



## MISSION STATEMENT

**Valuing each person as created in the image of God and therefore of infinite worth: -**

We seek to promote a school community based on sympathetic understanding of the Christian Faith and with commitment to the Christian Ethos.

We welcome all children from the neighbourhood irrespective of their parents' beliefs, providing an environment where Faith ideas might be explored.

We give priority to the spiritual, mental and physical development of all pupils, through all aspects of the National Curriculum.

We strive, through the Christian Ethos and Curriculum, to address the changing issues of contemporary society, preparing pupils to be responsible and caring global citizens of the 21<sup>st</sup> Century.

We welcome and support interaction between school, home, church and the wider community.

# Leck St Peter's CE Primary School

Headteacher: Mr. K Stafford-Roberts

Leck,  
Via Carnforth,  
Lancs.  
LA6 2JD



Tel: 015242-71538

Fax: 015242-71757

[www.leck-st-peters.lancs.sch.uk](http://www.leck-st-peters.lancs.sch.uk)

[head@leck-st-peters.lancs.sch.uk](mailto:head@leck-st-peters.lancs.sch.uk)

*Dear Parents,*

*It is a great honour to represent Leck St Peter's Primary School as Chair of the Board of Governors. My children have been associated with Leck for the last eight years.*

*I have been lucky enough to enjoy our stunning rural school as both a local resident and as a parent and feel that the enthusiasm shown by the staff and governors goes to make our school the centre of excellence that the children deserve.*

*On behalf of the governors I thank the parents for their support and the confidence they show in us. Thanks especially, however, must go to all those young people whose attendance and active interest in all the opportunities offered to them ensures that they will gain the maximum possible benefit from their time at Leck St Peter's.*

*Yours thankfully,*

*Jayne Davies.*

**Chair of Governors.**

## INTRODUCTION AND BRIEF HISTORY

St Peter's School is a small rural school, close to the borders of Cumbria and North Yorkshire in a uniquely lovely setting. As a Church of England Aided School it receives funding through both the Church and the County and the governing body reflects the involvement of the Church, in policy-making responsibilities.

It has a long history. The first school at Cowan Bridge was founded in 1820 by Rev Wilson, then rector of Tunstall parish, for the education of clergymen's daughters. Charlotte Bronte and her sisters were sent to this school. Her impressions of 'Lowood School' are recorded in Jane Eyre. Brocklebridge Church takes the place of Tunstall Church, to which the pupils went every Sunday. The school eventually moved from Cowan Bridge to Casterton and the 'Bronte School' was made into a bobbin-mill connected with the stream.

In 1845 a girls' school was started in what is now Jubilee Cottage, next to the Church. The boys were in the building, which is now the Infants room, which was in existence before 1857. Later the girl's school became the Infant School (mixed). On 19 August 1931 they became an Infant and Junior School only and senior pupils went to Burton-in-Lonsdale School. In 1938 the infants and juniors were taught together. The junior classroom was built in 1960 and the school became Leck St Peter's Infant/Junior C E School. In 1968 Tunstall School closed and children were admitted to Leck School. Jubilee Cottage is now a private residence.

Between 1997 and 2000 a new office and cloakroom were added, the school was re-wired and the toilets completely re-furbished. In summer 2001 a new classroom was opened, providing accommodation for the KS2 pupils and this was further extended in 2007 together with the provision of disabled toilet facilities.

In September 2008 the school entered into a collaboration arrangement with Hornby St Margaret's CE Primary school and our headteacher took over responsibility for both schools.



## PERSONNEL - WHO'S WHO

### **CHAIR OF GOVERNORS**

Mrs Jayne Davies

### **HEADTEACHER**

Mr K Stafford-Roberts

### **TEACHING STAFF**

Juniors

Mrs H Wheatley  
Mrs C Kelly

Infants

Mrs S Browne  
Mrs V Mather

French/Spanish

Mrs C Kelly

Peripatetic Music

Mrs J Lawrence  
Mr C L'Heureux

### **OTHER STAFF**

Teaching Assistants

Mrs C Makinson  
Mrs B Buxton  
Mrs C Hodgson

School Administrator

Mrs C Sharpe  
Mrs C Harrison

After school club

Ms R Coates

Welfare Assistants

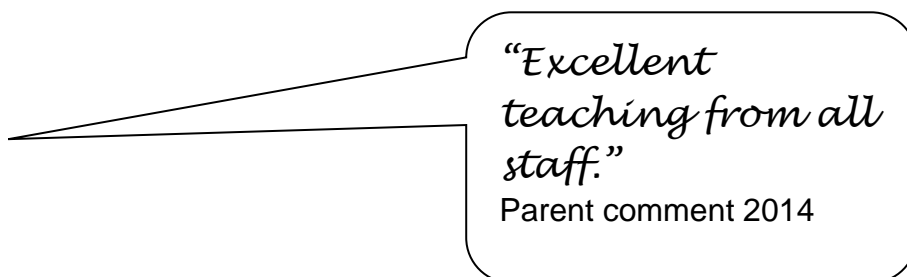
Mrs A Henderson  
Mrs M Korepta  
Mrs L Dutton  
Mrs L Elliott

Site Supervisor

Mrs A Dunnington

Vicar

Rev Mark Cannon



## OUR AIMS

Within the framework of the National Curriculum:

- 1 To enable the children to reach their highest level of competence in the knowledge and skills required for life in our ever-changing society.
- 2 To help each child to grow in confidence and self-esteem, fostering a positive attitude to learning, through self-discipline and motivation.
- 3 To promote a positive and caring attitude to each other and create an environment where individual ideas may be encouraged and developed.
- 4 To help children to experience a sense of well-being, a healthy attitude and physical fitness.
- 5 To foster where possible individual talents and abilities and to support those children who might experience a particular difficulty.
- 6 To encourage an understanding in the children of their place as 21<sup>st</sup> century world citizens.



*“Every Child is as important as the last.”*

Parent comment 2014



## **HOW THE SCHOOL IS ORGANISED**

The school is divided into two classes each with its own base, providing for children of 3+ to 11+ years old. There are 42 children at present in our school, though numbers can fluctuate according to changed family circumstances, local births and movement and inconsistencies in size of year groups.

Classes are divided into Early Years Foundation Stage and Key Stage 1 (Nursery, Reception, Years 1 and 2) currently 12 Infants and Key Stage II (Years 3 to 6) currently 30 juniors. At least one Teaching Assistant supports the teaching full time in each class. A real benefit of our 'family' of mixed ages means that pupils can experience working in mixed age/groups/ ability where this is beneficial and appropriate.

All pupils follow programmes of study designed to meet National Curriculum requirements in Maths, English, Science, Computing, History, Geography, Art and Design, Music, Physical Education, Design and Technology, Languages and Religious Education. In Nursery and Reception children follow the Early Years Foundation Stage.

The Governors have a special responsibility for RE and worship as we are a Church School. We have adopted the Blackburn Diocesan Syllabus and make use of their resource materials and guidelines.

The curriculum is planned to cover all subject areas in order to give a breadth to children's learning experiences. All children, including Infants, at Leck have the opportunity to learn a foreign language. Planned programmes of study are mainly through an integrated topic approach in the Infants and through subject related programmes of study in the junior class. You will be invited to meetings to keep you informed of our methods, changes to the curriculum or more simply to share what we do.

Where possible we aim to enrich the children's learning by drawing on the talents of teachers with particular curriculum strengths and we welcome the involvement of the LA, Diocesan Advisory Services and local secondary schools.

We extend the learning experience where appropriate by combining with other local schools for special projects. As part of the Lune Valley Cluster of schools we aim to encourage participation in a range of sporting, social and cultural activities. We have a particularly strong association and work together with other schools to plan school visits and field trips. We are working in collaboration with Hornby St Margaret's CE Primary School and our headteacher is now leading both schools.

As part of our working towards Global Citizenship the school has a link with a school in Chile and, more locally. We embrace opportunities for the children to make contact with pupils from other cultures and countries.

The school is extremely well resourced and care has been taken when planning the budget to ensure that the high level of resources including computers, books and teaching resources are maintained.

## THE SCHOOL DAY

The early birds club starts at 8.00am and costs £1 per session. We also have an after school club from 3.15-6.00pm.

School starts at 9.00 am each day, and ends at 3.15pm for both Infants and Juniors. Children come into school at 8.55 am to prepare for the day.

Teaching staff arrive by 8.30 am in order to prepare for the children.

While we appreciate the difficulty some parents experience in making travel arrangements for their children we do ask that, if possible, children should not arrive before 8.50am. Supervision before this time is not guaranteed in the playground and the school cannot accept responsibility for anyone arriving before this time unless they are brought in to early bird club.

Lunchtime is from 12.00 to 1.00pm and there is a 15-minute morning break for all children. Juniors work through the afternoon and infants have 15 minutes afternoon playtime.

Each class has a timetable, which may vary slightly each year.

The school day usually begins with welcome, registration and a short daily act of worship. This is designed to be helpful to all children and staff and is planned within a Christian framework.



*“Thanks for running lunchtime and after school clubs for the children.”*  
Parent comment 2014

## **ADMISSION ARRANGEMENTS for September 2016**

### **Making an application**

Applications for admission to the school for September 2016 should be made on-line at [www.lancashire.gov.uk](http://www.lancashire.gov.uk) (search for School Admissions) between September 2015 and 15th January 2016. It is not normally possible to change the order of your preferences for schools after the closing date.

Parents must complete the Local Authority electronic form, stating three preferences. Parents who wish their application to this Church school to be considered against the faith criteria should also complete the supplementary form. If the school is oversubscribed, a failure to complete the supplementary form may result in your application for a place in this school being considered against lower priority criteria as the Governing Body will have no information upon which to assess the worship attendance.

Applications should be made on-line on the common application form; the Diocesan Supplementary Form appears when you click "Submit". It should be printed off and handed in to the appropriate school or schools.

Letters informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority on 16th April 2016. Parents of children not admitted will be informed of the reason and offered an alternative place by the Authority.

### **Visiting School before Admission**

Parents are always welcome to visit school before completing an application form. Please contact the office to arrange an appointment.

Once places have been offered and accepted, parents are invited to an informal meeting in the summer term prior to the children starting school to meet with members of staff and the PTA. At this meeting we aim to explain the routines, organisation and activities the school provides.

Following this, the School runs a series of visits for new pupils. These help to familiarise the children with the staff, the layout of the building and to meet other children in the school.

Parental participation helps provide an early link between home and school and makes the whole process easier for both parents and children

We also welcome children who are eligible for Nursery Education. This enables children to become familiar with school and make a smooth transition from home/playgroup. Programmes are based on the Early Years Foundation Stage and are planned in conjunction with the Key Stage 1 teacher. Further details are available from school.



# Celebrating a rich and diverse curriculum



## **THE LEARNING EXPERIENCE**

Lessons are planned within the framework of the 2014 National Curriculum in English, Maths, Science, Design and Technology, Computing, Geography, History, Physical Education, Music, Languages and Art and Design.

**ENGLISH** Comprises Speaking and Listening, Reading and Writing.

### **Speaking and Listening**

Children come to school already using spoken language and this is our starting point. We recognise oral skills as vital to developing and enriching vocabulary and communicating our ideas. Listening for enjoyment, instruction and debate is equally important.

### **Reading**

This is given a high priority. Our aim is that children should feel successful as readers from an early age and that they should experience the joy of books.

To this aim we expend a high proportion of our budget to provide fiction of quality throughout school and a balance of information and reference materials. We regularly review our practice and seek to encourage reading skills through a wide variety of books. Our school's reading scheme is based on the Oxford Reading Tree, which provides a framework of continuity. This is supplemented by a wide range of fiction and non-fiction at both Key Stages and at all levels. We make use of School library facilities.

Children are encouraged to bring books home to read with your involvement, especially in the early stages and we recognise fully your valuable place in enabling and encouraging your children. It is perhaps in reading that parents and teachers can best work together to support the child. Your support is essential and valued. A home-school reading record is provided for the younger children. At key stage 2 children begin to monitor and evaluate their own reading using a personal reading record.

During the last few years our spending has reflected the high priority we award reading and our school boasts a magnificent selection of books in all curriculum areas, which are continually updated.

A short time is set aside regularly for individual reading to encourage all children. Sometimes children read to each other in pairs, which we find to be of benefit to both pupils.

Teachers monitor the progress of each child's reading and teach strategies to enable their development during guided group reading sessions. When appropriate, individual children are heard reading and parents and other interested adults regularly attend school to help in this work.

### **Writing**

Children will be encouraged to express themselves and their ideas in a way that is appropriate to their stage of development. Drawing, scribble writing and incomprehensible (to us) marks are encouraged in the early stages. It is essential that young children see adults write, so an important part is story telling to an adult scribe.

At Key Stage II children are encouraged to extend and develop personal writing for a range of purposes. Writing is supported by systematic teaching of grammar, spelling and handwriting.

We teach correct letter formation from the beginning and encourage children to develop a joined handwriting style from early stages.

We have developed what we believe to be a sound approach to the teaching and learning of spelling. In the Infants children are encouraged to bring words home to learn. Spelling lists also include special letter patterns. At Key Stage II handwriting and spelling continue to be taught together. Children are regularly set spelling investigations to supplement their spelling.

Children's skills in writing are developed by good teaching and shared writing activities. Grammar skills, spelling strategies and phonic work form a major part of each day's literacy teaching. Again we welcome support that you as parents are able to give, especially when homework tasks are set.

Children are encouraged to develop word processing skills from the beginning and we have several appropriate software packages and up to date computers, which are available to all children and form part of the integrated Literacy Studies.

## **MATHS**

We believe that success in mathematics manifests itself when

- a) pupils understand the basic idea behind what they are doing.
- b) pupils can apply what they know to new situations including problem solving.

We aim to encourage a positive attitude to the subject based on learning from direct practical experience. To ensure systematic progression at all levels we base our programmes on the National Numeracy Strategy, drawing resources from various materials. Our planned programmes include mathematical games and investigations to encourage children's numeracy in a lively and interesting way. Children have access to computers and calculators as appropriate to the learning situation.

Whilst we believe children learn best when they understand and their understanding continues to be supported by a practical approach at both key stages, we do value highly skills which foster mental facility with number. All children have regular practice in mental arithmetic, orally, through games and by use of set exercises. These activities are used to introduce Numeracy lessons at both Key Stages.

We ask parents to encourage children in the learning of multiplication tables and number bonds. To this end tables are taught throughout the school eg:

Key stage I	Counting in 2's, 5's, 10's Using structured materials to investigate and build number patterns eg 4's, 3's etc Encouraging familiarity through games and activities.
-------------	--

Practical work undertaken at Key Stage I is vital to the child's understanding and compliments "Rote Learning" at both Key Stages.

Key Stage II Children are expected to **learn** tables and are "tested" and encouraged in activities to develop speed and accuracy. Time spent at home in practice is vital to this process.

## SCIENCE

Science is taught to enable the children to develop a greater understanding of the world around them. Most of the science work is practical and of an investigative nature encouraging the children to develop scientific skills. The school is well resourced with scientific equipment and is ideally situated for work in the immediate environment.

Science teaching throughout the school is based on themes developed from National Curriculum Guidelines over blocks of 6 weeks.

Where possible these themes are extended in other areas of the curriculum, for instance, Healthy Bodies, Looking After Ourselves, (Health Education/PSE) linking with the biological facts taught in "Ourselves".

## GEOGRAPHY AND HISTORY

These subjects are taught as part of the cross-curricular themes at Key Stage I, where we seek to develop the children's interest in and awareness of their surroundings and community. The local environment often provides a focus for teaching and learning.

At Key Stage II children follow more focused programmes of study to develop skills and investigation and use of varied sources of information. We look for opportunities to enrich learning by field trips, visiting experts and museum visits. For both subjects we plan 'theme' days to enable children to experience first hand, aspects of different cultures and appropriate field trips.

## ART AND DESIGN

All children are encouraged to explore their surroundings. They are taught to express themselves skilfully and creatively through a wide variety of media and techniques. An important element is the development of a critical appreciation of their own work and that of known artists. We are always looking for expertise in art and craft skills and if you can offer a specialism we would love to hear about it. Children learn by being exposed to those who have a love of a craft and an expertise beyond our limited means. From time to time visiting artists work with the children in school and visits to art galleries are included when appropriate.

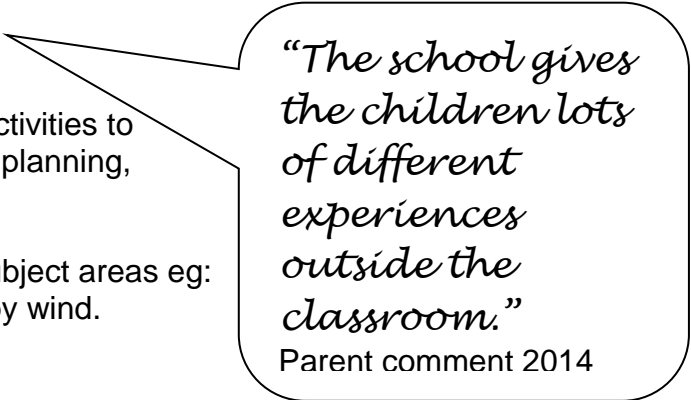
## DESIGN & TECHNOLOGY

We continue to provide a diverse range of activities to develop the children's skills and creativity in planning, making and evaluating products.

Where possible links are made with other subject areas eg:

Science: Designing a vehicle powered by wind.

English: Designing a pop-up book/card.



*"The school gives the children lots of different experiences outside the classroom."*

Parent comment 2014

## **COMPUTING**

We have an enviable ratio of computers to children including desktops, laptops and iPads as well as interactive whiteboards in each teaching area.. Children have access to the internet via a filtered Lancashire intranet. This provides a protected environment whilst children are taught about appropriate use through internet safety lessons. Children have constant access. They develop skills including programming, word processing, data handling, information handling and design at both Key Stages as our computers are used throughout the curriculum. Programs in all subjects allow children access to IT. The whole system is fully up to date and upgraded on a rolling programme.

## **MUSIC**

We see music as an important and enjoyable activity in which all children can participate. Children are encouraged in all aspects of music making, listening, composing and performing and all children learn to play an instrument. We already have many beautiful instruments. Peripatetic music teachers visit school offering a range of instrumental tuition at a cost to parents.

Queen Elizabeth School in Kirkby Lonsdale is a designated Arts College with which we are affiliated. Because of this link children are able to participate in a range of Musical and Arts activities including performances, workshops and in school demonstrations. We also have regular teaching for the juniors by a QES music teacher.

## **PHYSICAL EDUCATION**

All the children are expected to take part fully in physical education, unless there are known registered medical reasons. Physical education will include aspects of:

- a) Movement and dance (including country dancing)
- b) Gymnastics
- c) Ball skills
- d) Team games
- e) Swimming
- f) Adventure activities

As we are such a small school, boys and girls take part in all games, which may include football, netball, rounders, cricket, hockey, short tennis and even rugby whenever appropriate. We have good outdoor facilities. Our indoor facilities are limited but we have equipment, which may be used out of doors.

Swimming lessons are provided for all Key Stage 2 children. As this is part of the school timetable children are expected to attend unless absent from school through illness.

Opportunities for sports activities are provided within the cluster schools and through our secondary school partnerships. We also offer after school sports clubs regularly.

## **LANGUAGES**

Every child at Leck from Reception age learns a foreign language. Lessons are provided by a Languages specialist. Infants are taught in short, active lessons. Junior children receive a longer lesson in the week and follow a programme of Spanish over four years. Years 3,4,5 and 6 are taught together.

A multi-sensory approach is used involving games, mime, role-play, songs and rhymes. The teaching employs plenty of visual aids, big books, toys, puppets and everyday objects. Use is made of the interactive whiteboard and children have the opportunity to consolidate their learning with videos. Lessons are taught creatively and with progression in mind and there is a high level of pupil enjoyment.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Aspects of Health Education are covered by the 'Life and Living Processes' programme of study in Science. In addition we encourage healthy life-styles through food, exercise and relationships.

Children are taught about keeping safe and about taking risks and from time to time extra focus will be given to an area through special 'theme' weeks.

We are part of Lancashire Healthy Schools Programme and all children annually visit the "Life Education Mobile Unit", which provides interactive health education. We operate a No Smoking Policy in school.

## **SEX AND RELATIONSHIP EDUCATION (SRE)**

This is understandably a sensitive area and one in which the governors have a particular responsibility. The SRE policy has been devised with full consultation between staff, governors and parents, as well as guidance from the diocese. At all times we recognise and value your contribution and responsibilities as parents and trust that we may support you and your family philosophy.

At present one programme of the Science curriculum is "Life and Living Processes" which for older KS2 children requires that they "understand the process of reproduction in mammals." Other content is delivered through the Personal, Social, Health Education (PSHE) programme based on Lancashire's own PSHE and SRE schemes.

Parents are entitled to request to see the full SRE scheme of work and have the right to withdraw their child from SRE lessons. However, withdrawal from Science lessons involving reproduction is not permitted. Please do speak to a teacher if you have any concerns.

We believe in answering questions honestly and openly but we are sensitive to the needs of all children. The nature of having mixed aged classes means that we are aware of not compelling others to grow up too soon but similarly of providing information for those who are ready to receive it. A list of sensitive issues, and our response to questions raised on these, is contained in the SRE policy available on the website.

To support parents we have a collection of materials in school available for loan. Please do ask to borrow them to share with your child.

## **RELIGIOUS EDUCATION**

Our school is a Church of England Aided School adjacent to St Peter's Church, and functions under the guidance and supervision of Blackburn Diocese. There is a statutory requirement for all schools to provide Religious Education for all pupils (1994 & 1988 Education Act). Because of our special denominational status our teaching of RE has to be in accordance with the beliefs and customs of the Church of England. This subject is taught in its own right but may also be taught through links with other subjects. Whilst at Leck children will learn about:

- God and Jesus
- The Bible
- Christian History
- Christian Men and Women
- The Church Year, Festivals and Customs
- The Church and its Practices
- How Other Christians Worship

The nature of Christianity is to teach love for, and by implication tolerance of one another, and so children will be taught about other Faiths, such as Judaism, Hinduism and Islam.

We strive to live out the principles embodied in the Christian Faith in our relationships with one another in school and in handling day-to-day issues, which arise.



## **WORSHIP**

Our school day always contains an act of worship, usually at the beginning of the day. All teachers participate in these times and other members of staff are welcomed. Our vicar, Rev Mark Cannon leads worship fortnightly and our Methodist Minister, Rev Wendy Thornton often leads our worship on a Thursday once a month, and we welcome other visiting speakers from time to time. We close the week with a worship time where children are encouraged to share their week's achievements with each other and God.

At special times e.g. Harvest and Christmas we hold services in Church and when we are invited to participate in Parish Worship we expect all children to attend. We do ask children from time to time to take part in church family services.

Perhaps one of the most important acts of worship is our End of Year Service, for it is at this time that we bid our leavers farewell and prayerfully prepare for the next stage of their lives. Each Year 6 leaver is presented with a Bible by the Governors.

We often link our worship and service to overseas projects. We support the Roshni centre in India, Samaritan's purse and other Christian organisations, encouraging children in an awareness of their contribution to the world family. We use every opportunity to allow our children to celebrate diversity and to recognise their role as Global Citizens.

## **The Right of Withdrawal**

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the

whole life of the school community. There is no statutory right of withdrawal within a voluntary aided school however the Governors would wish to respond sympathetically to parents with strong conscientious grounds for requesting withdrawal from worship. Since the conduct of the school as a whole reflects the Church of England ethos - removal of pupils from Worship (as parents are legally entitled to do) cannot insulate pupils from the religious life of the school.



*“Children are very well behaved and care about each other”*

Parent comment 2014

## **INCLUSION, EQUALITY AND SAFEGUARDING**

### **Special Educational Needs**

A small school like ours has the advantage of knowing all its pupils very well. The learning requirements of individual children are therefore quickly recognised.

The school recognises every child’s right to have full access to the National Curriculum at their own level of attainment whether they have difficulties in learning or are able, gifted and talented. For those children who experience difficulties; the school aims to recognise these as early as possible and work to overcome them. A teacher is employed as a Special Needs Co-ordinator. Education, Health and Care Plans are written in consultation with the parents/carers, the child and the class teacher. Some problems may involve the school seeking advice from outside agencies; if this is considered necessary the parents/carers are always informed.

If you would like to know more about Special Needs, policies are available in the office or on our website. Should you feel your child has special needs please discuss this with the class teacher, the Special Needs Co-ordinator or the Headteacher.

### **Equality**

Our Single Equality policy outlines the commitment of the staff, pupils and governors of our school to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for



different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At our school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### **Safeguarding**

We take the protection of our children very seriously. Our Child Protection Policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child. All safeguarding concerns are always handled confidentially if you wish to discuss a concern at any time. Our Designated Senior Persons are the Headteacher and Deputy. The Governor with responsibility for Child Protection is Mrs Jayne Davies.

### **Medication**

If your child suffers from asthma, please inform us using the medicine form and provide a clearly labelled inhaler.

Generally children should not bring medicine to school. In cases where children have recovered, but need to finish off a course of antibiotics, we are advised that a dose before school and another on their return home is perfectly satisfactory.

Should a child need to bring medicine to school please refer to the guidance for parents re the administration of medication in school, which can be found on the website.

If there are special circumstances, which necessitate your child having regular medication please do let us know and we will follow our medical conditions policy.

### **First aid**

At least one member of staff with a current certificate in Paediatric First Aid is always on site. Minor cuts and abrasions will be dealt with appropriately. We ask that you inform us of allergies, which might affect treatment.

If your child becomes unwell at school we will inform you so please always make sure we have a contact number and notify us if the emergency number changes. Similarly in the event of an accident we will inform you immediately and take the appropriate action.

If in our opinion the child seems to be all right following an accident, we will keep him/her under observation, at the same time informing you.

If a child suffers an accident at school, which involves a head injury (however slight) you will be informed. If you receive a “bump to head letter” please don’t be unduly alarmed but follow the advice on it.

### **KEEPING YOU INFORMED**

Families receive regular information and letters via the “Friday Bag” which must be returned with any replies, monies owed etc on Monday morning. There are also many opportunities for you to come to school for specific activity days and curriculum and parent evenings. Please also visit the school website for ongoing updates and information.

### **Discussing your child**

It is important that you, as a parent, are kept informed of your child's progress. Consequently we welcome your enquiries and are always happy to talk to you after school, if and when the need arises. This may be an informal chat briefly with your child's teacher. If you want a longer consultation please arrange an appointment through the Headteacher - to ensure that we give you our best attention. Please try not to take too much of teacher time before school as this time is valuable in preparing for all children and their learning.

### **Reporting to parents**

We hold special 'Open Evenings' or meetings during the year namely -

During the first half of the Autumn term we invite you to come and discuss your child's targets for the year in the light of the previous year's school report. There is also an opportunity at this meeting for you to discuss your child's progress.

In the Spring Term we hold a second parents' evening where we discuss further progress made by your child.

At the end of the Summer Term we provide a comprehensive report on each child's progress. This is to enable you to look at your children's work and allow you to give him or her encouragement and praise they deserve. It also allows the children to reflect on their year's achievements.

In addition to the above we hold a meeting for new and prospective parents during the Summer Term before your child's entry.

The toddler group also visit once per term for a morning session.

We also run special events to inform you of various curriculum practices.

### **ASSESSMENT AND RECORDS**

Teachers always keep notes on the progress of pupils and these records will form the basis of consultations with you. We constantly try to improve our record-keeping procedures, and monitor children's individual progress through the year.

All parents receive an annual report on their child's progress each year and opportunity is given to discuss this report if deemed necessary. (See above)

### **Early years foundation stage assessment**

Reception children are assessed on arrival at school. This process involves the child in some enjoyable activities, shared one to one with his/her teacher. The process for each child is in no way stressful. This allows us to quickly assess your child's learning needs and to plan programmes appropriately. Throughout the reception year a learning journey booklet is compiled on each child in the reception year. This highlights milestones in their academic and social development and is shared with parents throughout the year. Assessments continue throughout the year and all of this information gives us clear indicators as to a child's progress.

### **Sats (standard assessment tasks)**

These are often referred to as 'tests' and take place during the Summer Term for children in Years 2 and 6. They are designed to summarise a child's progress at the end of Key Stages I and II and the results are reported to you. They help us as teachers to assess and plan for the needs of each pupil. They involve tasks in English (reading spelling, punctuation and grammar and writing), and Maths

The results are also reported to the Local Authority and through them to the government. Results are not published in league tables when there are less than 6 children in a year group.

### **SCHOOL POLICIES**

The Governors and teaching staff work hard to produce the policies which underpin our educational philosophy and promote the highest educational, spiritual and pastoral aims of our school. These are reviewed by members of the Governors curriculum sub-committee, subject to whole Governor approval. Copies, which are regularly updated, are available for inspection in school or on the website and we welcome your interest. Should you wish you may arrange to look at these in school or on the website.

### **ADDITIONAL INFORMATION**

#### **Cooking**

This is a valuable aid to learning at all levels and gives breadth to skills in many curriculum areas.

All children will have experience of cooking both within Design and Technology lessons and as a special activity. We would welcome offers of help with this activity and may sometimes ask you to make a contribution of funds or materials to enable this worthwhile activity.

#### **Bus transport**

If your child travels to or from school by bus, please inform us in person by telephone or with a note if there is a change of plan eg your child is going home with another family. Please do not leave a message on the answer phone as this may not be checked in time.

Please also inform us by letter, telephone or personally, if somebody else is collecting your child and do make it clear (as we do) that children are not to accept instructions about travel from anybody but their parents or teachers. It is vital to protect our children at all times so we hope you understand if this request appears to be over fussy.

The School Bus is fitted with seat belts and we observe similar safety precautions when planning outings from school using hired transport and cars, including the use of child restraints in private cars in accordance with the law.

### **Clothing**

We are very proud of our school sweatshirts, which encourage a sense of pride in our school. They are 'jade green', and are of a good quality cotton mix fabric which washes well and bears an embroidered badge featuring our school motif. This badge was designed by our pupils and reflects our association with St Peter's Church and our function as a Church of England School.

Children should wear either skirts or trousers in navy, grey or black together with a white shirt or school polo shirt. All children are expected to wear school uniform daily and for special occasions we encourage extra smartness.

Sweatshirts, polo shirts and tee shirts may be purchased from school through the P.T.F.A. Updated price lists are circulated. We feel that children should be encouraged to adopt habits of good grooming and neat appearance.

Good shoes are important for healthy growing feet and need to be of a suitable style to prevent accidents around school. When children demand fashion shoes ignore their pleas and let them know who's boss - we'll support you! **Please name all items of clothing.**

If children have pierced ears, please only allow them to wear the small studs for school - earrings can be dangerous in active play.

**NO** other jewellery is permitted with the exception of a wristwatch.

All children require a clearly named PE bag to hang on their peg - to include:

- A pair of shorts
- A T-shirt
- A pair of pumps (slip-on or laced)
- All named please!

In addition please provide a tracksuit or similar, or a sweatshirt for extra warmth on cold days. (Also named). Football boots and/or trainers are also required for outdoor use. We encourage correct wear for PE as a Health and Safety measure.

In order to protect carpeted areas we ask you to provide a change of shoes for indoor use. Children usually wear simple PE pumps or slippers.

Children are asked **NOT** to bring toys and other items to school unless especially requested for a project. From long experience we know toys are easily mishandled, broken and a child upset. Exceptions may be made after a birthday or holiday when a child wants to 'show' something.

Finally on the point of belongings PLEASE NAME EVERYTHING. It's the only way we can keep child and belongings together.

### **Clubs**

We hold lunchtime and after school clubs which change from time to time. Recently these have included first aid, Crafts, guitar and cooking clubs as well as various sports clubs. In

the past parents have kindly volunteered their services as football or rugby coaches! The teaching staff hold a maths club after school in the Spring term for year 6 children. We always seek to widen the range of activities and would welcome suggestions (and help) from parents and other interested adults

### **Lunches**

Following consultation, school meals were reintroduced in 2007. These are prepared at Melling school and transported daily.

Infant children are entitled to funded school meals. Children can pay a subsidised rate of £2.20 per day for a school meal or bring a packed lunch. We encourage these to be as healthy as possible i.e. a sandwich, some fruit, yoghurt etc. We ask you to respect our no sweets and chocolate rule to promote our healthy school policy.

For information on free school meals please contact the school office or look on the website.

### **Money**

Children don't normally require money for school.

When money is requested for a visit etc please put the appropriate amount in an envelope marked clearly with the child's name, and purpose and send to school on Monday in the Friday Bag. Any change will then be returned at the end of the week using the Friday Bag. WE CANNOT ACCEPT RESPONSIBILITY FOR 'LOST' MONEY.

### **Instrumental lessons**

We seek to provide a facility to enable Key Stage II children to learn to play at least one instrument. School recorders and other instruments are available for loan through school. In addition to lessons parents are asked to provide strings (guitar and violin) a shoulder rest (violin) and any music as requested by the teacher. We ask for your co-operation in the care of musical instruments.

### **Parent governor**

From time to time elections will be held to elect a parent representative to serve on the Governing Body. We welcome nominations and would urge you to consider putting yourself forward as a candidate to serve school in this valuable way, at the appropriate time. Further information can be obtained from School or Governors. No special skills are required, just commitment.

### **Parking**

The school car park can be a danger zone before and after school. We therefore ask you to be particularly alert. We ask parents bringing children by car to use the car park adjacent to the church, being mindful to park away from the wall. This allows children travelling by bus and taxi to have safe access and adequate turning space. Our own car-park quickly becomes congested. Please drive slowly and with care. Children should be collected from the school playground and escorted to your vehicle.

### **PTFA**

The Parent, Teachers and Friends Association provides funds for extra school activities/equipment through a social programme of events. Parents are automatically members. An Annual General Meeting is held in the autumn when the committee for the current year is elected. Help is always welcome for functions etc.

The present Chair is Mrs Hayley Mason. Perhaps you might consider serving the Association as an officer? We are always glad of help and support.

### **Road safety**

Children are more likely to die or be injured as a result of an accident on the road than from any other cause. Our school has a planned Road Safety Education programme as part of the curriculum. We appreciate your help in reinforcing the information your child receives about Road Safety, through setting safe examples when you use the roads together.

Children can walk with you on our walk to school days which leave from the village hall as advertised in the newsletter.

### **COMPLAINTS**

We try to solve difficulties immediately, but are not always aware of factors affecting children. We do therefore ask your co-operation.

- \* Be positive in your attitude to us, while listening to your child - let them know we work together!
- \* Don't harbour a grievance, do come and talk to us at the earliest opportunity - or telephone to keep us in the picture. Depending on the nature of the problem we will investigate and deal with the problem appropriately or will arrange an appointment to talk to you for more serious worries.
- \* Should a problem persist don't give up - come and seek the advice of the Headteacher. We are here to help in any way and don't think any problem is too small.
- \* Please exercise caution and wisdom in talking to others about school.

Our school exists to serve your children and thrives on the goodwill and mutual co-operation of Parents, Governors, Teachers, Children and Community. We seek to value one another at all times. Our complaints policy is available on the website.

### **ABSENCE IN TERM TIME**

Whilst the Governors and staff appreciate the difficulty parents sometimes have in arranging family holidays the following points should be noted:

- New government regulations make it clear that any leave will only be granted in exceptional circumstances. Annual holidays are not classed as exceptional.
- Parents may apply to the Headteacher using the statutory Holiday/Extended Leave form to request leave of absence during term time. Days which are not approved will be counted as 'unauthorised' absence.
- When planning your holidays it is worth considering that children who take 2 weeks leave each year, actually lose 14 weeks of schooling during their time at primary school. This adds up to a whole school term.
- In planning our curriculum it is helpful to have as much notice as possible of your child's absence so that we can, if appropriate, enrich the experience in school.

Please note Key Stage II testing (SATS) for year 6 children takes place in May and you will be notified in advance of these dates. Although we cannot, nor do we deem it appropriate to, provide formal holiday homework for children who take time out of school we encourage children to maintain the reading habit in addition to keeping a diary.

### **HOME SCHOOL AGREEMENT**

The Government requires all schools to have this document. Our agreement was drawn up by children, parents, teachers and governors. It is given to all children and parents on entry to school and when signed is kept with each child's record of achievement.

### **HOMEWORK**

There is no formal homework before Key Stage I. From the age of 5 children are expected to undertake 1 hour homework each week. Children are encouraged to bring books home to share with you or to read and there will be an accompanying record. Simple spelling activities may also be set and maths 'kirfs'.

At Key Stage II children are expected to spend ½ hour each day on homework tasks. Juniors may be asked to complete a task as part of current work. They are also encouraged to learn spellings and tables and to complete mental arithmetic exercises or practise handwriting for which books are provided.

We do think it is important for children to develop good reading habits, to enjoy hobbies and perhaps be involved with an organisation or sport during their spare time, so we do not wish to overburden them.

The homework policy can be viewed on the school website.

### **HOW YOU CAN HELP IN SCHOOL**

We are grateful for the help and support you can sometimes give. If you are able to spare a little time in a voluntary capacity helping our children, then you might consider some of these ways: -

Help with transport for visits and sporting events.

Help with baking.

Help with a craft activity - needlework, knitting, etc.

Perhaps you'd be willing to demonstrate your job (if asked).

These are just some of the ways you might be involved with school, getting to know us, the children and each other. Specific help will of course be sought from time to time when school fund-raising events take place! We do look forward to hearing from you.

### **VISITS, RESIDENTIAL AND EXTRA-CURRICULAR ACTIVITIES**

These form a valuable part of the children's learning experience and enable us to provide children with the broadest possible curriculum.

We do therefore ask parents for voluntary contributions towards a whole or part of such activities from time to time.

Where possible we subsidise activities for all children through capitation, school fund and P.T.F.A. fund raising but as you will appreciate costs may be prohibitive and funds are limited. The Governors and Staff deem it important that all children are able to participate.

We look sympathetically on families who have genuine difficulty and ask that they inform us in confidence and seek our help, rather than a child be excluded.

Such events as residential visits are always deemed beneficial to a child's social development as well as educational.

Parents are always informed of activities in advance and furnished with full details on an information sheet. We ask for your confirmation and agreement by means of a signed consent form at the start of the year.

### **SECONDARY EDUCATION**

Our nearest Secondary School is Queen Elizabeth School, Kirkby Lonsdale and most of our pupils transfer at the age of 11. The school, which is fully comprehensive with a 6th form, is very popular. We have close links with this school and regular meetings are held with members of staff of QES and her "feeder" schools to ensure continuity of education. During "transfer year" children and parents are issued with relevant forms and information and are invited to meetings and events. During the Summer term the Year 7 tutor visits school to talk to the children about their transfer.

Parents are also offered a wider choice of Lancashire Schools and a booklet is issued in the autumn term of Year 6. Schools include the Lancaster Grammar Schools and Ripley St Thomas Church of England School.

For parents who wish to apply for selection, we do ask to be informed and are happy to offer advice and help. The Governors deem it inappropriate to provide preparation in school for pupils preparing for entrance examinations.

Other options at 11+ are within the private sector. Sedbergh School and Giggleswick School are both reasonably conveniently situated. All these offer scholarships for suitable pupils.

### **INSURANCE**

Both the Governors and LA have public liability cover but in the event of an accident negligence needs to be proved in order for any payment to be made in respect of a claim. You may therefore like to consider providing personal accident cover for your child/ren. Please seek advice from your insurance broker. If there are any changes we will keep you informed.

### **PRIVACY NOTICE - DATA PROTECTION ACT 1998**

We are the 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. 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 we are doing.



This information includes your contact details, national curriculum assessment results, attendance information<sup>1</sup>, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DFE).

If you want to see a copy of the information we hold and share about you then please contact the school administrator.

If you require more information about how the LA and/or DFE store and use this data please see related documents:

- **What the LA does with Pupils' and School Workforce data**
- **What the DFE does with Pupils' data**

If you need any further clarification, please contact the LA or the DFE as follows:

- Stephen Clark – Data Collection Manager – 01772-531317
- Public Communications Unit  
**Department for Children, Schools and Families**  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
website: [www.dfe.gov.uk](http://www.dfe.gov.uk)  
email: [info@dfes.gov.uk](mailto:info@dfes.gov.uk)  
tel: 0870 000 2288.

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct at the date of printing, but its accuracy is not guaranteed. In particular nothing herein prejudices the right of the Governors or the Head of the School or the Education committee to make any decision relating to the school as they see fit, without regard to whether this will affect the accuracy of any matter contained in this publication. Further, neither the Governors nor the school, nor the Authority are legally responsible for any erroneous information contained in this document.

---

<sup>1</sup> Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools