

MARSDEN INFANT AND NURSERY SCHOOL

PROSPECTUS 2008 - 2009



Head Teacher
Deputy Head Teacher

Judith M Holdsworth
Fiona Riley



Introducing you to Marsden Infant and Nursery School.

The school is a community co-educational school, catering for boys and girls in the age range of 3 years to 7 years. It is situated in rural surroundings near the head of the Colne Valley, about 7 miles Southwest of Huddersfield town centre. The children come from a variety of social backgrounds but all are part of a close-knit, well-established community.

The main school building was built in 1870, but has interesting features and extensive alterations, which were completed in 1988. Further additions and alterations have been made during 2001 to provide a Foundation Stage unit of part time and full time pupils. Four class bases are situated off the downstairs hall and an upstairs hall provides facilities for PE, Library, Baking Kitchen and Staff rooms. There are extensive outdoor play facilities for both Foundation stage and Key stage 1 children.

The school has the capacity for 156 children and a further 48 part-time places. Staffing at present consists of Head Teacher; Deputy Head Teacher plus 3 other full time teachers in Key stage 1; 2 part time teachers making one full time equivalent teacher, 1 full-time teacher, 1 full time Foundation Stage co-ordinator, 1 part time teacher to support Planning, Preparation and Assessment time, 1 full time equivalent qualified nursery nurse (job share) and a full time support assistant in the Foundation Stage Unit. There is a team of support staff and additional teaching assistants to work alongside children with Additional Needs and offer support in classrooms. Staffing also includes a senior administrative finance officer and a part time administrative officer. Parents and Carers are also encouraged to support children within school by offering help within the classes on a regular basis.

School meals are cooked on the premises. A healthy dinner is offered including meals for vegetarian children, all served by 2 kitchen staff. Other dietary requirements can be organised where necessary. There is also the opportunity to bring packed lunches which are eaten alongside children taking hot dinners in the hall and supervised by members of the lunch time staff. The Kirklees Gold Star Healthy Choice Award was awarded in June 2007 for the school's commitment to high standards of food hygiene, healthy food options and a smoke free environment. The kitchen staff were awarded Kirklees Kitchen of the Year in 2007.

A breakfast club is available for children of infant and junior age in the junior school community room staffed by support workers where a healthy breakfast is provided each day. Children are brought by parents and carers to the club where a register of names is kept. The infant children are escorted to the Infant school by 2 support workers in time for the start of morning school at 8.45am. The club is run on a strictly non-profit making basis. An After School Club is offered for junior and

infant children based at the Parochial Hall. Children are escorted by club staff to the hall where parents collect their children.

From September 2007 the school, in partnership with Marsden Play Group, run a Lunch Munch club which caters for part-time nursery children who also attend the play group. Children are brought from playgroup to school by playgroup staff to eat their packed lunch in our upstairs hall. They are then taken along to the afternoon session in the part-time foundation stage provision. The same happens with part-time foundation stage children attending in the morning session. They are collected by play group workers and eat their lunch in our upstairs hall. They are then escorted to play group for the afternoon session. This facility is supported by the Extended Schools project and provides 'wrap around' care facilities for our community.

The governors, head teacher and staff encourage parents to feel part of the school and offer an 'open-door' policy which welcomes parents and carers into the school. The head teacher is available on most days, however an appointment is advisable for prospective parents wishing to enrol their children for nursery and full time school, as a look around the school is positively encouraged.

The school was awarded National Healthy School Status and Kirklees Healthy School Gold Standard in 2006.

The Foundation Stage has achieved the Investors in Children endorsement from the Effective Early Learning Programme, run by the Centre for Research in Early Childhood, University College Worcester and continues to be quality assured annually.

The school was judged by Ofsted in May 2006 to be a good school with outstanding features.

**Marsden Infant & Nursery School
2007 / 2008**

Head Teacher:	Judith M. Holdsworth
Deputy Head Teacher:	Fiona Riley
Teaching Staff:	Vicky Smith (Teacher) Sarah Underwood (SENCO) Zoë Milner (Teacher)
Foundation Unit staff:	Cheryl Mortimer (Foundation Stage co-ordinator) Joanne Mitton/Sally Gill (Nursery Nurses) Pat Shaw (Educational Teaching Assistant) Catherine Conroy (Part time) Mary Jefferson (Part time) Jenny Yates (Teacher) Susan Chadha (Educational Teaching Assistant)
Key Stage 1 Support Staff:	Sharon Hirst (Educational Teaching Assistant) Jayne Simpson (Educational Teaching Assistant) Sarah Kewley (Educational Teaching Assistant) Helen Barrowclough (Educational Teaching Assistant) Claire Proctor (Educational Teaching Assistant) Angela Cope (Educational Teaching Assistant)
Administrative Staff:	Val Arnell (Senior Admin Finance Officer) Charlotte Carr (Admin Officer)
Lunchtime Support Staff:	Jeannette Allison (Senior Lunchtime Supervisor) Diane Carter (Assistant Lunchtime Supervisor) Sharon Hirst (Assistant Lunchtime Supervisor) Jayne Simpson (Assistant Lunchtime Supervisor) Sarah Kewley (Playworker)
Cleaning Staff:	Nicholas Carr (Caretaker) Jeanette Allison (Cleaner) Elaine Wilson (Cleaner)
Kitchen Staff:	Jackie Thackray (Cook) Liz Ellis (Assistant Cook)

Education today is a partnership -another important member of our team is
YOU.

**Marsden Infant and Nursery School Governing Body
2007/2008**

Chair of Governor Gill Harrison (Parent Governor)

Vice- Chair: Sarah Sharp (Parent Governor)

Governors

Judith M Holdsworth (Head Teacher)
Richard Netherwood (Community Governor)
Vicky Smith (Teacher Representative)
Jenny Mitchell (LEA Governor)
Clive Pearson (Community Governor)
Sarah Kewley (Non-Teacher Representative)
Amanda Drennan (LEA Governor)
Gareth Ackroyd (Parent Governor)
Peter Stubbs (Parent Governor)
Lisa Tillett (Community Governor)
Fiona Riley (Associate Member)

Clerk to the Governors: The Chief Education Officer
Oldgate House
2 Oldgate
Huddersfield HD1 6QW

Please do not hesitate to contact the *Governors*. They will be pleased to receive your comments and will, if necessary, take up any issue on your behalf.

Address of School:-

Marsden Infant and Nursery
Brougham Road
Marsden
Huddersfield HD7 6BN
Tel. 01484 222583
Fax. 01484 222521

e-mail office.marsdeninf@Kirklees-schools.co.uk

Web address www.marsdeninfants.org.uk

Vision Statement



At Marsden Infant and Nursery School staff, children, parents and governors work together to create a learning environment in which all members feel safe and secure, valued and respected.

Together we will create an atmosphere which is challenging, stimulating and exciting, and where everyone is encouraged and supported to achieve their own potential.

We will work together to fulfil a nurturing role within the larger community where all are welcome.

Our School Charter

Please work hard and try your best

Please be fair

Please tell somebody if you have a problem

Please sort out any problems without fighting

Please smile

Please take care of people and things

Please try to be kind and look after everyone in the school

This means everybody!



School Ethos

Our school ethos is based on the fact that we aim to deliver high quality education and care to all in an atmosphere and surroundings conducive to an appropriate, safe and happy learning environment. We offer high professional standards, an effective management team and appropriate resources and teaching approaches.

School Aims

- To develop an awareness of self, a good self-image and a degree of self-knowledge.
- To develop sensitivity towards others and their rights as individuals with needs to respect.
- To develop a sense of responsibility and care for their environment.
- To develop an awareness of the interdependence of people and all living things.
- To aid spiritual, moral, social and cultural development.
- To help each child to communicate confidently, be understood and to understand others, through talking and listening, through writing literature, with due regard to presentation and aesthetic appearance.
- To develop an understanding of the concepts and patterns of mathematics and their skills in applying them in everyday life.
- To encourage curiosity about the physical and natural environment.

- To encourage expression and exploration of ideas and experiences in a variety of forms and to extend their appreciation of others' contributions and achievements in this field.
- To develop skills of observation, investigation, recording and application.
- To develop logical thinking, analysing and assessing evidence and making decisions.

Introducing our Foundation Stage

Our school has 48 part time places split into 24 in the morning and 24 in the afternoon. The session times can be found later in this prospectus. The staff consists of one Foundation Stage co-ordinator, one full-time teacher, two part-time teachers, two job share nursery nurses and one full-time educational Teaching assistant (ETA). As the need arises an ETA is also available to support individual children with Additional Needs. The nursery nurse course at Huddersfield Technical College sends students to us on a regular basis.

Beginning Foundation Stage is a big step for both parent and child to take. We aim to provide a welcoming environment in which your child feels happy and eager to learn. Parents also need to feel secure in the knowledge that their child will have the best possible care. We aim to develop each child's potential through educational experience whilst at the same time developing their confidence, self-esteem and independence. We are therefore developing the whole child as well as their pre-school academic performance. The foundation Stage is organised to encourage the children to visit a variety of activities whenever they choose during the sessions and gain experience when they are ready. Planned into the day are several short teaching sessions to develop children's listening and responding skills. This way they will have fun whilst they are learning and want the fun to continue.

Fruit is freely available during the session each day, a charge of £1 is made for filtered water per term and is returned to Aqua Aid to develop water pumps in other parts of the world, and a small charge is made for ingredients to fund baking sessions. These are used as an educational as well as a social experience.

Sessions are carefully planned and monitored as Early Learning Goals under the headings of:

Creative

Language and literacy

Mathematics

Knowledge and understanding of the world

Personal and social

Physical

Topics are chosen in a two-year cycle to ensure the progression and development throughout the key stage. Part-time and Full-time classes come under the umbrella title of the Foundation Stage. Children within this stage have the opportunity to work alongside each other during some parts of the day. Other times of the day allow for more structured activities to take place in specific groupings. Quality outdoor play is an important aspect of our Foundation Stage provision. It offers extensive outdoor activities covering all aspects of the Foundation Stage curriculum.

National Curriculum

English

Language is the means of learning throughout the school curriculum. It is essential that opportunities be created to develop children's learning through language, about language and as users of language, in all curriculum areas. English covers many aspects of the curriculum, its constituent parts - speaking and listening; drama, reading and writing are often bound together. We believe that we give the children opportunities to develop each of these inter-related aspects. Children come to our school with a background of language, which we are able to build on by providing opportunities to extend and develop their use of English. It is important to remain aware of the uniqueness of each individual child. The child's growth in the areas of social, emotional, intellectual and physical development is our concern.

We believe that it is important for children to understand others, first through their ability to listen and follow meaning, then to read with interest, understanding and enjoyment. We emphasise the enjoyment of language, responding to stories, sharing books chosen by the children and purposeful writing and talking. Through this enjoyment we seek to raise standards.

All children in the school receive Literacy teaching daily. This is delivered in a variety of ways and particularly in Foundation Stage, will be spread throughout the day.

Mathematics

All children throughout the school receive daily Mathematics teaching comprising of mental agility sessions, whole class teaching sessions, group activities and a plenary sessions. We believe that Mathematics is an integral part of the educational process, which should enable individual children to develop their own potential in all curriculum areas. We feel that the Mathematics curriculum should enrich the children's aesthetic and linguistic experience and should be both discrete and topic related, thereby providing them with means by which they can explore their environment. We endeavour to give the children the opportunities to acquire mathematical skills and understanding of concepts through firsthand experiences and to consolidate their learning through investigation, discussion, and problem solving with relation to real life problems and ultimately through recording.

We also endeavour to develop a positive attitude towards Mathematics and to maintain and increase the child's confidence. We aim to make Mathematics an enjoyable and interesting area of study with scope for developing logical thought and

the ability to discuss and explain mathematical activities. Children are encouraged to relate their Mathematics learning to the real world.

Science

We believe that science should involve the child in the learning process through first hand practical experience, working towards a recording system appropriate to the child's developmental stage. Children are encouraged to hypothesise, test predictions and evaluate outcomes. We provide relevant scientific activities involving questioning, experimentation and discovery. Children are encouraged to communicate their ideas, devise experiments and attempt to give explanations or find solutions to problems based on their exploration and observations. They are encouraged to interpret information gathered and make deductions from it. We also make available relevant books, videos and photographs to enable children to broaden their knowledge, and we offer opportunities for them to apply the knowledge gained in a variety of situations. Whilst any activities are being carried out, we expect the children to be aware of the safety procedures. Our science policy is constantly reviewed to enable children to develop enthusiasm, curiosity, a sense of awe and wonder for nature, the natural world and all natural phenomena; as well as a keen interest in everything that is manufactured and engineered.

Sex and Relationships Education

Sex and Relationships education is offered through the Healthy Schools programme and PSHCE. Relevant discussions may take place in class at an appropriate level. Questions of a sexual nature as asked naturally by the children are dealt with sympathetically and sensitively by the teachers. Everyday health matters are constantly brought to the attention of the children by the class teacher. The emphasis is placed very strongly on the development of relationships within a caring environment.

Design Technology

We believe that through Design Technology the children learn to plan, make, modify, identify, collect data, select and predict by using a variety of technological equipment and computer hardware and software.

A thematic/cross curricular approach to learning is particularly evident in Design Technology as it is an integral part of our whole curriculum. There is a discrete element where specific skills and concepts need to be taught.

Through Design Technology we hope to encourage the children to develop a selection of approaches to problem solving and have opportunities for collaborative work. We feel that the children need to be able to select and use resources efficiently, with due regard for safety of self and others.

Information Communication Technology

We believe that it is essential for all pupils to gain confidence and capability in using I.C.T. to prepare them for later life. The use of I.C.T. should extend and enhance learning across the whole curriculum. Children should be encouraged to use their own initiative, reasoning and investigative skills. I.C.T. should be presented in practical contexts, which are relevant to the child's experiences. Children must be given the opportunities for hands-on experiences. We will ensure that all children develop an awareness of I.C.T. as an essential tool for communication and control. Interactive white boards are installed in all classrooms and 'hands-on' opportunities are offered to parents to update their own skills.

Humanities

Children are offered a broad and balanced Humanities curriculum, which enable the children to develop a coherent and relevant view of the world. The learning process is based on the process of enquiry using first-hand experiences and a range of sources as evidence. This provides a framework which enables children to gain the knowledge to understand and the skills to interpret the world and related global issues.

Music

Music is sound and sound emerges from all living things and from the elements in our environment. Therefore we are surrounded by sounds which children learn to explore and to imitate. We try to ensure that music is pleasurable and a source of enjoyment to all children in one form or another and it is an integral part of our school curriculum. We value all contributions and achievements by children who are encouraged to investigate all manner of sounds, to listen, to compose, to perform and also to be silent. We encourage their appreciation of others by listening to music from different countries and cultures, modern music and music from the past. It is our intention to develop their performance skills using all available instruments including voice.

Physical Education

The school meets and exceeds the statutory requirement of 2 hours high quality P.E. each week in our upstairs hall or in the outside environment. We promote physical competence and develop an awareness of the beneficial effects physical activities have. P.E. provides the children with opportunities to develop their independence by allowing them to take responsibility for their own actions, choosing their own movements, making decisions and planning ahead. It allows the development of problem-solving skills, use of initiative and knowledge of how to handle equipment skilfully and safely. The development of physical confidence can contribute to the establishment of high self-esteem. Through participation in a wide range of activities such as dance, games and gymnastics children begin to develop their confidence and ability. They learn to work co-operatively, to share space and resources, to discuss their work and to encourage and be encouraged by others. They become aware of their role as a member of a group.

The school has extended its extra curricular access in a variety of disciplines for P.E. as a direct result of involvement with the School Sport Partnership, often in partnership with the Junior school. Workshops run by professional sports people are organised to develop interest and excitement and involvement.

Provision of Sport

Children follow national curriculum guidelines for P.E., which include the teaching of early games skills. Children are encouraged to work towards improving their own performance in games. The development of outdoor play facilities has enabled the school to offer greater opportunities for physical development.

Art

By its nature Art is child-centred. We feel that it allows the children to observe, record, explore, analyse, remember, re-iterate, and make collections of objects so increasing our resources and in this way encouraging curiosity about the physical and natural environment. Children work individually, in pairs, in groups or as a class. They describe what they are doing and why and plan to make changes if they are needed. The school environment both inside and outside is important. We stimulate and interest the children visual and aesthetically. We encourage group responses in a variety of media in both 2D and 3D work. Children are encouraged to evaluate work by famous artists from a variety of cultures.

Religious Education

Following consultations with other schools in Kirklees and our own pyramid schools, particularly Marsden Junior School, we have chosen to follow the Kirklees agreed syllabus with regard to Christianity and Islam. We see R.E. as being concerned with the spiritual growth of the individual, with feelings and beliefs that arise out of the experience of life and that influence the search for the meaning and the purpose to life. We aim to enable children to become aware of a wide range of religious interpretations of personal experiences and their importance to believers. It must be characterised by open enquiry and awareness of prejudice.

Personal, Social, Health, Citizenship Education (PSHCE)

PSHCE is the aspect of the curriculum that raises pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort. It offers an especially supportive climate for learning. The subject provides a foundation for acquiring the skills needed to learn and grow up at ease with oneself. It increases pupil motivation and deepens their understanding through providing relevant opportunities for 'real-life' learning. PSHCE improves pupils' ability to reflect on and become responsible for their own learning, and reduces the chances that pupils' education will be interrupted or impaired, for example, by upset at separation from parents or the fear of bullying.

Collective Worship

The school is not affiliated to any Religious organisation. There is a daily act of collective worship, which is broadly Christian in content. Collective Worship provides the opportunity to recognise, affirm and celebrate the values and ethos of the school and that of the wider community. We believe that worship should reflect the whole school curriculum and contribute to the spiritual, moral and cultural development of the children. Parents considering exercising their right to withdraw their child from this aspect of school life should consult with the Head Teacher and the class teacher. Alternative provision will be made to ensure their child receives adult supervision in a learning environment.

Equal Opportunities

The school promotes a strong climate of equality with regard to gender, culture, race, sexuality, ability, age and income group. Its policy ensures an effective, inclusive school for all Children, recognising every child has the RIGHT to a high quality education. By addressing our school policy and principles, the school ensures there is no discrimination in education on the grounds of race, colour, national or ethnic origin,

gender and disability. We endeavour to enable each child to develop qualities of understanding, tolerance, co-operation, trust, respect, justice and to be non-judgemental. Each child will be enabled to listen, communicate, reason, feel, enquire and question in a safe, positive and stimulating environment. Each child will receive respect and be valued at all times, enabling them to gain confidence and self-esteem.

Our SEN policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.

We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who's doing it, and what it involves. (Ref. to Equality Diversity and Cohesion Strategy 2006-2009)

Additional Needs

Summary

Marsden Infant and Nursery school uses a Graduated Approach to the action and intervention provided to support children with Additional Needs (SEN). This approach recognises that there is a continuum of SEN and that where necessary, increasing specialist expertise should be brought in to develop a programme of support for the child in curricular and non-curricular areas. We attach importance to inclusion of children with Additional Needs, not only for the benefit of those children but also for the benefit of all children, the school as a whole and the community. We consider communication between all concerned with a child's development to be of great importance, and are committed to promoting attitudes of respect and understanding in order to achieve our aims. The detailed Additional Needs policy which follows has regard to the Code of Practice, a statutory document.

The named Additional Needs Co-ordinator (SENCO) is Sarah Whitehouse and the governor responsible for Additional Needs is Amanda Drennan.

The school recognises that there are difficulties with access for wheel chair users and people with physical disabilities to the upper floor of the school. The upper floors of the school provide activities such as baking for Key stage 1, P.E. for all and the exchange of library books for Key stage 1. Whilst some of these activities can be adapted and brought downstairs, we realise our aim of equal access would only be fulfilled by alterations to the access of upstairs by means of a lift or other aid. Disabled person's toilet facilities are situated off the main entrance to the Foundation Stage unit. Ramps to the outside have been fitted and the school has used contrasting colours to make doorways and flooring areas more easily seen. All adjustments to date have been made in line with the Disability Discrimination Act 1995 access initiative and completed in 2005.

The school is committed to equal opportunities and inclusion and will therefore take every possible measure to ensure that pupils with disabilities are warmly welcomed into the school and their needs met through Additional Needs funding or through the school budget.

School Results 2007

This table shows the percentage of eligible children at the end of key stage 1 achieving each level in the school in 2007.

Key Stage 1 ASSESSMENT

	Percentage at each level							4+	% Pupils disapplied	% Pupils absent
	W	1	2	2C	2B	2A	3			
Speaking and listening	0.0%	2.4%	63.4%				34.1%	0%	0	0
Reading	2.4%	4.9%		12.2%	22.0%	7.3%	51.2%	0%	0	0
Writing	2.4%	7.3%		22.0%	34.1%	9.8%	24.4%	0%	0	0
Mathematics subject level	2.4%	0.0%		2.4%	22.0%	31.7%	41.5%	0%	0	0
Science subject level	0.0%	2.4%	58.5%				39.0%	0%	0	0

The number of eligible pupils is: 41

W represents children working towards Level 1, but have not yet achieved the standards needed for Level 1.

National Results:

This table shows the percentage of Year 2 children achieving each level nationally in 2006.

Figures may not total 100% because of rounding

TEACHER ASSESSMENT

	Percentages at each level							4+	Pupils disapplied	Pupils absent
	W	1	2	2			3			
				C	B	A				
Speaking and listening	2%	11%	65%				22%	0%	0%	0%
Reading	3%	12%		13%	23%	23%	26%	0%	0%	0%
Writing	5%	14%		21%	26%	20%	14%	0%	0%	0%
Mathematics subject level	2%	7%		17%	24%	27%	21%	0%		
Science subject level	2%	9%	66%				24%	0%	0%	

School Hours

Morning 8.50am - 12 noon

Afternoon 1.15pm - 3.20pm

The children are expected to arrive between 8.45 & 9.00am and be collected between 3.15 & 3.30pm

The hours spent on teaching are approximately 22½ hours per week.

The daily collective worship is 10.15 - 10.30am each morning. In addition we have class collective worship. Parents will be informed when their child's class collective worship will take place.

Visitors

Visitors to school must sign in the visitor's book at the office. All visitors are given identity badges for security purposes. A policy of restricted access for people visiting the school is in place, which is monitored from the office. Any child arriving after 9.00 am must inform the Administrative Officer.

Nursery Times

Morning: 8.45am - 11.15am

Afternoon: 12.45pm - 3.15pm

Arrangement of classes

There are 2 year group units in Key Stage 1 both with two full-time teachers and a Foundation Stage Unit comprising of part-time (nursery) and 2 groups of full time reception children (depending on size of year group). Children are currently (2007-2008) admitted into Foundation Stage twice yearly and into Key Stage 1 annually. Children are taught individually or in groups within the units at their own ability levels. All children are grouped according to age.

The Foundation Stage initially operates on a part time basis accommodating 48 children in total, 24 morning places and 24 afternoon places which then progresses to full-time Foundation Stage.

Homework

There is a Home Activity policy and a Home / School / Child agreement. Children are encouraged to take reading material home to share with parents and carers daily. Parents and carers are encouraged to take an active role in the education of their children, and may be asked to become involved in research of current topics. Regular home activities are vital to the success of the learning process. The tasks set by the teachers will be carefully planned to support each child's learning.

Helpers

The school actively encourages parents and carers into school to help with a variety of activities on a regular basis including our Reading Friends project. Parent and carers are encouraged to participate in the Helpers in School project, which is organised through Kirklees. All volunteer helpers must be CRB (Criminal Record Bureau) checked to enable them to work with groups of children in school. Application forms are available from the Head Teacher.

Educational Visits

Educational visits are undertaken as part of the children's work and this is usually arranged on a unit basis when appropriate. We consider short local visits to be as important and valuable as those which involve travelling further afield. If a cost is involved, parents are invited to make a voluntary contribution. No child will be excluded from these activities which take place during school hours if no contribution is made. However, if the cost of the visit can not be met from the voluntary contributions, it may have to be cancelled. Risk assessments are undertaken prior to the visit and parents are given full information about the activities to be undertaken. Parental consent is essential for any non-routine visits and annual consent will be requested for routine short visits within the local area.

New Entrants

The parents of new entrants to Foundation Stage are encouraged to make an appointment to look around the school and are invited to meet the Head teacher and relevant staff at a meeting arranged towards the end of the previous term. Children are admitted into full time school for the first week from 8.50am to 2pm. This gives the children the opportunity to experience dinnertime sessions before going home. The second week will be normal school times.

Care and Well Being

The school nurse visits the school at regular intervals and is always happy to discuss your child's medical problems with you.

We ask that if medicines have to be sent to school, you must fill in a medication form available from the office giving consent for the school to administer the medicine. Only prescribed medication should be sent and only if it is required to be taken 4 times a day.

It is very important that you provide us with an emergency contact number and notify us immediately if there is any change of address or telephone number.

The school follows the guidelines set out by Kirklees Education Authority on disciplinary matters. We have our own Positive Behaviour policy and a guidance booklet 'Building Blocks for Life Skills' designed for parents and carers and consisting of policies in a concise form relating to care and well being of pupils. The school rules are minimal and always apply to the safety and well being of your child. Incidents will be fully investigated and appropriate action taken.

The school acknowledges that on occasions, staff will be faced with children who lose control or refuse to carry out reasonable instructions. It is accepted that in such circumstances it may be necessary to physically intervene or to remove a child from a situation.

School staff received training from Claremont Behaviour Support Service in May 2007. The school holds a list of all fully trained staff.

'Team Teach' is a Kirklees approved method of training and is used throughout Kirklees. It is a good example of positive behaviour management, 95% of which is de-escalation strategies which enhances the whole school approach to positive behaviour management.

N.B. Physical Intervention Report form to be completed following an incident.

No Smoking Policy

The school is a non-smoking school which means that smoking will not be tolerated in or near the school building. The school displays signs around the school to this effect.

Uniform

There is no compulsory school uniform but school T-shirts and sweatshirts are available with the school logo printed on. Children should wear clothes that are easy for them to manage when they undress and dress for P.E. All children will be asked to remove jewellery during PE and newly pierced ears will be taped for Health and Safety reasons.

We strongly advise that all personal property is marked with the child's name as so many articles of clothing for children look alike. Unless articles are clearly marked, the recovery of missing property proves to be very difficult.

Complaints Procedure

If parents have any concerns about their child's education, they should contact the Head teacher who will be pleased to arrange an appointment with them. A document detailing the full complaints procedure is available at school or the education offices. Any documents to be made available under the regulations may be seen at the school.

Starting School - Our Admission Policy

Pupils are admitted into full time school in accordance with Kirklees LEA's admission policy:-

Date of 5th birthday Term of admission

1 September - 29 February Autumn (September)

1 March - 31 August Spring (January)

Pupils are admitted to part-time school as follows:-

Date of 4th birthday Term of admission

1 September - 29 February Autumn (September)

1 March - 31 August Spring (January)

Priorities for Admission

The school will offer places to children in the following order of priority:

1. Children in public care.
2. Children with a Statement of Additional Needs which names the school:
3. Children living in the school's priority admission area who have an older brother or sister attending from the same address at the date of admission:
4. Other children living in the school's priority area:
5. Children who live outside the priority area who have an older brother or sister attending from the same address at the time of admission:
6. Children who live outside the priority area.

Notes

a) Children in priorities 1 and 2 above may also be admitted above the Published admissions Number (PAN)

b) If we cannot agree to requests for admission in priorities 3 to 6 above without exceeding the PAN, we will give priority up to the PAN to children living nearest the school. Distance is measured in a straight line.

c) 'Live' means the child's permanent home at the date when the applications close or if a significant house move is involved, the latest reasonable date prior to the final allocation of places.

d) A priority Admission Area means geographical area determined by Kirklees in consultation with the governing body of the school.

NB There is no longer a guaranteed place for any child in any of the priorities at any key stage.

Mrs M Hamby is responsible for admissions. She can be contacted at Oldgate House, Huddersfield (Tel: 01484 225007/8).

School Attendance

Unauthorised absence: 2006/07 - 0.59%

Authorised absences: 2006/07 - 5.04%

Number of children on roll from September 2007 - 121 (including Reception) plus 48 part time places in Nursery.

All schools are required by law to keep a record of authorised and unauthorised absences. In order to keep our records up to date, parents are asked to inform the school the reason for any absences by telephone, send a note or call to explain personally. Parents and Carers will be given a leaflet 'Holiday Absence in Term Time' on request.

Wherever possible, parents should avoid taking their children out of school during term time for holidays. Such absences can be very disruptive to pupils' learning and development.

It is only possible for the Head Teacher to authorise up to ten days annual holiday over the statutory dates. This is not an entitlement and every request for holiday absence will be considered individually. Only in exceptional circumstances will authorisation be given for more than 10 days in term time in any one school year.

Where the Head Teacher decides that authorisation cannot be given but absence occurs, consideration will be given to the issuing of a Penalty Notice in line with Kirklees Code of Conduct.

Parents and carers are asked to request permission in writing prior to the holiday. The Educational Social Worker monitors the attendance of all children in school on a monthly basis and will contact parents or carers if their child's attendance gives cause for concern.

This information is published in compliance with Education Law. The details given were correct at November 2007. Changes may take place before the beginning of the school year. Any changes may be published in a supplement.

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KIRKLEES METROPOLITAN COUNCIL