff work hard to provide quality learning experiences for all pupils.

Hours spent teaching: KS1 23.75 hours per week
 KS2 25 hours per week

Resources - The governors and staff are committed to delivering high quality throughout all areas of school life and work hard to ensure that resources are of a quality and quantity which matches the school's commitment to high expectations and high standards of achievement. The school is involved in a constant round of resource audits, repair and re-stocking programmes.

English - We place great emphasis on English; pupils will encounter a range of situations, audiences and activities designed to develop their competence, precision and confidence in speaking, listening, reading, writing, spelling, grammar, punctuation and handwriting.

We aim to foster a love for reading by providing a time to read each day from a wide range of

books. The school has a library, in addition to class based reading material. The school library van visits school twice each year and we make good use of this additional book stock. The children use a wide variety of books in class and are encouraged to take books from our new reading scheme home. This supports our 'Strive for 5' initiative which encourages children to read/share a book five times each week with a parent/guardian who then signs the child's reading record. This initiative is having a huge impact over a period of time on pupils' ability to read.

Mathematics - Mathematical skills and understanding play a large part in our adult lives and we will aim, at Derwent Vale, to make maths an enjoyable and understandable subject. The basic arithmetical skills are applied to a wide variety of mathematical activities so that the children have the confidence to cope with maths and science at secondary level, in further education and later life. Pupils will be supported to develop knowledge, skills, understanding and use of various mathematical concepts. Pupils will also be introduced to data handling. Individual pupils are assessed on a regular basis. Work is differentiated to address the required levels of learning and pupils are grouped accordingly.

Children in Nursery and Reception are streamed to address the individual needs of the pupils. These groups are frequently reviewed based on individual pupil tracking. Activities support pupils to achieve a good level of development by the end of Reception.

Years 1 and 2 (KS1), are taught as single age classes. Work is carefully differentiated to reflect both the individual child's needs and ensure coverage of age-appropriate aims and expectations of the National Curriculum. Identified pupils receive additional support in reading, writing and maths either on an individual basis or in a small group situation.

Year 3 and 4 are taught as a mixed age group. Work is carefully differentiated to reflect both the individual child's needs and ensure coverage of age-appropriate aims and expectations of the National Curriculum. Identified pupils receive additional support in reading, writing and maths either on an individual basis or in a small group situation.

Year 5 and 6 are taught in year groups each morning and as a mixed age group each afternoon. Work is carefully differentiated to reflect both the individual child's needs and ensure coverage of age-appropriate aims and expectations of the National Curriculum. Identified pupils receive additional support in reading, writing and maths either on an individual basis or in a small group situation.

Science - The school will follow the National Curriculum and wherever possible give children "hands on" experiences, encouraging observation, investigation, sharing of ideas and application of knowledge and understanding ensuring a clear understanding of working scientifically.

History - Pupils will be encouraged to develop a sense of identity through learning about the development of Britain, Europe and the rest of the world. They will be introduced to the concept of the present and how to interpret the past.

Geography - Pupils will be introduced to geographical enquiry, encouraged to develop geographical knowledge/understanding and be helped to develop a sense of identity through learning about the United Kingdom and its relationships with other countries. Pupils will study several locations around the world in depth.

Computing - Pupils will be given the opportunity to use Information Technology equipment and software and to develop confidence to communicate and handle information. They will use the resources available to extend their use of Information Technology tools and systems in order to become discerning users. Familiarity with various systems allows children to experiment and become proficient in programming, information storage, retrieval and various other facilities available through the use of computers. The use of computers should be an integral part of any pupil's primary education and at Derwent Vale Primary and Nursery School we have excellent facilities which enable pupils to develop sound skills to support their curriculum learning. This includes the use of interactive whiteboards, ipads and note pads. E-safety is integral to the teaching of the computing curriculum.

Art - Art, which includes Craft and Design, is an important part of the curriculum and children will be given opportunities to understand and appreciate different styles of Art from a variety of cultures and periods in history. We undertake a balanced programme of activities exploring a range of materials, tools and techniques.

Music - Pupils will perform and listen to music of differing periods, cultures and styles and the provision will be designed to extend pupils' musical experience and knowledge, including participation in school performances. Our school choir is award winning.

Religious Education and Collective Worship - Religious Education and daily collective worship are provided for all registered pupils and the school seeks to promote pupils' spiritual, moral, social and cultural development. The school is not affiliated to any particular church and the religious education is non-denominational. Children are taught RE through themes such as festivals, stories, friendship, kindness, helpfulness, etc., which are linked to various religious stories and they are introduced to the philosophy of several world religions. As they get older the children investigate the moral issues attached to many of the stories. We follow the Cumbria syllabus for Religious Education. Under Section 25 of the 1944 Education Act parents may withdraw their children from RE and assembly.

Design and Technology - Pupils will be given the opportunity to develop their design and technology capability through combining their designing and making skills with knowledge and understanding in order to design and make products. Every child will have access to explore the selection and use of materials and components, appraise artefacts, learn to use tools appropriately and develop his/her understanding of health and safety.

PE - Physical Education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical activity. The children take part in a variety of PE sessions every week. Each child has an entitlement of 120 minutes per week, either indoors or outdoors as appropriate. All children take part in 15 minutes daily

physical activity. We follow the 'Activate Programme'. Each pupil will have the opportunity to experience and participate in various forms of PE including dance, athletics, gymnastics, outdoor adventure, invasion, strike and field, net wall games and swimming. A complete change of clothes for PE is essential to enable children to participate fully and effectively in this area of the curriculum. During the Autumn and Spring terms KS2 take part in weekly swimming sessions. Pupils have the opportunity to participate in cross country, swimming, netball, cricket, hockey, rugby and athletics events in the area. Various sports clubs are available as extra-curricular activities for pupils throughout the school.

Modern Foreign Language - Since January 2007 all children from Year 3 to Year 6 have participated in a weekly French lesson.

Artistic and Cultural Provision

The school places a high priority on the arts in the widest sense and we are proud of our record in this field. The children are given opportunities to experience both visual and performance arts, to meet artists and artisans, as spectators, to join in, to perform for and learn from the various visitors in school and to appreciate their expertise. Over their time here children will meet people from many cultures with various areas of expertise and varied areas of knowledge and specialisation. In this way we hope to broaden their horizons and stimulate their aspirations as well as foster an appreciation of all areas of the arts.

After School Clubs

At Derwent Vale there are a number of after school clubs which the children have the opportunity and are encouraged to join (some are dependent on age). These may include activities such as cricket, netball, gardening, computing, arts and crafts, multi skills and indoor athletics. Lunchtime clubs include choir and Lexia.

Sporting Aims and Achievements

The school aims to

- 1) encourage participation in sporting activities,
- 2) provide opportunities and resourcing for participation in sporting activities.

The school joins area initiatives for the enhancement of sporting provision for young people and participates in inter and intra school competitions. We have a number of after school activities and we place a high level of importance on sport.

The school takes part in tag-rugby, football, netball, cricket and swimming competitions and a range of festivals including singing and dance.

2016 we achieved Gold accreditation for the Sainsbury's School Games award.

2015, 2014 we achieved Silver accreditation for the Sainsbury's School Games award.

Personal, Social, Health and Citizenship Education

This aspect of a pupil's education is approached in many ways; by special emphasis on the code of behaviour expected from everyone at the school, discussion and work on relationships in school, pupil's individuality and their place in society. Through the corporate life of the school pupils gain an understanding of rules and responsibility, justice and fairness. All pupils take part in regular 'Circle Times'. Pupils apply to become School Council class representatives and attend weekly meetings.

In social and emotional studies we develop the children's knowledge of themselves and their surroundings; including British Values, while teaching the skills necessary to find and interpret relevant information and, where appropriate, to use a scientific approach to investigations. Pupils from Year 1 to Year 6 participate in the 'Kidsafe' Programme which includes relationships, keeping safe, and e-safety. As part of the study of themselves, the curriculum for Year 5, 6 pupils includes sex education. If you have concerns about your child participating in this programme, please contact school in the first instance and if necessary alternative arrangements will be made. Questions relating to sex education are answered, like all questions asked by the children, in a thoughtful and responsible way appropriate to the age and needs of the pupil.

In visual arts, design and technology, music and drama we teach techniques and skills as well as encouraging children to express their feelings through these media.

The school has held a Healthy Schools Award since July 2006. We became a Bronze Award Food for Life School in September 2011.

Pastoral Care

A small primary school is ideally suited to care for the social and emotional needs of children and an individual child's teacher usually becomes very quickly aware of any problems that child is having and tries to help with them. If at any time, for any reason, your child is unhappy at school please contact us as soon as possible so that we can try and sort out the cause of the unhappiness. If we are not told about problems there is little we can do to solve them! Bullying is not tolerated in school, and any parent suspecting their child is being bullied should contact the school immediately. Problems of this sort are always dealt with promptly and sympathetically. Equally we ask for support from parents when we have to deal with their child bullying others. It can be a difficult and emotive situation for all concerned but prompt, sensitive, co-operative handling can avoid this type of occurrence becoming a serious problem.

It is also a great help to us if we are told about any emotional upsets at home for example; a parent going into hospital, grandparents being ill, parent's splitting up. If we know in advance that a child may be upset it is easier for us to help.

Behaviour

Some of the most important objectives at Derwent Vale Primary and Nursery School are: that our children have self-respect, are self-motivated and are able to work and play as members of the school community. By having a caring relationship between staff and pupils we hope to encourage the development of self-discipline, but children have to be aware of what is acceptable and what is deemed unacceptable behaviour. A high standard of behaviour is expected and experience has shown that with patience and praise, which reinforces acceptable behaviour and attitudes; children quickly come to understand and comply with these expectations. Our school rules are for the well-being of the school community and each individual child. These rules are frequently discussed with the children and the parents of children starting school are told of important school rules. When children misbehave seriously or consistently, sanctions are taken in the form of withdrawal of privileges. Serious problems are discussed with parents so that they can help to overcome them.

The staff and governors of Derwent Vale Primary and Nursery School expect the highest standards of conduct from every member of the school community, and have made a commitment to the principle of positive behaviour strategies. 'Golden Time' is promoted throughout the Early Years, KS1 and KS2.

To do this effectively the governing body will be relying on the support and the agreement of staff, pupils and parents to take joint action in ensuring that all members of the community are aware of the expectations. A copy of the Behaviour Policy is available from school at any time.

Bullying

Bullying in schools, and indeed in all walks of life, continues unfortunately to be a problem for society. Happily, bullying has not been an issue at the school; however the staff will constantly review procedures for dealing with bullying and we rely on the support of parents in the implementation of these procedures.

Bullying is the wilful and conscious desire to hurt or threaten someone else. Bullying of any sort is **NOT ACCEPTABLE AT DERWENT VALE PRIMARY & NURSERY SCHOOL.**

The issue of bullying will be addressed as part of Personal, Social, Health and Citizenship Education (PSHCE) work done in the school and as a separate issue, as and when the need arises. Pupils will be encouraged to make sure that they never take part in activities isolating another person from a group, make threats or spread rumours and gossip etc. They will also be encouraged to inform an adult if they think another child is being bullied.

We would seek to encourage parents to inform school if they suspect that their child is taking part in bullying or is a victim of bullying. In this way these matters can be brought out into the open and dealt with.

Summary of Charging Policy

The charging policy is available for inspection by any parent who wishes to see it. Voluntary contributions may be requested from parents for educational visits in school hours and any visit involving board and lodgings will be charged for (these residential visits take place annually and involve KS2 pupils).

Parents will be expected to meet the full charges required for any activities organised out of school time.

Absence from school

DfE requirements oblige the school to record individual instances of absences and their reasons. Any school time that a pupil misses does result in that child being disadvantaged when accessing the curriculum. Obviously illness is an unavoidable absence, but all other absences should be kept to an absolute minimum and holidays, family outings, trips to the doctor/dentist etc. should happen out of school time if at all possible.

Parents/guardians should inform school by message via an adult or telephone call, if their child is absent on a particular day. If no message is received, verbal or written, regarding an absence by break time, the school will contact the parent by telephone. A letter may be sent out if no telephone contact can be made. If after 7 days there is still no response then the absence will be classified as unauthorised. A note is required if, for any reason, a child is to leave school during school hours. All pupils leaving school during school hours must be collected from the office by a parent/guardian.

Attendance

It is most important that all pupils come to school every day; only then can a pupil have full access to the educational opportunities available. Of course, if a child is ill, learning cannot effectively take place and he/she should be kept at home until well enough to participate fully in school life. Occasionally, a situation may arise which necessitates the child missing school time. In this situation the school should be informed immediately.

Punctuality

The start of the school day is a very important time and children should be at school in time to start the business of the day at 8.45 am. However, if there is any occasion when it is impossible for a child to get to school for 8.45 am then it is better for them to be late than not come at all. Those children who arrive at school after 8.45am will be classified as 'Late' on the register and will remain in school during playtime on that day. Pupils should not arrive at school before 8.35 am as teaching staff are not responsible for their supervision before then. Under no circumstances, for reasons of safety, should children go into school before a member of the teaching staff is in school.

Professional Development of staff

All staff are encouraged, through training opportunities, to extend their professional and personal development. This is done as part of the school's Action Plan and within the framework of staff's own Performance Management.

Information about school performance

(relates to school year 2015/2016)

1. Number of day pupils of compulsory school age on roll for at least one session:

116

2. Percentage of sessions missed through:-

a) authorised absence 4.29%

b) unauthorised absence 0.74%

School Data KS1

SCHOOL TEACHER ASSESSMENTS 2016 - All								
Subject	Percentage at each level							
	A	D	HNM	BLW	PKF	WTS	EXS	GDS
Reading	0	0	0	0	26	21	53	0
Writing	0	0	0	0	26	58	16	0
Mathematics	0	0	0	0	10	32	58	0
Science	0	0	53	0	0	0	47	0

Result Explanation





- **A** - Absent
- **D** - Disapplied
- **HNM** - Has not met the standard*
- **BLW** - Below the standard of the pre-key stage**
- **PKF** - Pre-key stage foundation**
- **WTS** - Working towards the expected standard**
- **EXS** - Working at the expected standard
- **GDS** - Working at a greater depth at the expected standard

* Science only

** Not science



School Data KS2

2016 KS2 Outcomes – School / National Comparisons

Attainment		All subjects	Reading	Writing	GPS	Maths
At expected standard	Derwent Vale Primary and Nursery School 	71%	82%	71%	100%	100%
	National 	53%	66%	74%	72%	70%
At higher standard*	Derwent Vale Primary and Nursery School 	12%	29%	17%	47%	29%
	National 	5%	19%	15%	23%	17%

N.B. National 'Floor Standard' for attainment is 65% for all subjects combined

* = A scaled score of **110 or more** is the threshold for a pupil's performance to be viewed as being to a higher standard than expected

Progress		Reading	Writing	Maths
This is calculated using as a value-added measure from KS1 to KS2. It is based on value added in each of reading, writing and maths compared with the scores of pupils with the same Key Stage 1 results.	Derwent Vale Primary and Nursery School 	4.35	2.44	6.14
	National 	0*	0*	0*

* = The calculating of 'Value Added' nationally ensures that average progress is zero

N.B. The Government's **Progress Floor Targets** for KS2: **-5** in Reading; **-7** in Writing **-5** in Maths

Interpreting progress scores

Progress scores will be centred around 0, with most schools within the range of -5 to +5.

- A **score of 0** means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally.
- A **positive score** means pupils in this school on average do **better** at KS2 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average do **worse** at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress; rather it means they made less progress than other pupils nationally with similar starting points.

Transport

It is important that children who travel by bus behave in a reasonable fashion by sitting quietly in their seats, with their seat belts fastened until the bus stops. Again we ask for parental support in ensuring that this code of behaviour is understood and adhered to by the children. Parents are responsible for their child's behaviour coming to and going from school.

Those children entitled to travel on the bus to school will be collected from the bus by a member of staff in the mornings. At the end of the school day a member of staff will escort the children to the bus for the homeward journey.

The buses are provided by K Routledge Coaches and are not the responsibility of either the school or the Education Authority.

Parents are requested to park by the Rugby Club, along from the school to ensure the safety of all pupils arriving and leaving school. As no cars should be parked around school the bus lane should remain unobstructed at all times.

No Smoking Policy

The school operates a No Smoking policy and therefore smoking will not be allowed by anyone, within the school boundary.

Dogs

Unfortunately the matter of dogs fouling school grounds is a problem which can have serious consequences for children - and for grounds maintenance staff!!

The school and grounds are therefore completely out of bounds to all dogs apart from guide dogs.

School Fund

This fund exists for the benefit of the pupils to provide for "extras". Money is raised for the school fund by means of various activities throughout the year. The fund is generally used to pay for all transport and contributes towards reducing the cost of school outings, sports activities, parties etc. Sometimes there is a special fundraising activity for a specific purpose.

Fundraising committee

The school has a Fundraising Committee that meets regularly to organise fund raising activities for children and the community. These include discos, school fairs and sponsored events. All parents are welcome to come along, extra help is always appreciated.

School Meals

School meals are provided by Dolce. The meals are cooked on the premises in our 5 star, hygiene rated kitchen. Pupils eat in the hall in organised groups. We expect a good standard of table manners and encourage the children to learn and adhere to the social graces normally expected at a mealtime, including using a knife and fork.

Children may of course bring a packed lunch if they prefer. We expect parents to provide a healthy packed lunch ensuring their child has a balanced diet in line with national guidelines.

These are the guidelines for schools but can also be used by parents who provide their own packed lunches to help ensure a healthy balanced diet is provided so giving your child the best chance for a healthy lifestyle.

Packed lunches should include:

- Meat, fish or non-dairy source of protein
- Red meat should be provided twice a week in primary schools
- Fish should be provided at least once a week in primary schools
- Of that fish, oily fish should be provided at least once every three weeks.
- Lunches for primary children can include dairy sources of protein as an alternative to meat
- A starchy food
- At least one portion of fruit. Fruit based deserts should be provided at least twice a week for pupils in primary school.
- At least one portion of a vegetable or salad
- A milk or dairy food
- All pupils should have easy access to free, fresh drinking water
- Savoury crackers or bread sticks served with fruit, vegetables or dairy products.

Packed lunches must **NOT** include:

- Confectionery
- Snacks with added salt, sugar or fat
- Deep fried products more than twice a week
- Meat products except as described below
- Drinks other than described below

A meat product from each of the 4 groups below may be provided no more than once per fortnight if they are high in meat content.

Group 1 - Burgers, hamburgers, chopped meat, corned beef

Group 2 - Sausage, sausage meat, link, chipolata, luncheon meat

Group 3 - Individual meat pie, meat pudding, Melton Mowbray pie, game pie, Scotch pie, pasty, sausage roll

Group 4 - Any other shaped or coated meat product

Drinks - the only drinks which can be provided:

- Plain or combinations of these drinks:
- Plain water (still or carbonated, unsweetened, unflavoured)
- Skimmed or semi skimmed milk
- Fruit juice (unsweetened, not fortified) or vegetable juice
- Plain soya, rice or oat drinks enriched with calcium
- Plain yoghurt drinks

Derwent Vale Primary and Nursery School is a NUT FREE ZONE.

If a parent feels that their child may be entitled to free school meals an application form is available from school or the Area Education Office at Tangier Street, Whitehaven, telephone (01946) 506200. New applications for free school meals and school clothing grants can be made on-line at <http://www.cumbria.gov.uk/doitonline/applyforit.asp>

Lunchtime

Early Years	11.45am	-	1.00pm
Key Stage 1	11.45 am	-	1.00 pm
Key Stage 2	12 noon	-	1.00 pm

A Senior Midday Supervisor and two Midday Supervisor look after the children.

Dinner money will be collected on Monday morning (if a child has been absent they should bring it on the day they return). If dinner monies remain unpaid for a period of 2 weeks pupils will automatically move on to packed lunches provided from home until the debt is cleared. At present school meals cost £10.50 per week (£2.10 per day) and £6.50 per week (£1.30 per day) for Nursery children. A Direct Debit system is available for payment of school meals. If you require further details and/or an application form then please contact the school office.

Milk is currently available through Cool Milk for Schools scheme. Parents must register their child and forms are available from the Office. Children under 5 and those in receipt of free school meals are entitled to free milk, however they must still be registered with Cool Milk. The current cost for all other pupils is £1.05 per week (21p per day).

Please note that all monies due must be paid promptly. Any issues with payment must be advised to the school immediately.

School Fruit and Vegetable Scheme

The school participates in the 'School Fruit and Vegetable Scheme' which is part of the Government's 5 A DAY programme. Under the scheme, each child aged four to six years receives a free piece of fruit or vegetable each school day.

KS2 children are allowed and encouraged to bring in one piece of fruit per day for snack during morning play.

School Health Service

During their first year in school, all children will have a health interview conducted by the school nurse or doctor and some may be examined in subsequent years if the doctor thinks it advisable. Children are also seen in the last year at primary school for a height and weight health consultation with school nurse. Several times during the year members of the Schools Health Service will be in school to do routine checks of pupils. Children's hearing, sight and speech are tested and those with problems are assessed regularly and parents informed. The school nurse can be contacted to carry out routine inspections as and when appropriate. If parents wish to discuss problems with any section of the School Health Service, appointments can be made through the Clinic, as can emergency dental appointments.

Secondary School Information

Year 6 pupils transfer from Derwent Vale Primary and Nursery School to a range of secondary schools. This is decided in line with county policy through parental choice.

Formal Complaints Procedure

If you become concerned in any way about your child's education, it is important that you tell us. As a first step you should discuss your concerns with your child's 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. If the matter remains unresolved the Formal Complaints Policy will guide you through the next steps. This is available upon request.

There may be some occasions when parents wish to complain about matters relating to the curriculum or 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 outline 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 Schools Section, Education Department, 5 Portland Square, Carlisle CA1 1PU Telephone (01228)226868.

Prospectus Information Disclaimer

The information supplied here is in accordance with information at present available to the Authority and is believed to be correct as at the date of printing but its accuracy is not guaranteed. In particular nothing herein prejudices the right of the Education Committee or any of its Sub-committees 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 within this prospectus. Further, neither the Education Authority nor the School is legally responsible for any erroneous information contained within this prospectus.

Privacy Notice - Data Protection Act 1998

We DERWENT VALE PRIMARY & NURSERY SCHOOL are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

We will not give information about you to anyone without your consent unless the law and our policies allow us to.

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education.

If you want to receive a copy of the information about you that we hold or share, please contact **MRS W DIXON, SCHOOL ADMINISTRATOR**

If you need more information about how the LA and DfE store and use your information, then please go to the following websites:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/schools/privacynotice.asp>

and

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you cannot access these websites, please contact the LA or DfE as follows:

- | | |
|---|--|
| <ul style="list-style-type: none">• Business Systems and Information Management Team
Children's Services
5 Portland Square
Carlisle
CA1 1PU
website: www.cumbria.gov.uk/childrensservices
email: shaun.smith@cumbriacc.gov.uk
tel: 01228 226860 | <ul style="list-style-type: none">• Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
Email: http://www.education.gov.uk/help/contactus
Telephone: 0370 000 2288 |
|---|--|

¹ Attendance is not collected for pupils under 5 at Early Years Settings or Maintained Schools as part of Censuses for the Department for Education. This footnote can be removed where Local Authorities collect attendance for under 5's for their own specific purposes.

**INFORMATION PROVIDED BY CUMBRIA COUNTY COUNCIL
(EDUCATION DEPARTMENT)**

Curricular Aims and Objectives

(taken from the 4-19 Curriculum Statement issued by the Education Department)

The Authority is of the view that the following aims should underpin the curriculum provided in all schools and colleges.

Pupils and students should:

- a) acquire the basic tools of learning - numeracy, literacy and oracy
- b) develop lively, inquiring, imaginative and creative minds with the ability to question and argue rationally
- c) become independent, self-motivated and self-disciplined
- d) develop their ability to work as contributors with co-operative groups within school and within the wider community in which they live
- e) develop a reasoned set of attitudes, values and beliefs
- f) develop understanding of the world in which they live and of the interdependence of individuals, groups, nations and the environment
- g) develop aesthetic awareness and participation in the creative arts
- h) appreciate human achievements and aspirations
- i) develop interest and skills which will enable them to enjoy and make best use of leisure time
- j) develop a wide range of physical skills and an understanding of, the need for a healthy life style
- k) develop in the areas of competence needed for employment in fast changing world

CUMBRIA COUNTY COUNCIL
GENERAL ADMISSIONS POLICY 2017/2018
Community and Voluntary Controlled Schools

Where there are more applications than places available at a community or voluntary controlled school for entry to all year groups except Year 12, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 - 6 which form part of the policy.

1. Children looked after and who were previously looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) - see note 1 overleaf.
2. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of admission. See notes 2 and 3 overleaf.
3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were allocated a place at that school by the LA either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available or (b) the school is named in the sibling's Statement of Special Educational Need/ Education, Health and Care Plan (EHCP) - see notes 2, 3 and 4 overleaf.
4. In relation to Church of England Voluntary Controlled Schools, children living within the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA - see note 6 overleaf.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission - see notes 2 and 3 overleaf.
7. In relation to Church of England Voluntary Controlled Schools, children living outside the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
8. Children living outside the catchment area, giving priority to those who live closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA - see note 6 overleaf.

Applications will be prioritised on the above basis. An exception will be made under the Authority's policy for the education of children with special needs (i) where a child holds 1. a

Statement of Special Educational Need or 2. an Education, Health and Care Plan, or (ii) is currently undergoing a co-ordinated assessment, and in either case it is considered that attendance at a particular school is necessary to meet the identified needs of that child.

Explanatory Notes

[These notes are part of the policy]

Note 1

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted (under the terms of the Adoption and Children Act 2002) or became subject to a Child Arrangements Order or Special Guardianship Order (Children Act 1989).

The provision to give the highest priority to looked after and previously looked after children applies to all children who have been adopted from local authority care.

Note 2

In criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school [excluding a nursery class] at the time of admission.

Note 3

Where reference is made to 'associated' infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

Note 4

If parent or carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

Note 5

To be considered under criteria 4 or 7 parents or carers must provide proof with the completed form that they regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. 'Regular' is defined as at least twice a month. Attendance may be at more than one church but should be for at least two years prior to the application date.

In criteria 4 or 7 applications will be prioritised using the distance measurement methodology set out at Note 6 below, with those living closest to the school measured by the shortest straight line distance given priority.

Note 6

Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA.

CUMBRIA CHILDREN'S SERVICES NURSERY ADMISSIONS POLICY 2017/2018
Community and Voluntary Controlled Nursery Schools and Infant/Primary Schools providing
Nursery Education

Where there are more applications than places available in a community or voluntary controlled nursery class, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 - 6 which form part of the policy.

1. Children looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) and children who were previously looked after - see note 1 overleaf.

2. In relation to infant/primary schools providing nursery education, children living in the catchment area who have brothers or sisters in the school (or associated junior school) at the time of admission. See notes 2 and 3 overleaf.

3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were allocated a place at that school by the LA either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available or (b) the school is named in the sibling's Statement of Special Educational Need/ Education, Health and Care Plan (EHCP) - see notes 2, 3 and 4 overleaf

4. In relation to Church of England voluntary controlled infant/primary schools, children living within the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.

5. In relation to infant/primary schools providing nursery education, other children living in the catchment area giving priority to those living closest to the school, measured in a straight line between the centre of the pupil's home address and a common point on the school site as determined by the LA. - see note 6 overleaf.

6. In relation to infant/primary schools providing nursery education children living outside the catchment area who have brothers or sisters in the school (or associated junior school) at the time of their admission - see notes 2 and 3 overleaf.

7. In relation to Church of England voluntary controlled infant/primary schools, children living outside the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.

8. Children living outside the catchment area, giving priority to those who live closest to the school, measured in a straight line - see note 6 overleaf.

Applications will be prioritised on the above basis. An exception will be made under the Authority's policy for the education of children with special needs (i) where a child holds 1 a Statement of Special Educational Need or 2 an Education, Health and Care Plan, or (ii) is currently undergoing a co-ordinated assessment, and in either case it is considered that attendance at a particular school is necessary to meet the identified needs of that child.

Explanatory Notes

[These notes are part of the policy]

Note 1

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted or became subject to a Residence Order or Special Guardianship Order (Children Act 1989).

Note 2

In criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school [excluding a nursery class] at the time of admission.

Note 3

Where reference is made to associated junior schools this is to describe those situations where infant and junior schools share the same catchment area.

Note 4

If parents or carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

Note 5

To be considered under criteria 4 or 7 parents or carers must provide proof with the completed form that they regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. 'Regular' is defined as at least twice a month. Attendance may be at more than one church but should be for at least two years prior to the application date.

In criteria 4 or 7 applications will be prioritised using the distance measurement methodology set out at Note 6 below, with those living closest to the school given priority.

Note 6 Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures a straight-line measure between the centre of the pupil's home address and the main entrance to the school/nursery building as determined by the LA in conjunction with the Headteacher at the time the determination was made.



Our Health and Safety Policy Statement and Organisation

We recognise and accept our legal and moral duties to provide for the health, safety and wellbeing of our employees, pupils and any other person who may be affected by our activities both at school and during off-site visits.

As the employer in Community and Controlled schools, Cumbria County Council retains overall responsibility for ensuring that suitable health and safety management systems are in place. The responsibility for establishing suitable systems within school has been delegated at a strategic level to our Governing Body.

The Council appoints its Corporate Health and Safety Team as the 'Competent person' to provide support, advice and guidance to the school on health, safety and welfare issues for both health and safety in school and for educational visits approval and notification. The school will access their expertise and guidance as required in the first instance.

Our health and safety performance contributes to the school's overall performance by helping to reduce injury, ill health, losses and liability, and we view our health and safety responsibilities as equally important to everything else we do. We are committed to continuous improvement in our health and safety performance and will ensure that sufficient resources are made available to achieve this.

We will ensure, so far as is reasonably practicable, that we provide safe premises and working environments, safe equipment and substances, safe activities and systems of work. We will provide suitable information, instruction, training and supervision to ensure we achieve and maintain excellent levels of health and safety. Legal compliance in all areas is deemed to be the minimum standard to be attained. We will establish suitable arrangements to deal with emergencies and school security.

Suitable and sufficient risk assessments will be used as a tool throughout our activities to ensure that our health and safety arrangements are adequate.

Everybody is expected to play their part and we recognise that, for health and safety management to be successful, all parties must be actively involved.

People are our key resource, not only our employees, but also the Governing Body, parents/carers, pupils, volunteers, contractors and any partner organisations we work with. To help ensure the active involvement of all parties, effective communication and consultation arrangements will be established through regular governor and staff meetings, communication with school unions, and through other arrangements including induction, health and safety noticeboards, and contractor control procedures. We will employ other methods to communicate our policy and arrangements as we deem appropriate.

The Governing Body appoints the Headteacher to maintain high standards of health and safety and ensure the 'day-to-day' implementation of the school health and safety policy, and to develop supporting arrangements consistent with the corporate health and safety procedures and safety guidance notes of the Local Authority. The Headteacher will ensure that the Governing Body and Local Authority are kept informed of accidents and any other relevant health and safety issues, and that competent health and safety advice is sought where required. The Headteacher will appoint others to specific roles and will delegate tasks which help to support the school's health and safety arrangements. Our specific arrangements are outlined in a supporting document to this policy statement (available on request). These will include details of specific persons undertaking health and safety roles, e.g. Health and Safety Co-ordinator or nominated First Aiders.

The school will prepare an annual health and safety management plan for monitoring improvement, which will be used as a working document, kept under regular review, and will prepare further written documentation to support this policy which will describe the specific arrangements made for health and safety. These specific arrangements can be made available on request.

The Governing Body will establish suitable forums and procedures for discussing and sharing relevant health and safety information with staff and others, and for implementing the Local Authority's corporate health and safety procedures applicable to the school.

Staff throughout the school have responsibility not only for their own health and safety but also for that of any pupils or others under their control. All employees are expected to cooperate and to contribute towards meeting excellent health and safety performance in all school activities.

Whilst adopting excellent health and safety standards is viewed positively and contributes to the overall performance of the school, failure to adopt adequate procedures will be taken very seriously. Where required appropriate disciplinary procedures will be implemented.

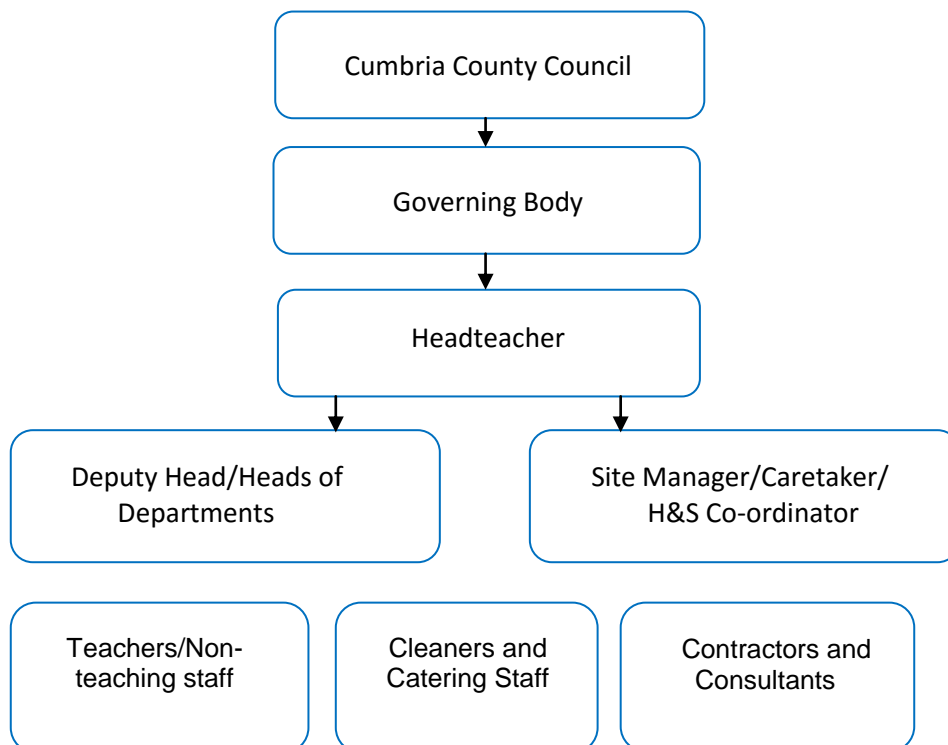
In order to ensure we are achieving adequate health and safety standards, arrangements will be put into place to monitor and review our own performance. These will include regular audits conducted by the Local Authority's Health and Safety Team, periodic monitoring of our health and safety arrangements by the Governing Body and nominated staff, regular inspection of our equipment and premises, and the monitoring of accident and work-related ill health data. Levels of work-related accidents and ill health are deemed to be an indicator of management control and not necessarily the fault of individuals.

Wherever possible we will benchmark our performance against available data. Health and safety performance will be provided in an Annual Health and Safety Report, prepared by the Headteacher, to the Governing Body with interim updates provided where deemed appropriate.

This statement supports Cumbria County Council's overall Health and Safety Policy and represents a summary of the school's organisation and arrangements. This statement and the school's documented arrangements will be made freely available to all staff and other interested parties on request.

This policy statement and relevant arrangements will be reviewed at least biennially to ensure it remains effective and up to date.

Structure for Health and Safety Management



Chair of Governors:

K Black

17 May 2016

Headteacher:

F Edmondson

17 May 2016

Date for review:

May 2018