

Great Corby School, Great Corby, Carlisle CA4 8NE

Telephone & Fax: 01228 560399

www.gtcorby.cumbria.sch.uk

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Dear Parent

In Great Corby School we foster a happy, cooperative atmosphere which promotes mutual respect, tolerance and open-mindedness.

We are a community primary school and nursery established in Victorian times with a long tradition of seeking to provide the best in education for the children attending the school. We enjoy what must be one of the most beautiful locations of any school in Cumbria, situated by Corby Beck, where it emerges from a wooded gill just above us - a natural environment we try to make the most of in the curriculum. We are constantly updating the school building, the most recent development being the creation of a withdrawal room and upgraded cloakroom areas. The school has a hard play area, a newly developed timber trail and a grassed area. The outdoor area for the Foundation stage and nursery has been re designed for all year round access.

The nursery runs along side Reception every morning catering for children from 3years. We have a daily Before and After School Club which is very popular and a Mothers and Toddlers Group that meet once a week.

We admit school children in September each year provided that they are four years old before September 1st. More information about these initiatives can be found further on in this prospectus.

We aim to lay the foundations for life long learning by providing the best quality teaching and learning, so that each pupil achieves their full potential. We can only achieve this by listening to and valuing the contributions of our pupils and encouraging parents wholeheartedly as partners in education. We are a small school and enjoy many advantages as a result - we are friendly and approachable, and hope you will always feel welcome here. Please feel free to come and talk with us about your child, and raise any questions you may have, at any time.

Children in Cumbria can begin their full-time primary education by entering a Reception class in the September following their fourth birthday. Children born between 1st September 2014 and 31st August 2015 can start school in September 2019.

The closing date for applications is 15 January 2019. This closing date is very important. Don't let your child miss out by applying late.

Kirsty Williamson
Head Teacher

Mandy Kennedy
Chair of Governors

Extracts from OFSTED, February 2014

Pupils feel that they are well looked after. They enjoy school and attend well.

Pupils make a strong contribution to the caring and mutually supportive culture in the school, by which staff and governors put great store. The behaviour of pupils is good.

THE SCHOOL AIMS

The general aim of the school is to maintain a secure and happy atmosphere in which the children can increase their knowledge, improve their skills and develop good attitudes towards themselves, their work and to others.

To encourage this we seek to provide an environment and a way of working which, we hope, will allow the children to:

- Develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally thus developing a set of attitudes, values and beliefs based on reason
- Become caring, independent, self-motivated and self-disciplined learners who consider the needs and rights of others
- Contribute to the co-operative work being carried out within the school so that they learn to understand the importance and the value of co-operation in the wider community in which they live
- Understand the world in which they live and the interdependence of individuals, groups, nations and the environment
- Develop aesthetic awareness and participate in the creative arts
- Gain an understanding of historical change, to become aware of historical evidence and to appreciate human achievements and aspirations
- Develop interests and skills that will enable them to make the fullest use of their leisure time
- Develop a wide range of physical skills and the understanding for a need for a healthy lifestyle
- Be able to respond and adapt to new challenges in a world of rapid change.



Great Corby Primary School

ADMISSIONS POLICY / ARRANGEMENTS 2019/2020

Great Corby Primary School is an Academy and the governors are the Admission Authority. **Admission Number 12** – this is the number of children who will be admitted into the Reception group in September 2019.

An application for admission to our school is to be made on form SA1 which is included in the parental information pack. It is also possible for an application to be made on the Local Authority's website.

**CLOSING DATE FOR APPLICATIONS FOR SEPTEMBER 2019 ENTRY
15 JANUARY 2019.**

At the time of considering applications for the Reception intake or at any other time when there are more applications than places, children will be allocated a place in the order of priority given below.

- 1. Children looked after by the Local Authority**, , giving priority if necessary to the youngest children – a child looked after, i.e in public care, is defined in the code as a child who is looked after by a local authority and previously looked after children which extends to children who have been adopted or have become subject to a child arrangements or special guardianship order within the meaning of Section 22 of the Children Act 1989.
- 2. Children who have physical and/or medical needs who would be disadvantaged by travelling to another school.** Written evidence from an appropriate professional would be required for the governors to consider admission on this category.
- 3. Children resident within the catchment area who already have brothers or sisters at the school at the time of their admission.** If there is greater demand for places, than places available, priority will be given to those children with the youngest siblings. Brothers & sisters are those living at the same address & includes step children & 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 at the time of admission.
- 4. Children resident within the school catchment area.** If there is greater demand for places than places available, proximity of the front door of the child's home to the main entrance of the school as measured by the shortest walking route by road. Those living nearest being accorded the higher priority.

5. **Children living outside the catchment area who have brothers or sisters in the school at the time of their admission.** *Giving priority to those children with the youngest siblings. Brothers & sisters are those living at the same address & includes step & foster children.*
6. **Children living outside the catchment area, giving priority to those who live closest to the school.** *Measured by the shortest walking route by road from the front door of the home to the main school entrance. The Governors will use the Local Authority measuring system to ensure consistency of measurement.*

Notes:

- An exception will be made if a child has a statement of special educational needs or Education, Health and Care Plan naming Great Corby Primary School, as in these circumstances the Governing Body would have a statutory duty to admit the child concerned.
- Children attending Great Corby Nursery are not guaranteed a school place - see the order of priority above.
- **THE CATCHMENT AREA** - a map of the catchment area is available from the school or the local authority.
- **THE RIGHT OF APPEAL** - Where the governors are unable to offer a place because the school is oversubscribed, parents have the right to appeal to an Independent Appeal Panel. **Parents should notify Mrs. Louise Coulthard (Clerk to the governors) at the school within 20 school days of receiving the letter refusing a place.** The school will then arrange the necessary paperwork for parents who will have the opportunity to submit their case to the panel in writing.
If your child was refused a place in a reception Key stage 1 class because of government limits on infant class size, the grounds on which your appeal could be considered are limited. You would have to show that the decision was one which no reasonable governing body would have made or that your child would have been offered a place if the governors' admission policy had been properly implemented.
- **DEFERRED ENTRY TO RECEPTION** - If a child who has not reached statutory school age has been allocated a place in the Reception Class & parents wish to delay entry, the place will be kept open. The place must be taken up when the child reaches statutory school age, by the latest at the beginning of the summer

term - it is in the interest of the child to start no later than January.

- Admissions outside the normal admission round will be considered by the Governor Admission Committee, having regard to Infant Class Size Legislation & the numbers of children present in the class to which admission is sought.
- **A waiting list will be kept by governors.** A waiting list will be kept by governors for the first term of entry. Should parents wish for their child's name to be included after this, they should inform the school.
- **Multiple Births** - The governors of Great Corby Primary will ensure as far as possible that twins, triplets or those children born in the same year are not separated. Such children will be given priority in any particular category. If despite this, the governors are unable to accept all of the children because the published admission number will be exceeded then the governors will allocate a place by leaving the decision to the parents. The governors will invite the parents to go to appeal for the unsuccessful child/ren.
- The admission of your child to our school does not depend on your ability or willingness to make financial contributions.

Head Teacher: Kirsty Williamson
Chair of Governors: Mandy Kennedy

Date: January 2018

This policy will be reviewed in January of each year

Name of school:

Great Corby Primary School

Address of school:

Great Corby
Carlisle
Cumbria CA48NE

Email address:

admin@gtcorby.cumbria.sch.uk

Name of contact:

Mrs. Lorraine Walsh - School Business Manager

Explanatory Notes

(These notes are part of the policy)

Note 1

A child looked after is defined as a child who is looked after by a Local Authority within the meaning of Section 22 of the Children Act 1989.

Note 2

To prioritise 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.

In circumstances where there is an application for more than one child in the family, and it is not possible to offer a place to all of the children concerned, it will be up to the parents/carers to decide whether they wish to accept the place(s) offered. This will also be the case in relation to twins etc.

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 parents believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose. In relation to a child with a Statement of Special Educational Need, the Statement must state that the child is directed by the LA to attend a particular school which is necessary to meet his or her identified needs. It does not include those situations where the Statement indicates that the LA considers a mainstream school of parental choice to be appropriate.

Note 5

To be considered under criteria 4 or 7 parents must provide proof with the completed form that they are on an electoral roll of a C of E church and have been for two years before the closing date for preference forms. It may relate to more than one church. A letter of verification will be required from the relevant church(es). To prioritise in criteria 4 or 7 the measurement criteria in criteria 5 will be used.

Note 6

Distance measurements will be undertaken using the LA's computerised Geographical Information System (GIS) and will be to the nearest entrance on the school site which is available to pupils at the time of undertaking the assessment. The route used will be the shortest walking route by road as identified by GIS at that time.

THE SCHOOL



The school is a co-educational county community primary situated some 6 miles from Carlisle in the village of Great Corby.

There are four teaching classroom. The school uses the outdoor area, school hall and village sports field for P.E. We also use the P.E. facilities and swimming pool at Morton Leisure Complex. The children are supported by full and part time teaching and non-teaching staff.

The number of reception children that can be accepted each year is 14.

THE NURSERY

Our main aim is to provide a happy and secure environment for your child so that you can be confident that he or she will be given all the care and attention you would wish.

We aspire to enhance the development and education of children under statutory school age in a parent-involving, community based setting which encompasses the belief of opportunity and equality for both parents and their children.

We offer your child;

- individual care and attention made possible by an extremely high ratio of adults to children,
- fun and friendship with other children
- the chance for you and your family to be directly involved in your child's progress.

We provide specially tailored activities through the new Early Years Foundation Stage Curriculum and prepare the children to progress with confidence to the next stage of their development.

The nursery is open school hours including breakfast and after school club, we are open from 8am - 6pm. Term time only.

Nursery Fees: £5.00 per hour for am & pm sessions

MOTHERS AND TODDLERS GROUP

The aim of the group is to provide a safe, stimulating environment where you and your children can meet other young families living in and around your community. It is community run and held in the school hall on Monday mornings from 9.30am till 11.00am, term time only. The group asks for a small contribution of £1.50 per family per session.

For more information either contact the school office on 01228 560399

SCHOOL HOURS

Morning session 9.00am-12.00pm
Afternoon session 1.00pm-3.15pm

Taking account of break-times, time for registration and time for the statutory Act of Collective Worship, the time available for teaching is 4.5 hrs, which is in line with Government recommendations for the minimum teaching day.



A member of staff will be on duty each day **from 8.45am** and therefore the school's responsibility for the children will begin at that time. We hope parents will appreciate that we can take no responsibility for children who arrive before that time.

BEFORE AND AFTER SCHOOL CLUBS

The aim of the clubs is to provide high quality childcare including an interesting variety of activities in a safe and relaxed atmosphere.

The hours of the club are:- 8.00am - 8.45 am (£3.00 per day)

3.15pm - 6.00pm (£4.00 per hour or £10.00 for full session).

More details are available on request, please contact school office.

SCHOOL STAFF

<p><u>Head Teacher</u></p> <p>Miss Kirsty Williamson</p>	<p><u>Teaching Staff</u></p> <p>Miss Victoria Rose Miss Laura Mitchinson Mrs Victoria Sanderson Mrs Tracey Billington Miss Sarah Johnston</p>	<p><u>School Business Manager</u></p> <p>Mrs Lorraine Walsh</p>
<p><u>Special attachment</u></p> <p>Mrs Vanessa Russell</p> <p><u>Before & After School Club</u></p> <p>Mrs Sue Love Mrs Mary Simpson</p>	<p><u>Teaching Assistant</u></p> <p>Mrs Catherine Logue Mrs Jane Tait Ms Wendy Lichtblau Mrs Victoria Richardson Mrs Louise Coulthard</p> <p><u>EYFS Practitioner</u></p> <p>Mrs Helen Walker</p>	<p><u>Mid-day Supervisors</u></p> <p>Ms Wendy Lichtblau Mrs Jane Tait Mrs Gillian Currie</p>

SCHOOL GOVERNORS

Mrs Mandy Kennedy Tel: 01228 562080	Chair of Governors	
Miss Kirsty Williamson Tel: 01228 560399	Headteacher	
Mrs Vicky Rose Tel: 07983311881	Staff Governor	
Mr Richard Hewson 01228 562370	Parent Governor	
Mrs Rosie Arora Tel: 01228 409576	Parent Governor	
Mrs V Evans Tel: 01228 562778	Community Governor	
Mrs Julie Clarke Tel: 01228 560577	Parent Governor	
Mrs Anne Summers Tel: 01228 560952	Community Governor	
Mr Ivor Evans Tel: 01228 562778	Community Governor	
Mrs Louise Coulthard Tel: 01228 560647	Clerk	

GENERAL UNIFORM

Girls

Skirts or pinafores	Grey or navy
Dresses	Pale blue or navy gingham in summer
Jumpers	Navy blue sweatshirt
Shirts	Pale blue polo shirt
Cardigans	Navy but plain white may be worn in summer.
Socks	Long or short white or grey socks may be worn or navy tights.
Shoes	Black or navy sensible shoes (not trainers).

Boys

Trousers	Grey or black
Shirts	Pale blue polo shirt.
Jumpers	Navy blue sweatshirts
Socks	Plain grey
Shoes	Black sensible shoes (not trainers).

PE UNIFORM

The Governors have taken the decision to state a uniform for P.E. The uniform is common to all the children.

Shorts	Plain black/navy gym shorts/ leggings
T-shirt	Plain white, short-sleeved crew necked
Shoes	Trainers
Tracksuit	Navy joggers and zipper

When starting school all children are provided with a **NAMED drawstring PE bag** for storage of PE kit. This helps with limited storage space.

All clothing should be labelled with the child's name so that lost items can be easily identified.

The school uniform is available from The Uniform Shop, Nelson Street, Carlisle or can be order online from Tesco Embroidery Service, see school website (www.gtcorby.cumbria.sch.uk) for quick link to this.

SCHOOL MEALS

Children may go home for lunch, stay for a school lunch, or stay and have a packed lunch, which they bring with them.

Parents requiring a school meal for their child order online through the Lunchshop. To pre-book a school meal visit www.lunchshop.co.uk. School meals cost £2.60 per day.

FIRST STARTING

What happens after your child has been offered and accepted a place at our school?

During the Summer Term parents of New Entrants are invited to meet the teachers and learn a bit more about how we work with your children during their first year. The parents and children are invited individually to meet the reception teacher for an informal discussion about the children and the school. This initial meeting is followed by a further visit to school for the child to spend part of a day with their prospective teacher in a classroom situation. If parents would prefer that this initial contact should take place at home, this can be arranged.

In the interests of the safety and well being of your child, we also request that parents stress to their children that, if the person meeting them at the end of the day is delayed, they return to their teacher and inform them so that they do not leave school unsupervised.

On occasions during the school day when children become unwell, a member of the teaching staff or the classroom assistant will attend them to until parents can be contacted. Minor injuries are attended to by a member of the teaching staff, the classroom assistant or by the mid-day supervisors during the lunch break. In the event of an injury giving cause for concern, parents will be contacted if your child is ill during the night (sickness, diarrhoea etc.) we ask that you do not send them in if you are in any doubt about their condition.

MEDICINES

All procedures appertaining to the issue and administration of medication will be in accordance with the 'DfE Supporting Pupils at School with Medical Conditions' 2014 and the school Supporting Pupils at Schools with Medical Conditions Policy and procedures.

HOME SCHOOL LINKS

We have an active Parents Association ('Friends of Great Corby') and all parents are automatically members but any other members of the family or the community who wish to

help support the school are also welcome to help us with, or to join us at, any functions, events or fund-raisers that we have. All monies raised go to benefit the children in school; being used for the purchase of additional resources, the funding of some curriculum events such as theatre visits and towards making school an interesting and stimulating environment for children to learn in.

We need your support and help so please do get involved if you can.

PARENTS IN SCHOOL

We welcome parents who wish to contribute to school life. There are many ways in which you can become involved, from helping to look after the garden to assisting in the classroom or with after-school activities.

Throughout the year you will receive letters asking for help with specific activities - let us know if you want to get involved.

Sometimes it can be difficult to commit to specific times or days, and you may prefer to help with out of school activities - don't think that because you can't come in during school hours you can't do anything for us. Whether it's covering books or making book bags, we can always use willing volunteers! Please note that all volunteers will require a police check before being allowed to work within the school.

HOMEWORK

The school does have policy of setting homework on a regular basis. We do place great importance on **your** assistance with the learning process in all curriculum areas.

Homework is set in line with Government guidance;

Year1/2 1.00 hour per week
Year3/4 1.30 hour per week
Year 5/6 30 minutes per day

We are constantly reviewing our policy and approach to homework and we expect, parents to support the school in its homework policy by making sure that children do complete the set work, or by listening to them read and noting it on their Reading Record which every child should have.

We believe learning at home is 'an essential part of good education'. Homework will reinforce classroom learning, help children to develop independent learning skills, including research skills and be at a suitable level for each child.

SCHOOL RULES

Our school rules are for the benefit and the safety of the children.

We expect pupils to arrive at school punctually, ready to work hard, be polite, act sensibly and follow our rules for making life in school more pleasant for all of us. We hope that you, as parents, will support us in this and that you will reinforce the actions of the school in

trying to keep school as a place where your child feels safe and secure.

1. Behaviour

When the whistle is blown in the playground, the children are expected to stand still quietly until they are asked to walk in to school. This is applicable at any time but in a morning, it helps to start the school day off in a calm manner.

When moving around school during the day, the children are expected to walk sensible. They are also expected to wait quietly when coming into assembly from their classrooms.

At dinnertime we expect the children to respect and accept the authority of the midday supervisor when asked to do anything. We also expect them to be able to sit and eat their lunch using appropriate utensils in a calm and quiet manner.

We expect the children to treat all school property with respect and care.

We expect all children to be honest about their behaviour and actions, even if they feel that they might be about to get into trouble.

We do not allow play fighting or games involving play fighting since this can result in children getting injured if those involved get carried away in the action

In instances where a child's behaviour is becoming disruptive in class or violent in the playground, the first course of action will be to withhold certain privileges. Should this be ineffective further measures will be taken as laid out in the School Discipline Policy (see Appendix A). In accordance with County Council policy, corporal punishment is not used in school.

2. Jewellery

Jewellery of any sort should not be worn in school. This is for two reasons:

(i) Safety in PE and Games. We are required by the Health and Safety advice to have children remove earrings and jewellery during PE lessons or any sort of sports activities to avoid accidents. Any teacher not doing so would be directly responsible.

(ii) We avoid the loss of important or precious articles removed during these times.

Children with pierced ears are expected to remove the sleepers for any PE activity and should be able to put them back themselves. We do ask you to try and avoid having ears pierced during term time since this means your child will probably miss some 6 weeks of PE whilst the ear heals and the sleepers cannot be removed.

3. Sweets

No sweets or snacks are allowed in school unless they are needed for medical reasons e.g. diabetics. This is to allow us to develop the understanding of the need to try and develop a healthy life style as in our school aims and also helps to reduce rubbish in the school playground.

We provide a piece of fruit daily for your children and the opportunity to enjoy a carton of milk every day, if they wish.

4. Bullying

Bullying can be a problem in any school. However, we take steps to try and make sure, once we know it is happening that bullying is not condoned in our school.

We can only deal with specific problems if we know that they exist, and parents who have any concerns about bullying should see the class teacher and/or the Head teacher. Pupils are encouraged to tell an adult when they feel they are being bullied or when they think they see someone else bullied. Children found to be bullying will be dealt with by the class teacher and Head teacher as appropriate. **If necessary the parents will be brought in so that home and school can work together with the child to improve the behaviour and their ability to respect the rights of others not to be bullied.**

COMPLAINTS PROCEDURE

Parents should be aware that under the Education Reform Act 1988 all sorts of responsibilities were placed on the Governing Body and the Local Education Authority in respect of running of schools. If you have any complaints about the discharge of these responsibilities then you are advised to follow the procedure below.

All complaints are taken seriously but please check before you complain that the matter is educational or school related.

- First, please discuss the matter with the class teacher on an informal basis.
- If the matter can not be resolved then please discuss it with the Head teacher remembering that she is a teaching Head so please try not to disturb her class.
- If the matter cannot still be resolved then please put the matter in writing to the Head teacher who must then discuss it with the Governing Body.
- At this stage a formal meeting can be arranged with a Governor present if you so wish.
- Once the matter is formalised it must be discussed at a Governors Meeting and you are entitled to a formal reply.
- If the matter cannot be resolved by the Governing Body then you have the right to contact the Local Education Authority at 5 Portland Square, Carlisle.

ORGANISATION OF THE CLASSES

The school is organised as:

- Foundation Stage children and Nursery age children are taught together
- Class 1 for Years 1 and 2
- Class 2 for Years 3 and 4
- Class 3 for Years 5 and 6.

Since we have an admission number of twelve, it is inevitable that your child will spend their school life in mixed year group classes

SPECIAL EDUCATIONAL NEEDS POLICY

The aim of our school is to provide a broad and well-balanced curriculum for all the children in our care. Using the National Curriculum as our starting point we plan to meet the specific needs of each child, setting appropriate learning challenges, and responding to the diverse needs of the children.

Any child might at some point in their school career have special educational needs and the aim of the school is to ensure that through assessment, planning and appropriate provision for their needs they are able to participate as fully as possible in the life of the school.

It is the policy of the school to admit all children regardless of disability or need.

Within the new Code of Practice for Special Educational Needs there is a requirement for parents to be fully involved in the decision making for their child. At Great Corby School our aim is to work with parents in partnership, involving them in the decision making process for their child, and in providing a sympathetic and listening environment so that parents feel able to discuss concerns they may have with the class teacher and/or the Head teacher.

The new Code of Practice identifies three levels of support for children who may be experiencing some difficulties in school.

School Action

Our aim is to identify children who may be experiencing difficulties as early as possible and to put into place strategies to enable them to make progress. This is done in consultation with the class teacher and/or Head, and the Special Needs Co-coordinator (SENCo). This may take the form of differentiated work, or may include some additional support either within class or withdrawn individually or in small groups to work to specific targets.

Occasionally children might require an Individual Education Plan to identify specific targets. These are drawn up by the class teacher in consultation with the SENCo, and take into account the views of the parent and child.

School Action Plus

There are occasions when the school might feel that the advice and assessment from an outside specialist will be beneficial in providing guidance to staff to enable a child to make progress in particular areas. Again we aim to ensure that parents are fully involved in this decision.

Statement

Where there is significant and lifelong need a request for a Statutory Assessment might be made to the Education Authority, following which, a Statement of Need might be issued. This provides additional funding, linked to an individual pupil, to provide additional support over and above that which the school can reasonably be expected to make.

STATUTORY CURRICULUM

Within the whole of our school curriculum will be included the teaching of the subject areas of the National Curriculum (NC).

Broadly speaking our curriculum is divided into:

Core Subjects

- English
- Mathematics
- Science
- ICT

Other Foundation Subjects

- Design Technology
- History
- Geography
- Physical Education
- Music
- Art / Design
- PHSE

RELIGIOUS EDUCATION

This is taught as it is a statutory requirement, although outside of the National Curriculum as such. It contributes to personal and social development within the school.

SEX & RELATIONSHIP EDUCATION

The school has recently introduced a sex education programme using the Department of Education & Employment's guidance document, Sex and Relationship Education.

This programme reflects the school ethos in demonstrating the values of respect and responsibility in personal relationships, and will be taught in conjunction with appropriate National Curriculum subjects, such as Science.

Regular monitoring and evaluation of the implementation of this policy will involve parents, teachers, and children, and the policy will be reviewed annually.

SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION

This is taught through assemblies and as themes throughout the National Curriculum subject area.

FOUNDATION STAGE

The Foundation Stage became part of the National Curriculum in 2002. Children's learning is now organized into six areas:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

There are Early Learning Goals, which set out what most children are expected to achieve by the end of the foundation stage.

Of course, at this stage most learning happens through play and through fun group activities, not through sitting at desks with pencils and paper! Assessment is done informally through teachers' observations of children.



TEACHING TIME

The percentage of intended **teaching time** at each Key Stage (KS) available for the National curriculum during a normal school week, excluding time spent on the statutory daily act of collective worship, registration and breaks, is illustrated below. This time allocation is intended to indicate the balance to be achieved over a term and a year in relation to the curriculum areas, and it may not be the case that history or geography - for example - are taught every week, since the agreed curriculum planning allows for varying focus in any half-term.

Subject	% KS1 Infants	% KS2 Juniors
English	30	30
Mathematics	22	22
Science	13	13
Design Technology	4	4
Information Technology	5	5
History	4	4
PE	5	5
Music	4	4
Geography	4	4
Art & Craft	5	5
Religious Education	4	4

LITERACY

Children will be provided with opportunities to communicate using the spoken and written word. As children master the ability to put their words and thoughts into writing they will have the opportunity to write both creatively and factually. Through the opportunities provided for developing their speaking and listening skills there would also be opportunities and experiences designed to develop an appreciation of literature.

Reading skills will be developed at the appropriate levels through the use of our Reading Program, other appropriate books, library books, reference material and a wide range of good reading material.

A joined style of handwriting is introduced and taught from reception onwards and grammar and spelling are taught, both through formal instruction and linked to the developing needs of the child as shown in their written work.

NUMERACY

A practical approach to numeracy is used in order to enhance children's learning of mathematical concepts and to develop their understanding and enthusiasm for all areas of numeracy. Mathematical skills are developed through structured activities so that continuity and progression are ensured.

Numeracy is taught through the Numeracy Strategy enhanced and supplemented by a wide range of activities, experiences and support material in order to fully meet the requirements of the National Curriculum. The children work individually, in groups, or as a class, using a variety of methods and materials. Links are forged with other areas of the curriculum and children are encouraged to discover the need for, and uses of numeracy in the world around them.

SCIENCE

The emphasis in the teaching of science is on the development in the children of scientific skills, attitudes and concepts. The children themselves being actively involved in making careful observations, raising questions, solving problems and making discoveries, achieve this.

The areas of science taught are applicable to the child's immediate environment as well as the wider context of the world around them. A breadth of scientific experiences will be built up and opportunities given so that the children will satisfy their curiosity about as many aspects of the world around them as possible, as well as meeting the requirements of the National Curriculum.

DESIGN TECHNOLOGY

Design Technology is a Primary Curriculum foundation subject. In this practical subject, children learn basic skills and techniques, which enable them to design and make a wide variety of products. Areas covered are as diverse as food technology, textiles, simple electrical circuits and using wood, card and recycled materials.

I.C.T.

Information & Communication Technology capability is developed progressively across the curriculum, from reception to Y6. The school has a computer suite, all of which have CD-ROM/Multimedia facilities and Internet access; we also have a scanner, digital camera, and 'Bee-Bot' floor robot. The school is well equipped with a range of software, including interactive smart boards in each classroom, to support all areas of the curriculum. The children are encouraged to use ICT for communicating information, handling data and for investigations using simulations and control technology.

GEOGRAPHY

The Geography curriculum follows the requirements of the National Curriculum. This aims to increase children's awareness of landscape features, mapping skills, man's interaction with his environment, the quality and variation of environments along with developing knowledge, and understanding of other places and cultures.

The majority of work covered is within a topic, where links between some of the above aspects may be explored and, where necessary, studied specifically. Geography will usually be linked to other areas of the school curriculum, due to the nature of the subject. There is a great emphasis on 'practical' experiences, which may involve visits to study various environments.

HISTORY

In the key stage 1, history is integrated within the scope of a main topic. The study of history starts from the pupils' own experiences and gradually expands to look at changes in the British way of life over the last two generations. In key stage 2, history may be linked to a main topic or taught as a separate subject. Children study British History, Ancient Civilizations and Non-European societies. As well as acquiring knowledge about the past, the children also learn the necessary skills to understand and interpret the past. Where possible, visits to historical sites are used to enrich their experience.

ART AND DESIGN

In order to foster an appreciation of, and an interest in, art and craft, a great importance is placed on the displays of work to be found both within the classrooms and throughout the school generally. Care is taken to display the work carefully in such a way as to show regard for the finished product.

In the early stages the children are given an opportunity to experiment with a wide variety of materials including such things as paint, crayon, pencil, chalk and plasticine as well as the making of simple 3D shapes using everyday materials. The use of scissors, often difficult for younger children, is practised continually throughout the school with a variety of materials. As the children pass through the school, new experiences in this field are introduced, including work with clay, wood, types of printing, the use of the needle, collage, work with dyes and a variety of other mediums.

Art lessons are ways of exploring new media and the children are given the opportunity to produce items using their own explorations. The teaching of art follows this pattern and, as and when the children show an interest or a need for help or advice, it is given. Alongside exploration of materials, lessons are given to show new methods, which will enable the children to explore further the many areas within this subject. In craft the teacher often new to the children, introduces lessons a variety of materials are used and these, with an emphasis being put on the correct use and care of the tools being used.

MUSIC

The children are given the opportunity to experience the satisfaction and enjoyment that can be derived from listening to and expressing themselves in music. They are encouraged to take an active part in music making, principally using the voice but with the additional use of simple percussion instruments. At the same time, their listening, critical and rhythmical skills are developed.

We offer instrument tuition for children from Years 2 to 6, in brass, woodwind, keyboard, recorder, and guitar. Visiting tutors provides this, and a charge is made.

PHYSICAL EDUCATION

Throughout the primary years the children participate in physical education lessons, the aims being to aid the natural physical development of the child and foster a feeling of well being.

The children are involved in a wide and varied range of experiences to aid their physical development. These include:

- The use of small apparatus such as skipping ropes, balls and hoops which are used to develop motor control skills using specific body parts;
- Use of large apparatus to introduce basic forms of gymnastic activities i.e. jumping, hanging, balancing, landing;
- The use of music to enhance body movement skills and to encourage controlled movement;
- Skills involving small games activities in pairs, small groups or teams.

The school is part of the Primary Sports Co-coordinators Group (Brampton Area) and holds the Sport England Active Mark Award.

The children in KS2 practice formal games skills, e.g. netball, football, and rounders, and they participate in various local matches.

Swimming is also taught during the year to all children. .

Children are required to change into the appropriate clothing for any physical activity e.g. shorts, tee shirts, leotards etc. Training shoes are not encouraged, as they are not as safe or flexible as gym shoes during physical activities.

Each year the school has a School Sports Day, which involves every child within the school.

OUT OF SCHOOL RESIDENTIAL EDUCATION

Children are given the opportunity to visit residential centres at various times throughout the school year. These may be visits to cultural and environmental centres. Such visits enable the children to have the broadest understanding of a variety of different experiences in their world.

In essence these residential visits allow children to;

- Develop self esteem by successfully taking part in challenging activities
- Develop independence, responsibility and group co-ordination skills.

RELIGIOUS EDUCATION

Our aim is to develop in the children an awareness of themselves and a considerate attitude towards other people through the study of Christianity and with reference to other world religions.

The school engages in a short daily act of collective worship as part of the assemblies. Parents who do not wish their children to participate in religious education can, through consultation with the Head teacher, have arrangements made for them to be excused from the assemblies. We welcome participation from anyone within the community outside our school e.g. nurses, policemen who can offer a caring and helpful theme on which to base our collective assemblies.

During the school year parents will be invited to attend an assembly produced and performed by their child in a class assembly.

EXTRA CURRICULAR ACTIVITIES

The staff and parents offer a range of extra curricular activities either during the lunch break or at the end of the school day - for example football, uni-hoc, rounders, netball, art and running. However, as we are a small school in terms of staff there is only so much we can do. So, if you have any skills or hobbies, which you feel may interest the children, please feel free to discuss them with the Head teacher.

Through these opportunities children have not only the chance to extend their learning but to participate in inter-school matches as well. Much of the training associated with football, five a side and netball takes place after school and involves not only staff but often parent or community volunteers. The matches themselves frequently take place out of school hours.

All policies are available from school or you can access policies online via our website.

