

The Federation of Snape Community and  
Thornton Watlass C E Primary Schools

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Two great schools, together

## Contents

<b>INTRODUCTION .....</b>	<b>3</b>
SNAPE COMMUNITY PRIMARY SCHOOL.....	3
THORNTON WATLASS CHURCH OF ENGLAND PRIMARY SCHOOL.....	3
CLASS ORGANISATION - SPLIT SITE ARRANGEMENTS:.....	4
<b>AIMS AND VISION STATEMENT .....</b>	<b>5</b>
<b>ADMISSION OF PUPILS.....</b>	<b>6</b>
THE SCHOOL DAY.....	7
SCHOOL LUNCH.....	8
<b>THE CURRICULUM .....</b>	<b>9</b>
<b>ASSESSMENT .....</b>	<b>18</b>
<b>COLLECTIVE WORSHIP.....</b>	<b>19</b>
<b>HOMEWORK.....</b>	<b>19</b>
<b>GENERAL INFORMATION .....</b>	<b>20</b>
UNIFORM.....	20
EQUIPMENT.....	20
EDUCATIONAL VISITS.....	21
CHILD PROTECTION.....	21
EQUAL OPPORTUNITIES.....	21
SPECIAL EDUCATIONAL NEEDS (SEN).....	21
EDUCATION OF THE ABLE, GIFTED AND TALENTED.....	22
<b>PARENTS AND SCHOOL .....</b>	<b>22</b>
'FRIENDS OF SCHOOL' .....	22
GOVERNORS .....	23
CONCERNS AND COMPLAINTS .....	23
BEHAVIOUR.....	23
ATTENDANCE & PUNCTUALITY .....	24
CHARGES FOR SCHOOL ACTIVITIES.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
HEALTH AND SAFETY .....	24
SAFETY AND CHILD PROTECTION.....	25
FIRST AID.....	25
MEDICATION .....	25
CONFIDENTIALITY .....	26
SCHOOL DOCUMENTATION AND RECORDS .....	26
INSURANCE .....	26
THE ROLE OF THE GOVERNING BODY .....	26
<b>ADMINISTRATIVE INFORMATION.....</b>	<b>29</b>

## **Introduction**

The Federation was established in 2011 and joined together two small rural Primary Schools: Snape Community Primary School and Thornton Watlass Church of England Primary School. These small schools share an executive headteacher and one governing body. The schools are geographically very close, situated within 3 miles of each other, in the beautiful North Yorkshire Dales - an enviable environment for your children's education. They retain the advantages of being small rural primary schools and also benefit from advantages of being part of a much bigger organization.

**Snape Community Primary School** is situated at the eastern end of the attractive historic village of Snape. The village lies 3 miles south of the market town of Bedale and is 10 minutes west of the A1. Snape retains its atmosphere of peace and charm, having no through roads and a warm, caring, supportive community. The school has provided education to generations of local people since its foundation in 1875.

During the last 3 years, major building works have resulted in a very significant enhancement, extension and modernisation of our school facilities.

We have a well-equipped classroom and a hall (for PE, assemblies, dining and an extra teaching space). Outside is a covered outdoor education area with sand, water, construction and activity stations to develop all areas of play. There is also a playground, which leads to an area of grass and wooden climbing apparatus, and backs on to open fields to the south of the village.

**Thornton Watlass Church of England Primary School** is a Church of England Voluntary Controlled Primary School, which opened in its present building in 1968. It is situated in the picturesque village of Thornton Watlass between the market towns of Masham and Bedale.

The school benefits from having two large classrooms, a hall, Library/ small teaching space and an extensive outdoor area, which is regularly used as an outdoor classroom and a large sports area.

**Class organisation - Split site arrangements:**

**Snape site for 3-5 year olds**

Nursery and Reception aged children are taught together in a purpose built Early Years Unit with a teacher and teaching assistant. Nursery aged children can attend for full days



**Thornton Watlass site for 5-11 year olds**

Children in Years 1,2,3, 4, 5 & 6 are educated at this site. Key Stage 1 (Year 1 and 2 pupils) are taught together in one class.

Key Stage 2 (Year groups 3-6) are split into 2 ability groups for literacy and numeracy for four mornings with a teacher in each group. On a Friday and in the afternoons all the children join together with a teacher and a teaching assistant.

The children can be taken directly to the site where they are educated, or we will transport them free of charge, on the school bus.



## Aims and Vision Statement

Our **Vision** for the Federation is to develop a community of independent and inspired learners, who will be well equipped to live in a diverse, changing and exciting world.

Recognising their historical foundation with the Federation...

At **Snape** the school will retain its character as a Community School

At **Thornton Watlass** the school will preserve its religious character, in accordance with the principles of the Anglican Church.

### **Our aims**

At Snape Community and Thornton Watlass Church of England Primary Schools we aim to work in partnership with parents, staff, governors, local churches and communities to provide a broad and balanced curriculum to enable pupils to:

- Achieve their full potential in school, the community and wider society
- Develop self esteem
- Set themselves the highest standards of behavior
- Develop holistically to become well-rounded individuals
- Develop enthusiasm for independent lifelong learning
- Develop positive respectful attitudes towards all people regardless of ability, gender, cultural background or religious affiliation
- Develop a moral awareness of fairness, justice and personal responsibility and the confidence to challenge discrimination and inequality

### **As a Federation we will:**

- Provide a caring, safe environment for pupils, parents, staff and all visitors
- Promote the personal, social, moral and spiritual education of every pupil. In particular at Thornton Watlass, enable them to develop this within a background of Christian values
- Be a community in which everyone is willing to help one another
- Be a community in which everyone is treated with respect and every child is valued and regarded as special
- Nurture their capacity of reflection, curiosity and a sense of wonder
- Sensitively promote Christian values through the whole school experience at Thornton Watlass

## Admission of Pupils

### Nursery aged children

Universal free 15 hours provision is available from the term following a child's third birthday up until they reach compulsory school age, for every child, irrespective of background or family circumstances.

Regulations prescribe that children become eligible for free early years provision on the dates set out below:

<b>A child is born in the period</b>	<b>Will become eligible for a free place</b>
1st April to 31st August	1st September following child's 3rd birthday (Autumn school term)
1st September to 31st December	1st January following child's 3rd birthday (Spring school term)
1st January to 31st March	1st April following child's 3rd birthday (Summer school term)

### Primary aged children

We warmly welcome new children and their families to the school community. Children may enter at two different points in the year:

- Children with 5th birthdays between September 1st and March 31st may be admitted full time in September

- Children with 5th birthdays between April 1st and August 31st may be admitted either:

(i) in September for morning sessions only, beginning full time in January

(ii) in January full time

(iii) in September full time if parents and staff feel that this is appropriate for their child and their child's stage of development;

However, as a school, we encourage all children to enter full time in September unless requested by parents. Children may continue part-time until they reach compulsory school age if the school and parents feel that this is more appropriate. Pupils should be admitted to school by the beginning of the term after their fifth birthday. This is a legal requirement.

The Maximum Admissions Limit (MAL) varies each academic year and is set by North Yorkshire County Council. Admissions outside the policy would only be possible if:

- a) the medical or social circumstances of a particular child are such that he/she would in view of the LA and the Governing Body, benefit from an early admission.
- b) He or She had previously been in full-time attendance at a maintained primary school in another Education Authority.

New pupils in other age groups are very welcome where the school has sufficient places available to meet the particular parental request.

### Transfer to Secondary School

Children whose eleventh birthday is on or before the 31st August transfer to Secondary School, normally Bedale High School. There is excellent liaison between the primary schools and Bedale High School. Children are invited, normally in July, to spend a day in their new school. Parents receive the school's Brochure and Bedale High School provides an information evening for parents prior to the children starting. Brochures are also available on request from St. Francis Xavier School and Richmond School.

## **School Organisation**

### The School Day

Registration	9:00am
Morning break	10:45 - 11.00am
Break for lunch	12:00 - 1:00pm
Afternoon break	2:15 - 2:30pm
Close	3:30 pm

Each day includes a 15-minute act of Collective Worship. This is organised by the teachers and local ministers.

Free transport is provided to transfer children from Thornton Watlass to Snape site at 8.45am and from Snape to Thornton Watlass site at 3.30pm.

Staff are responsible for children from when they are brought to school until when they are collected in the afternoon. Children should not be delivered to

school before 8:45 a.m. and should be collected promptly from the gate at 3:30 p.m. Staff are normally on the premises from 8:30 a.m. onwards.

At home time, staff will always wait with children whose parents have been delayed. If you are going to be late, a phone call would be appreciated. In an emergency, staff will always make suitable arrangements for the supervision of your children.

### **Extended School Provision**

At the Thornton Watlass site, we run a Wake and Shake Club between 8.15-8.45am each morning and a variety of activity clubs from 3.30-5.00pm each day. These are available to all Reception to Year 6 children attending the Federation. Reception pupils wishing to attend the after school activity clubs will be able to access our free transport to the Thornton Watlass site. Parents will need to collect pupils from Thornton Watlass at the end of the activity session.

### **School Lunch**

Meals are freshly prepared for both schools by the cook at Thornton Watlass School and then taken to Snape. This is only a 5-minute trip and they are transported using thermal containers. Menus are sent out at the beginning of each term and children may have dinners on a daily or weekly basis. Please give us a week's notice if you wish to change to or from school dinners.

Information about free school meals can be obtained via school or direct from: The Welfare Team, CYPS tel: 01609 533405 email: [schoolwelfare@northyorks.gov.uk](mailto:schoolwelfare@northyorks.gov.uk) or via the North Yorkshire county website: [www.northyorks.gov.uk/freeschoolmeals](http://www.northyorks.gov.uk/freeschoolmeals)

**Children in Reception, Year 1 & 2 are entitled to free school dinners.**

If parents prefer children may bring in a packed lunch in a named lunch box. Please support us in our effort to teach children the importance of eating healthily and provide a well-balanced meal. We ask you not to put sweets, chocolates and fizzy drinks in lunch boxes.

Charges for nursery aged children £3.90 (which includes a 2 course cooked lunch).

The children are provided with free **fruit** for morning break for Early Years and KS1 children. Free milk is also available for children under 5, simply go to [www.coolmilk.com](http://www.coolmilk.com) to register for the milk to be delivered to the school. If your

child is over 5, they are entitled to subsidised milk by simply going to [www.coolmilk.com](http://www.coolmilk.com)

Children can help themselves to fresh filtered water at both schools.

## **The Curriculum**

### **Forest school**

There is increasing evidence that learning outdoors is highly beneficial to a child's education; the outdoor environment, fresh air and physical activity has a positive impact on health, co-ordination and balance as well as problem solving and teamwork and co-operation. We have been fortunate to have been given permission by Thornton Watlass Hall to use an area of woodland near the school to carry out a Forest School programme. Our Forest School is an opportunity for children to experience outdoor learning in a forest environment in a safe, secure and hands-on way. All pupils take part in Forest School sessions throughout the year. Activities are often linked to the curriculum, encouraging pupils to explore the plants and animals within the wood environment and use the natural materials to, for example, make art work. We have found the development of trust and team working within each session enhances children's social abilities, language and communications skills and serves to build respect for each other and the natural environment.

### **Early Years Foundation Stage Curriculum**

This stage covers children aged 3-5 years old. It is an important stage in moving from Pre- School into school and it also prepares children for Year 1. There are 7 areas of learning in this stage and there is a strong emphasis on learning through play. The partnership between the Teacher and Teaching Assistant is very important. They work together to create an atmosphere where each child learns and develops at their own pace.

Assessment of children's progress is an on-going process. Evidence such as samples of work, observations, photographs, parents' and children's comments are collected throughout the year and their achievements are recorded in individual Learning Journeys and Foundation Stage profiles. These are shared with parents towards the end of each term - regularly.

The Foundation Stage is broken down into seven areas of learning:

Communication & Language

Physical Development  
Personal, Social and Emotional Development  
Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design

### **Communication & Language**

Children are encouraged to listen attentively and to talk about their experiences. Skills are developed through storytelling, following instructions, conveying messages, sharing stories, songs and poems and through the use of role-play and puppet play in a variety of settings.

### **Physical Development**

Physical Development aims to improve children's skills of co-ordination, control, manipulation and movement. Through gym, indoor and outdoor activities, children are encouraged to use a range of small and large equipment, whilst gaining an awareness of space. They will be encouraged to handle simple tools, objects, construction kits and malleable materials safely.

### **Personal, Social and Emotional Development**

Children are encouraged to gain confidence and self-respect and to establish relationships with other children and adults. Through a variety of practical activities, they begin to work as part of a group and independently. Children are encouraged to be sensitive to the needs and feelings of others and to show respect for others' cultures and beliefs. Taking turns and sharing are developed, as is appropriate behaviour, including the care and concern for living things, property and the environment.

### **Literacy**

Children are encouraged to communicate meaning through pictures, symbols, familiar letters and words. They are given opportunities to write and mark-make independently for a variety of purposes. Through sharing books, children begin to handle them carefully, understand how they are organised and recognise that print is used to carry meaning. They are encouraged to draw on a range of strategies such as context, repetition, phonics and the recognition of familiar words.

### **Mathematics**

Children use mathematical language in a variety of play situations, for example shopping and board games. Work is mainly of a practical nature, which is an important first step in learning. Children will learn to compare, sort, match, order, sequence and count. They learn to recognise and use numbers and carry out practical addition and subtraction. They begin to recognise, describe and make patterns.

### **Understanding the World**

When children are encouraged to talk about their observations and sometimes record them, they begin to ask questions to gain information about why things happen and how they work. They explore the features of living things, objects and events in the natural and man-made environment, looking closely at similarities and differences, patterns and changes.

Pupils are encouraged to talk about where they live, their families, and past and present events in their own lives. This is supported by stories, artefacts, pictures and photographs. They have the opportunity to become familiar with technology through the use of computers.

### **Expressive Arts and Design**

Through art, music, dance, drama, design and make activities and play activities, children are given the opportunity to use their imagination, to listen and to observe. They use a range of materials, tools and instruments to express their ideas and to communicate their feelings.

### **The National Curriculum**

From the age of 5 up to 16 children follow the National Curriculum. The curriculum we offer is broad and balanced. All the children of statutory school age follow the requirements of the National Curriculum, National Literacy and Numeracy Strategies. We are now developing our school curriculum in line with the new National Curriculum for September the school year 2014/2015.

The subjects taught are as follows: -

#### **Core Subjects**

English

Mathematics

Science

Information Communication Technology (ICT)

Religious Education

**Foundation Subjects**

History

Geography

Physical Education

Art and Design

Music

Personal, Social & Health Education & Citizenship (PSHEC)

French



Where possible teachers plan through a topic based creative approach to the curriculum. This ensures as many natural links are made to aid the children's learning. Often subjects are taught as a continuum, while others need blocks of time allocated to them. We value first hand experiences and visits, and visitors are encouraged wherever appropriate.

The Department for Education & Skills' (DfES) recommendation is that there should be a teaching week of at least 21 hours for infants (Early Years and Key Stage 1) and 23.5 hours for juniors (Key Stage 2). In Key Stage 1 this time is exceeded therefore allowing a more flexible and creative approach to certain parts of each day.

**Literacy**

We believe that an emphasis on Literacy should permeate every aspect of the children's learning. In common with all other state primary schools, approximately one hour each day is devoted to a structured literacy session.

The basic skills of reading and writing, which are then extended to include the ability to infer and deduct, are valued and celebrated. Every effort is made to ensure that children are confident in all the English areas of speaking and

listening, reading and writing by the end of their school career.

The role of drama plays an important part in improving children's understanding. There are role-play areas in Foundation Stage and, at times, in Key Stage 1, and in Key Stage 2 drama forms an integral part of classroom activities and Collective Worship.

Children are taught to read using a range of techniques and resources, and at a pace, which is appropriate to the child. Pupils begin on wordless books and progress through the use of reading schemes and 'real' books.

Writing is taught to children throughout all Key Stages. They are given opportunities to write using a variety of styles and genres and, at times, can link this in with their knowledge of film. In Key Stage 2, children have a further hour dedicated to extended writing, where they are able to practice new skills and consolidate progress. The teaching of grammar, punctuation and spelling is achieved, where possible, through a shared text and consolidated during independent sessions of the Literacy Hour.

By the end of Year 6, children should be proficient readers and writers who are keen to communicate in and understand meaningful texts. They will be able to respond in a positive way, when critically analysing a piece of writing, and be keen to improve on their own work.

We also focus on speaking and listening. There are four strands: speaking, listening, group discussion, and interaction and drama. Learning objectives have been devised by the government which teachers breakdown in their planning of the children's learning.



## **Mathematics**

Mathematics is of vital importance in everyday life and equips our children with tools that include logical reasoning, problem-solving skills and the ability to think in abstract ways. We follow the national curriculum framework of the Numeracy Strategy for our daily class lessons.

Lessons begin with work to develop and sharpen skills in oral and mental calculations, followed by the main teaching theme, where work may be continued by the whole class, in groups, in pairs or independently. Games, puzzles and problem-solving activities allow pupils to apply the skills they are learning. Paper and pencil methods are introduced gradually and build upon mental strategies. It is important that children enjoy maths and become confident in using special vocabulary, correct notation and applying concepts to everyday situations.

### **Science**

In Science, children are given the opportunity to study a range of topics, which make up the following three areas: physical processes, materials and their properties, and life processes and living things. Children's natural curiosity is harnessed by providing 'hands on' experiences, which form the basis for scientific investigations. Underpinning each topic lies the progressive development of skills in: observing, predicting, hypothesising, measuring, communicating and analysing evidence.

Science work is often linked to other subjects such as maths and technology, which encourages the application of skills, knowledge and understanding.

### **ICT- Information and Communication Technology**

All classrooms have laptops, i-pads and whiteboards with the capability to connect to the Internet. Children gain experience developing their skills in control technology, word processing, modelling and graphics, multi-media presentation, e-mail and using particular websites to access information.

ICT enhances children's learning by enabling them to present information and rapidly access ideas and experiences from a wide range of people, communities and cultures. ICT permeates all areas of the curriculum. It has particular uses for supporting children with special educational needs.

### **Religious Education**

Our school ethos is shaped by the importance we give to moral and spiritual development and our Religious Education programme. Religious Education is taught in accordance with the Education Reform Act 1988, 1996 Education Act and the Agreed Syllabus for North Yorkshire. The RE syllabus is multicultural; Christian and non-denominational. It promotes understanding of a range of cultures and beliefs. Christianity is studied as well as elements of Judaism,

Hinduism and Islam. Parents who do not want their child to be taught the agreed syllabus have the right to withdraw their children from RE lessons.

## **Physical Education**

We believe that physical activity and good health are intrinsically linked to a balanced and happy life. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. All children have the opportunity to take part in games, athletics, gymnastics and dance. Children also benefit from a weekly swimming lesson in the summer term. In the summer term we hold our sports day.



## **History and Geography**

Children learn, through topics, about human experiences in the past and develop their knowledge and understanding of places, special events and environments. In both subjects they handle evidence, conduct investigations and undertake research to further their knowledge. They are encouraged to make observations and pose their own questions to help them understand historical and geographical terms and skills. Wherever possible, local visits and trips to places further afield are arranged to give children first-hand experiences.



## **Design and Technology**

This is an exciting and practical part of the curriculum, which has close links with Science, Art, Mathematics and ICT. Study areas include textiles, food, structures and control systems. Children develop skills in designing and making, through working with a variety of materials, components and tools, including their safe use. Children are given opportunities to review and assess their own work, through evaluating their finished products and considering the needs of the consumer. Children are involved in setting their own homework. As a class, we devise a half termly/termly Home Learning Grid. The activities cover a range of subjects and creates links across the curriculum. Pupils choose activities to earn a number of points, with high order activities, requiring analysis of facts and skills, earning the most. Evidence of all activities should be brought into class to be shared and celebrated.

On occasion, additional discreet homework will be set to meet a particular need.

All children have access to the website *Mathletics*. This subscription service, which is funded by Friends of the School, allows children to access fun games and skills practice at an appropriate level.

## **Art and Design**

Emphasis in Art is on learning new skills and applications. Children are encouraged to develop their observational and analytical skills from an early age. They experience opportunities to work with a range of media, including clay, textiles, paints, inks and modroc. Alongside this, children are introduced to a range of artists' work and develop an understanding of the techniques and styles employed.

## **Music**

Children are taught to sing and use pitched and unpitched instruments. They are given opportunities to listen to, compose and evaluate music. Children have regular opportunities to perform within the school and participate in school performances within the wider community. The North Yorkshire County Music Service provides peripatetic tuition in violin, brass, guitar and keyboard for older children.

## **Personal, Social, Health Education & Citizenship**

PSHE and Citizenship play an important role in the ethos of our school. We provide children with the knowledge, skills and understanding they need to lead healthy, independent lives and to become informed, active, responsible citizens. Through taking part in a range of activities and experiences (spiritual, moral, social and cultural) children learn to recognise their own worth, respect others and become increasingly responsible for their own learning.

## **Drugs Education**

Drugs Education forms part of our PSHE and Science programme. Pupils are made aware of medicinal, legal and illegal drugs. They will also learn about aspects of the law relating to substance use, consider the potential risks and reasons why people use drugs. Pupils are informed of people who can help with their concerns about drugs; including medicines, tobacco and alcohol. Staff are trained to deal with any issues in a sensitive, factual way aimed at a level appropriate to the age of the children. By giving children this education it is hoped that they will develop positive attitudes and the confidence to assess risks and make informed choices about their personal health and safety.

## **Sex Education**

Sex education has a broad definition and is taught as part of the National Curriculum. Positive and informed attitudes towards issues such as growing up, family and relationships are a mainstay of our programme. Personal safety, high self-esteem and decision-making are all important aspects of this work. Sex education begins in the infant classes with simple routines such as hygiene and naming external parts of the body. Children learn that we begin life as babies and develop into adults over a period of time. Changes at puberty are taught in the upper years of Key Stage 2. Children watch videos and are able to ask questions to the School Nurse who supports teaching staff working with groups of boys or girls which gives them the opportunity to ask questions which

they may feel uncomfortable to ask in the presence of the whole class. Should the subjects of contraception, abortion, homosexual behaviour and AIDS arise during any stage, the teacher, while not specifically teaching those subjects, will offer balanced factual information appropriate to the age of the children. Parents are notified at least two weeks prior to sex education lessons, and have the right to withdraw their children from lessons outside the National Curriculum if they so wish. Sex education can be a sensitive issue and staff will always be glad to discuss the programme of work with parents and share the teaching materials they use. **French**

Children learn French and the work has more focus on writing now, aimed at giving children the confidence to make themselves understood in basic matters such as asking for directions or getting service in a shop or cafe when on a visit to France. Children enjoy singing songs in French, playing French games and learning about the French culture.

## **Assessment**

We have a whole school assessment framework. This ensures assessment; recording and reporting are effective and consistent throughout the school. Pupils' progress is assessed against the requirements of the National Curriculum. Wherever possible pupils are involved in the process of assessment, which is used to aid future learning and planning.

There is a cycle of planning, teaching and assessment, taking into account the whole range of abilities, aptitudes and interests of the children.

Children are assessed periodically using formative and summative assessment. These two methods measure a child's achievement in different ways. Summative assessment shows a child's performance on a particular day in certain areas of a subject, whereas formative assessment is a balanced judgment of performance over a period of time, such as a school year or Key Stage. We use "Assessment for Learning" strategies with children to develop their own ability to evaluate this learning step by step.

During their Nursery and Reception years, children are assessed using the Foundation Stage Profile to determine their learning needs and progress. Children are informally assessed during Year 1 and 2, and at the end of Year 2 are formally assessed using the Standard Attainment Tests (SATs). In 2012 a Phonics Assessment was introduced by the Government, which is taken by all children in Year 1 in the summer term.

In Year 6 there are specific dates in May when the children take the statutory end of Key Stage 2 Standard Attainment Tests (SATs). These are important tests and show a link to children's potential achievement at secondary school. The marks are reported to the Local Education Authority and Department for Education and Skills, as well as to parents on the child's Annual Report.

## **Collective Worship**

It is a requirement of The Educational Reform Act 1988 that every child should attend a daily act of worship. We consider this act of worship an important way of communicating the Christian ethos of the schools to the children.

Collective Worship takes different forms: whole school, class, singing, prayer services and end of term celebrations. We also regularly welcome Ministers from local Christian denominations and the clergy from our local villages seek to strengthen our ties with our local Churches.

Every parent has the right to withdraw their child from the act of Collective Worship if they wish; however before you take this action we would value the opportunity to discuss this matter with you.

## **Homework**

The School has a policy for homework to support our work in school both at KS1 and 2. We see homework as an important means to support, enhance and practise our daily work in school and it forms a key part of our work in partnership with parents at home.

**KS1:** We expect reading to be the main focus of homework and this should be undertaken every day - preferably at least three times per week. Additionally, there may be a Maths or English task once a week as well.

**KS2:** Regular reading should be maintained as well as weekly spellings, children are involved in setting their own homework. As a class, we devise a half termly/termly Home Learning Grid. The activities cover a range of subjects and creates links across the curriculum. Pupils choose activities to earn a number of points, with high order activities, requiring analysis of facts and skills, earning the most. Evidence of all activities should be brought into class to be shared and celebrated. On occasion, additional discreet homework will be set to meet a particular need. All children have access to the website *Mathletics*. This subscription service, which is funded by Friends of the Federation, allows children to access fun games and skills practice at an appropriate level.

## **General Information**

Parents are invited to take the opportunity of coming into school to read the policies pertaining to the school, if they wish. Please ring to make an appointment. The key policies are also available on our website. <http://stwschools.org>

## **Uniform**

All pupils, from Reception to Year 6, are expected to dress smartly and everyone, though not compulsory, usually wears school uniform. This consists of:

Federation personalised sweatshirts in burgundy (all of which have the Federation logo on and can be ordered from Tesco).

Trousers in black, navy or grey (not jeans or sports trousers), or skirts in black, navy or grey and white, grey or navy socks or tights.

In summer girls often wear dresses in red/white or burgundy/white.

In summer all children may wear tailored shorts - preferable in navy/black or grey.

## **Shoes**

In winter weather, children will need to wear stout shoes, boots or Wellingtons for outdoors. It can be very muddy at Thornton Watlass School.

## **Jewellery**

Jewellery is inappropriate for school wear and is discouraged. A watch and stud earrings are allowed, which must be removed for PE lessons.

## **Equipment**

For PE:

PE shoe bag containing plimsolls, plain white t-shirt, plain navy/ black shorts  
Outdoor kit is also required - plimsolls for the younger children and trainers for the older children at Thornton Watlass in addition to jogging bottoms, sweatshirt etc.

For swimming:

Girls - a one-piece swimsuit

Boys - trunks not Bermuda shorts

Long hair should be tied back and goggles worn

Please ensure that all items of clothing, including coats and pumps/indoor shoes are clearly marked with the child's name.

Book bags with the Federation logo, are available through the school office.

### **Educational visits**

All children have the opportunity to go on educational visits. The venues and contents of these trips are carefully assessed and only approved activities will be carried out. A voluntary contribution will may be requested in order to cover the costs. However funds may be available for any parent/carer needing assistance. Please contact the office if you need further information.



### **Child Protection**

The Federation is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools follow the County's Safeguarding procedures. The school's Child Protection Policy is available on our website.

### **Equal Opportunities**

The aim of our policy is to maintain a fair and positive approach to all our children's needs both educational and pastoral. Children will receive the same opportunities and the help they need regardless of background or ability, gender, race or culture. The School's Equal Opportunities Policy and Equality Statement is available on request.

### **Special Educational Needs (SEN)**

From time to time, children may need some extra help in school. As in all other areas of school life, parents will be kept very closely informed as to their

children's progress and we will work together with parents to ensure individual needs are identified and met. Several 'waves' of additional provision are available to support pupils within school. If a pupil is deemed to require further assistance, a wider professional support service for special needs is available to the school as required.

### **Education of the Able, Gifted and Talented**

Providing the necessary level of challenge to able, gifted and talented children is important to us. This is achieved using a range of resources as well as through open-ended challenges specially designed to extend the thinking skills of gifted children. In our small school with mixed-age classes, it is also easy to allow more able pupils to work alongside those in older year groups in order to provide further challenge.

### **Parents and School**

Snape and Thornton Watlass are open schools and we are always available for consultation or discussion. Children will usually bring home information in letter form, detailing forthcoming events. All letters sent home and reminders about events and news can also be accessed via our school website: <http://stwschools.org/>

### **'Friends of School'**

The Federation has a 'Friends' association with a wide and varied membership, the mainstay of which is parents, but which also enjoys the support of local industry, members of the community and past pupils. The function of the association is to promote and facilitate an enriched educational and social environment at Snape and Thornton Watlass schools. They organise several successful fundraising and social events each year and have generously funded a variety of educational visits, visitors and resources to the benefit of all our pupils.

The structure of the 'Friends' is determined by the requirements of the Charity Commission, from whom they have gained charitable status. Anyone who is interested in the well being of the school is welcome. The more people who are involved, the greater will be the benefits to the children!

### **Governors**

We are very fortunate to have an enthusiastic, knowledgeable and supportive Governing Body, made up of parents, members of the church and the local community, who oversee the work of the school.

### **Concerns and complaints**

We always welcome suggestions for improving our work; please speak directly to any staff member or Governor to share your ideas.

If you have any concerns, we would like you to tell us about them as soon as possible. It is often difficult for us to properly investigate an incident or problem that happened some time ago. Staff and Governors trust that should a difficulty arise concerning any aspect of school life, parents would feel able to approach the member of staff involved in the first instance and resolve the situation informally. The Head may also be contacted to discuss the matter. Most concerns will be sorted out quickly in this way.

However if you feel that your complaint is still unresolved, our established complaints procedure should be followed. A copy of this can be seen in or collected from the office, or via the school website.

### **Behaviour**

We believe that considerate behaviour is essential if we are to create a good social and learning environment. We believe that everyone has a right to expect to be treated with respect and should show that respect to one another.

We believe in a philosophy of 'prevention is better than cure', where an effective and consistently applied whole school behaviour policy will reduce the likelihood of significant behavioural difficulties occurring. This includes our approach in dealing with bullying.

Our expectation of personal conduct is high. Good behaviour is positively reinforced and children are encouraged to develop thoughtful and reasoned attitudes. Our children are expected to show respect and regard for others and the environment in which we all work. On the rare occasions that it may be necessary, instances of unkind or bullying behaviour are challenged and dealt with promptly.

We think it is important for the school and parents to work together in mutual support at all times. This is particularly helpful when a child is experiencing a persistent problem. Arranging meetings between parents, staff and children,

where appropriate, can be very useful. Shared strategies are often an effective way forward.

### **Attendance & Punctuality**

Regular attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late.

We ask parents to notify the school on the first day of any absence before 9am by phone, or, if it is a medical appointment, by letter. If a child does not arrive at school and we have received no message, concern about the child's welfare will trigger a phone call home from the office.

In accordance with new regulations, if you wish to apply for leave during term time in 'exceptional circumstances' please download the request form from the Federation website and send into school at least 3 weeks before the leave. The Headteacher will then consider the application, with reference to the Local Authority for advice if necessary, and will make the final decision.

**If parents/carers decide to take their child out of school for the purpose of leave of absence in term time without the permission of the school, the absence will be coded as unauthorised and as such may result in a Penalty Notice (fine).**

The Governors together with the Local Authority and Government believe that attendance at school is important and that absence can lead to poor progress and poor attainment. Families taking holidays during term time is a cause of absence, which has been highlighted nationally as a disruptive factor in pupil's education. **The Law says that parents/carers do not have the right to take their children out of school for a holiday during term time.**

If a child becomes ill during school hours, we will contact parents at once. Please ensure that we have up to date details of home/work contact numbers, as well as an emergency contact person in case you are unavailable.

### **Health and Safety**

In the interests of Health and Safety, we operate a no smoking policy in the School and playground, and we do not allow dogs on the school premises.

The school's Health and Safety Policy is available to view in the school office. We conduct regular inspections of the site and undertake a risk assessment and any hazards are noted.

### **Safety and Child Protection**

The Federation has a strong sense of community and all parents are asked to consider matters of children's security, for example by being aware of unfamiliar people in the playground. During school hours access to the school is through the main front door. All doors are kept locked during this time.

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be the subject of ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures and inform the Social Services Department of their concerns.

We are committed to ensuring the welfare and safety of all children in school and we follow the North Yorkshire Safeguarding Children Board procedures. The federation will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection Procedures). The Federation will, of course, always aim to maintain a positive relationship with all parents. The Federation's Child Protection Policy is available on the website [www.stwchools.org](http://www.stwchools.org).

### **First Aid**

The majority of staff are appointed first aiders. An accident book is kept for all incidents requiring first aid. For any more serious incidents (e.g. head bumps) procedures are in place to inform staff and parents.

### **Medication**

Parents of children who have a specific or serious medical problem must inform the school. They will be required to sign a medical protocol agreement in line with North Yorkshire documentation. With the exception of inhalers and epi-pens, children should not bring medication into school. Medication is always the responsibility of parents. In exceptional circumstances medication can be administered by parents to children during the school day. In very exceptional

circumstances arrangements can be made for staff to give medicines, but this needs to be agreed with the Headteacher.

### **Confidentiality**

It is an important aspect of the good relationships in school that everyone's privacy is respected. All staff in school are fully aware of the need to maintain confidentiality. We also ask that parents and volunteers who are in school show the same respect. There are times, however, when confidentiality cannot be guaranteed, for example if a member of staff believes that a child is in need of protection or in matters relating to the misuse of drugs or alcohol. A copy of the school's Child Protection Policy is available in school for parents to read.

### **School Documentation and Records**

Children's records are open to their parents or guardians. School documentation may be viewed at a mutually convenient time by arrangement with the school office.

### **Insurance**

The County Council only insures against injury caused to children as a result of the negligence of the Authority, its servants or agents and does not insure to pay compensation following any injury suffered by a pupil/student. The school does, however, hold an insurance policy, paid for by the school, which provides limited insurance for the children against personal accidents incurred whilst participating in school activities. Details may be seen upon request.

### **The Role of the Governing Body**

Whilst the Headteacher is responsible for the internal organisation and management of the school on a day-to-day basis, overall responsibility lies with the Governing Body. This includes assisting with the appointment of staff, having oversight of the curriculum and ensuring that the premises and finances of the school are efficiently and effectively used. The Governing Body, as a whole, meets regularly throughout the year, in addition to the meetings of its various sub-committees. Members are either elected (parent governors) or appointed (community and foundation members) and each hold a given term of office.

Nick Broadwith	(Foundation Governor)
Richard Corner	(LA Governor)
Becky Donaldson	(Vice-Chair Community Governor)
Caroline Hunter	(Parent Governor)
Sarah Jardin	(Vice-Chair Foundation Governor)
Gareth Jones	(Chair)
Joanne Miller	(Staff Governor)
Joanna Swiers	(Community Governor)
Carol Thompson	(Staff Governor)
Gussie Wood	(Parent Governor)
Dianne Mousley	(Clerk)

A message from the Chair, Gareth Jones

The Federation of Snape and Thornton Watlass has been a great success and has improved the standard of education of our pupils. This is in no small part due to the dedicated staff and very effective management. We are continuing to strive for further improvements in teaching and learning as well as the learning environment.

The governing body consists of parents, staff, representatives of the community and the Local Authority. On an ongoing basis, we all work together to ensure the Federation continues to improve in every aspect possible. Our strategic leadership ensures that we can plan for and carry out continuing improvements for the benefit of the children.

The Governing Body is more than happy to speak to you if you would like more information about our Federation. I am personally very proud of the behavior of our pupils, which has now been recognized in the last two OFSTED reports. If you do have any issues and wish to speak to me or another Governor please email me on [chairofgov@stwschools.org](mailto:chairofgov@stwschools.org)

## **Staffing**

Headteacher

Mrs Kathleen Allison

Teachers

Mrs Dianne Johnson

Mrs Fiona Shaw

Mrs Jill Ball

Mrs Joanne Miller

Mrs Karen McLeod

Teaching Assistants

Mrs. Katie Murfitt

Mrs Carol Thompson

School Business Manager Mrs Karen Thompson

Administrative Staff

Mrs Zoë Donaldson

Miss Elizabeth Kitching

Cleaner/Caretaker

Richard Burneston

Mid-day Supervisory Assistants

Mrs. Zoë Donaldson

Mrs Moy Imeson

Mrs Sheena Linsley

Cook

Mrs Karen Paling

## **Administrative Information**

Website [www.stwschools.org](http://www.stwschools.org)

Federation Administrative Address:

THORNTON WATLASS CE PRIMARY SCHOOL

Thornton Watlass

Ripon

North Yorkshire HG4 4AH

Telephone 01677 422685

[admin@thorntonwatlass.n-yorks.sch.uk](mailto:admin@thorntonwatlass.n-yorks.sch.uk)

SNAPE COMMUNITY PRIMARY SCHOOL

Ings Lane

Snape

Bedale

North Yorkshire DL8 2TF

Telephone 01677 470380

[admin@snape.n-yorks.sch.uk](mailto:admin@snape.n-yorks.sch.uk)

North Yorkshire County Council

County Hall

Northallerton

DL7 8AE

01609 780780

**School Admissions Office**

**01609 533679**

[www.northyorks.gov.uk/admissions](http://www.northyorks.gov.uk/admissions)

**\*contact for all the information you need to apply for a school place**