

Moss Side Primary School



Prospectus

2016/2017


MOSS SIDE PRIMARY SCHOOL

PARADISE LANE

LEYLAND

LANCS, PR26 7ST

Headteacher:- Mrs J M Burdin

 - 01772 432048

School web site: www.moss-side.com

THE AIMS OF MOSS SIDE PRIMARY SCHOOL

- To develop each child's individual ability to the full.
- To develop, in the child, confidence and independence.
- To provide a friendly, stimulating environment.
- To develop, in the child, respect and consideration for others and the environment.
- To establish an atmosphere of security and stability.

School hours

Playgrounds supervised by staff from 8.50am. Junior doors open at 8.50am. Infant doors open at 9.00am.

❖ Morning	Infants	9.00 to 10.15am	10.30 to 12.15pm
	Juniors	8.50 to 10.15am	10.30 - 12.15pm
❖ Afternoon	Infants	1.15 to 2.30pm	2.45 - 3.15pm
	Juniors	1.15 - 3.15pm	

Number of teaching hours per week

Infants (Key stage 1)	22.50 hours	Juniors (Key stage 2)	23.75 hours
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Organisation

Moss Side Primary school is just over a one-form entry co-educational school, catering for children from the age of four to eleven years old. The admission intake is set at 37 giving a maximum roll of 259.

There are four classes at key stage 1, each at around thirty children. One class takes reception children, one class takes reception and year 1, one class takes year 1 and year 2 and one class takes just year 2 children.

The four classes at key stage 2 are all single ages, ie year 3, year 4, year 5 and year 6.

The immediate care is in the hands of a class teacher who is normally the first point of contact if a problem arises. Teaching may be by class, group or individually, as appropriate.

All classes have extra support in the form of teaching assistants. These staff members work both with individual children having special educational needs, and small groups needing extra assistance. In this way we are able to differentiate teaching to cater for the wide spread of abilities in each of our classes.

ADMISSIONS POLICY FOR 2016/2017

A maximum number of 37 children will be admitted into reception in the year 2016/2017

1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school, then
2. Children for whom the Local Authority accepts that there are exceptional medical social or welfare reasons which are directly relevant to the school concerned.
3. Children with older brothers and sisters attending the school when the younger child will start.
4. Remaining places are allocated according to the geographical priority area, up to a total of 37.

School uniform

It is the policy of Moss Side Primary school governors that pupils attending the school wear the following uniform:-

Winter

Girls

- ☞ Navy blue skirt, pinafore, trousers or navy jogging pants
- ☞ Light blue shirt
- ☞ Navy blue cardigan, jumper or sweatshirt (Green for Year 6)

Boys

- ☞ Navy blue, black or grey trousers or navy jogging pants
- ☞ Light blue shirt
- ☞ Navy blue jumper or sweatshirt (Green for Year 6)

Summer

Girls

- ☞ Light blue dress (plain/stripes or checks in light blue and white)
- ☞ Navy blue cardigan, jumper or sweatshirt (Green for Year 6)

Boys

- ☞ Navy blue, black or grey trousers/shorts
- ☞ Light blue tee shirt or polo shirt
- ☞ Navy blue jumper or sweatshirt (Green for Year 6)

The following uniform clothes are available from school:-

- ☞ Navy blue and green sweatshirt
- ☞ Light blue polo shirt
- ☞ Navy Blue and green cardigan
- ☞ PE kit

Any clothing removed for PE should be named, as should coats and wellingtons. For their own safety children should not wear high-heeled shoes or boots in school.

Children with pierced ears should only wear studs as any other type of earring can be dangerous. As studs must be removed for PE lessons, you are advised not to send your child to school with studs in place on PE days unless he/she can remove them unaided.

Long hair should always be fastened back - for hygiene and safety reasons.

For reasons of security children should not bring expensive watches, jewellery or other valuable items to school.

PE kit

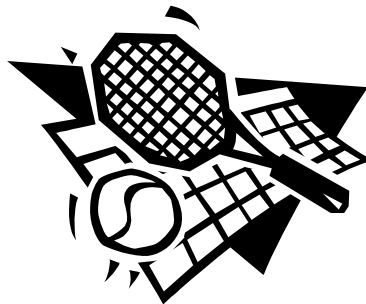
All children in school must have the following PE kit which should be kept in school in a named draw-string bag:-

- ☞ Shorts -shadow navy blue
- ☞ tee shirt - light blue
- ☞ black elastic sided pumps

All items should be named.

Please note, PE clothing should be plain and not marked with commercial or team names and logos.

Junior children wishing to play football will need a pair of football boots or old outdoor shoes during the winter months.



School rules and pastoral information

- ☞ We expect the children to be considerate and well mannered at all times. They should show respect for each other, adults and the school building and property and for the personal possessions of fellow pupils.
- ☞ Children should always walk when in the school building.
- ☞ Children should wait in their respective playgrounds, before morning school, until they are brought in by staff.
- ☞ If a child is fit enough to come to school we will, in general, expect him/her to go out to play and to take part in PE lessons (including swimming).
- ☞ No child is allowed to leave the premises during school hours unless in the care of a parent or other responsible adult to whom the parent has delegated that responsibility.
- ☞ If a child is absent from school for any reason it is important that we are informed either by telephone or in writing at the start of the day.
- ☞ If a child returns to school whilst still on a course of medication the child's parent or their representative are asked to come into school to administer the medicine.

The only exceptions to this rule are our children with asthma. If your child is asthmatic and has to bring an inhaler to school it should be clearly named and you will be asked to fill in a form giving the frequency and dosage of administration. The inhaler, plus the details form, will then be kept in the child's classroom to be supervised by the class teacher in all years except Y5 and Y6 where the child will be expected to be in charge of their own medication, in preparation for high school.

- ☞ Out of consideration for the children's teeth we do not allow sweets or biscuits in school. Junior children may bring nuts or fruit or to eat in the afternoon break. Infant children will be provided with free fruit on a daily basis.
- ☞ We cannot be responsible for children who arrive at school before 8.50am or who remain in the school grounds after 3.25pm (unless, of course, they are staying for clubs).
- ☞ Children should enter and leave school by the side doors, the front doors being for parents and visitors.

Discipline in school

It is essential that for effective learning to take place in school there should be a sense of order and stability. There must be an understanding by all who work in school, along with parents and children, of how this order will be maintained and of the steps that will be taken if it is breached.

Parents need to be reassured that their child is entering a caring community which will cater for the needs of all children and that the school will provide standards for their child which will enable them to develop as responsible, disciplined individuals.

If there is a concern about a child's behaviour in school, parents will be informed and included in discussions about possible causes and cures.

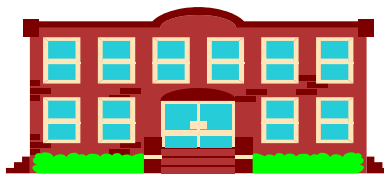
We attempt to reward good behaviour, where possible, but when it is deemed necessary to punish a child for poor behaviour the following sanctions may be applied:-

- a) written work to be completed at lunchtime and playtime
- b) temporary exclusion from playtimes
- c) temporary exclusion from school at dinner times
- d) removal of treats and/or privileges such as school visits, concerts, parties etc.

The ultimate sanction of exclusion from school for disciplinary reasons is usually only applied when the conduct of a pupil has been causing concern for some considerable time previously and other sanctions have been unsuccessful.

In the case of a pupil being excluded from school, parents have a right of appeal to the governing body.

Full details of our behaviour policy can be found on the school website www.moss-side.com



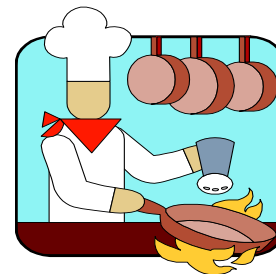
If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

Dinner provisions

Meals are cooked on the premises are of a very good quality. They are free for children in the infant department.

Dinner money for juniors is £10.50 per week and is payable on Monday morning. Named envelopes for this purpose are given out on the preceding Friday afternoon.

If you are on income support or job seeker's allowance (income based) you may be entitled to free school meals. Similarly, if you are in receipt of Child Tax Credit, but are not entitled to Working Tax Credit you may be entitled. Mrs Price, our school secretary, will be pleased to advise you on these matters. It is very important that you apply for free school meals, even if your child is in the infants, as the school will receive extra funding, which will benefit your child.



Further information is available from the Pupil Access Team, Area Education Office, East Cliff JDO Preston, PR1 3JT. Tel 01772 531809.

You are most welcome to see for yourself the quality of our meals.

Children may bring sandwiches to eat at lunchtime (except children in the first term of reception year who must either stay for school dinners or go home for dinner). Sandwiches must be packed in a suitable separate container which must be used as a plate, as we are not allowed to provide cutlery or crockery for children eating packed lunches. For safety reasons drinks must not be brought to school in glass bottles, cans or thermos flasks. Fizzy drinks are not allowed. Crisps are only permitted on Fridays.

Please note that it is only possible to change dinner arrangements at the start of a school term, having notified the school secretary at the end of the previous term.

Health

During their school life the children will be routinely tested for vision and hearing problems and have full medical checks where necessary. They will not, however, be given any vaccinations in school without your permission. Due to the ever-present problem of head lice it is advisable to check your child's hair at least once a week by combing through with a fine toothcomb. If you find that your child has caught head lice the latest advice is to use anti-head lice lotion, which should be available on prescription from your doctor (or over the counter at chemists). If you would like any further advice on this matter please see Mrs Burdin.

Please let us know if your child has head lice so that we can prevent the outbreak from spreading.



CURRICULUM

We aim to give the children a sound education in language and mathematics, to make them aware of their environment and to encourage their participation in and their appreciation of, art, music and physical activity.

In accordance with the 1988 Education Act, from September 1989 the curriculum shall comprise of core and foundation subjects.

The core subjects are Mathematics, English and Science.

The foundation subjects are history, geography, technology, music, art and PE.

We also teach religious education throughout the school.

A detailed breakdown of the curriculum, throughout the school, is available on our website.

Language

On starting school the children are initially taught to read by the "look and say" approach. This means that they learn the word as a whole. They will often bring home boxes of words to learn. These should be returned to school each day. At the same time the children are taught the sounds of the letters following the national Letters and Sounds programme. Having acquired a basic sight vocabulary, our pupils then learn to put sounds together to make words (synthetic phonics).

The children are allowed to take home their reading books and benefit enormously from being heard to read at home on a regular basis as well as in school. Your child's teacher will normally indicate in the reading record book the amount to be read, but do come in and ask if you are not sure about this or any other aspect of the reading scheme. We have a meeting for new reception parents at the start of the first term, when we explain how we teach the children to learn to read.

We encourage the children to both listen to stories and to read for themselves. A part of every day is set aside for this purpose in order to promote a love of books. We run regular book weeks and book promotions for the same purpose.

Once the initial steps of reading have been mastered, we encourage the children to use their skills for enjoyment and the acquisition of further knowledge. We have a lending library from which children may borrow books to take home to read.

At key stage 2 we continue to follow the nationally prescribed curriculum.

Whilst writing takes place across the curriculum emphasis is placed on the weekly "Big Write" session. We teach the children to join up their writing from Year 3 and encourage the development of a fluent, well formed style through repeated handwriting practice. The teaching of grammar,

punctuation and spelling runs alongside all our literacy work. Progress in spelling is monitored through regular assessment of the children's spelling age.

The love of reading is encouraged through daily quiet reading sessions, when the children choose books to read and review from the well stocked class libraries, and class stories read by the teacher. Individual reading books, chosen from our structured scheme, and guided reading sessions both play a part in developing our pupils' reading and comprehension skills.

We put great emphasis on speaking and listening throughout the school. Class assemblies, Harvest, Christmas and leavers' productions all develop the children's confidence in speaking before an audience, as do class "show and tell" sessions.

Mathematics

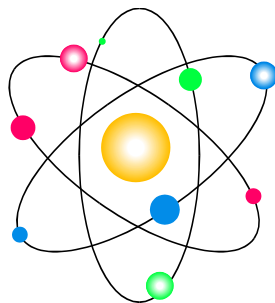
Mathematics is taught through the National Curriculum. Each lesson is broken up into an initial mental and oral session, followed by a direct teaching session and group work. The lesson is concluded with a plenary session when the lesson may be reviewed or the next step introduced.

To help them with the acquisition of number bonds, the children use a variety of apparatus including counters, unifix cubes and cuisenaire rods. The latter are coloured wooden rods that the children use to help with addition, subtraction, multiplication and division. We encourage the use of apparatus until the children are ready to move from the concrete to abstract thinking.

We have regular Maths Weeks which are both enjoyable and instructive.

Science

Science is not merely an acquisition of scientific knowledge, but a way of thinking and investigating scientific problems. We aim to develop the children's investigative skills by a practical problem solving approach where possible. Our science teacher, Mrs Torbett, gives additional class support, enabling Key Stage 2 children to plan and carry out experiments in smaller groups.



Technology

Information and communication technology is concerned with the use of computers and other programmable devices to organise develop and present ideas in a variety of forms. It also included the writing of basic programmes (coding)

All the classes use our main computer suite during the course of a week. In addition reception to year 4 have their own computers whilst years 5 and 6 have a smaller computer suite. A set of laptops is available for whole class or group work. All our computers are networked and have Internet access. We ask children and their parents to read and sign our Internet Code of Conduct, which aims to promote safe Internet access at all times. The children work through the Lancashire units of study to ensure progression is maintained from year to year.

Art/Design Technology

The children are encouraged to develop their artistic skills and awareness through many forms of art and craftwork, both two and three-dimensional. This work contributes to the many attractive displays around school.

In design technology the children are taught to identify a need and then design and construct a model to fulfil that need. In the process of doing this they are taught to draw plans and use appropriate tools.

Topic

We normally cover the areas of history and geography through our topic work. Where appropriate, other curriculum areas are also integrated into the class topic. Each class will study a topic for half or a whole term. During this time suitable aspects of the topic will be examined and the appropriate skills acquired. Children are encouraged to pursue certain aspects in their own time. Visits to Leyland Library can be very useful here.

At the start of each term we inform parents about the topics being studied in each class.

Where possible the themes are linked to topical issues, and they will sometimes run across the whole Key Stage or whole school.

Music

All classes have regular singing and music making sessions. Recorder, guitar groups and band sessions are run as out of hours activities.

Year 4 children all have the opportunity to play a brass instrument, funded through school. As children move into year 5 & 6, they may pay for subsidised, small group tuition to enable them to develop their skills further.

Performances are an important end product of much of our music work. Our pupils are involved in class assemblies, Harvest and Christmas productions, to which parents are welcome.

PE

All classes take part in regular PE sessions, both indoors and outdoors, weather permitting. For indoor and outdoor activities children will need shorts, tee shirts and black, elastic sided pumps. Junior children wishing to play football will need a pair of boots during the winter season.

A named drawstring bag should be provided to hold all the PE equipment, which should also be individually named.

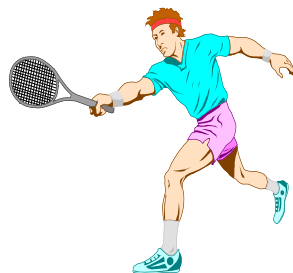
During lessons we promote the acquisition of physical skills such as running, jumping, hopping, throwing, catching and kicking a ball and using a bat.

From the Easter term in year 4 for a full year, children attend Leyland Pool for swimming lessons. For this they need a named hat, towel and swimming costume. We aim for all our children to be able to swim 25m on their front and back. For some children this may mean extending their swimming lessons beyond the usual year.

Sport specialists from South Ribble and Worden Sports College support us, on a regular basis. The children benefit from specialist tuition in cricket, tag rugby, dance, athletics, tennis, karate and team work.

We also run an assortment of PE based clubs that includes dance, high 5, Fit 4 Life, gymnastics, cricket, football and rounders, depending on the time of year.

We promote the acquisition of a healthy lifestyle through both lessons and after school activities. Funding received through the Sports Premium enables us to buy into the South Ribble Sports partnership and subsidise external provision, run "Fit for Life" clubs and enhance our outdoor activities.



Religious education

There are regular morning assemblies, which are Christian in character but undenominational and deal largely with moral values and concern for others. This teaching also extends into the class lessons, when children learn about world religions as prescribed through the Lancashire SACRE programme. Any parent who wishes their child to be excluded from religious education must contact the headteacher.

A more detailed RE teaching plan may be found on our website.

Special Educational Needs

Children with special educational needs are identified by the 1981 Education Act as those needing specialised educational provision having significantly greater difficulty in learning than the majority of their peers.

Moss Side school would hope to identify and cater for the special needs of all our children.

If a child has a particular problem in either one or more areas of the curriculum we would register it's identification by placing the child onto the first stage of the special needs programme. Parents would obviously be informed of this.

The child's progress would then be regularly reviewed. If we were still not happy with the child's progress we would, again with parental consultation, move them onto the next stage and involve our own special needs staff. If we were still concerned the child would be moved further through the programme which, in a very small number of cases, could result in the child receiving an educational, health and care plan. Parents would, of course, be fully involved at every stage.

The school recognises the definition of a disabled person as set out in the Disability Discrimination Act 1995. Like other pupils with special educational needs, pupils who are disabled will have their needs assessed and the appropriate support provided. We are fortunate in having a relatively new building with three ramped access points to the main entrance and a disabled toilet.

During the assessment process within the school some children will be deemed to have special educational needs due to their above average ability. These children are well catered for, not only within their class but also, and especially, when doing group work with support staff. Consultation between the class teacher and special needs staff ensure that the work set is at the correct level for all children.

The School SENCO (Special Educational Needs Co-ordinator) is Mrs Burdin, with Mrs Power assisting. The Governor with responsibility for SEN is Mrs Michaela Brown, who may be contacted through school.

Moss Side School's SEN policy is available on our web site.

Sex education

There is no fixed sex education curriculum at Moss Side as we structure our approach each year to the maturity of the children concerned. Sex education at Moss Side takes two forms.

The first is a talk with the Y5 girls on health and hygiene. This covers puberty and the onset of menstruation. Parental permission is, of course, sought beforehand.

The second form is a more variable one and involves the showing of a "growing up" video. Parents are asked to give their permission before their child is allowed to see it. The video covers changes that will occur at puberty. Other coverage of the sex curriculum is mainly through science, eg. during a topic about growth we would, of course, talk about babies although no explicit explanations of conception would be given without parental consent.

Homework

From our youngest to our oldest pupils we would hope that parents would be actively involved in supporting their children at home with their reading (children are encouraged to take their books home to read every night). From the top infant year onwards, the children bring home spellings to learn for a weekly test. They may also be asked to put these words into sentences. In the junior department they are also tested daily on number bonds and tables and are encouraged to work on learning their tables at home.

In years 3 and 4 weekly numeracy homework is also set.

Other homework may be in the form of hearing a poem or researching for a group topic. In Y5 and Y6 we give the children regular weekly homework to prepare them for high school.

Homework is an important part of school. As a parent you can best support your child by making sure homework is completed (helping them if necessary), and handed in on time.

Open days and parents' evenings

Parents are frequently invited into school to look at specific displays and assemblies. We also hold parents' evenings each term when you are invited into school to meet your child's teacher and to look at the work that they are doing.

If you are concerned about your child's progress or behaviour, however, we would be pleased to see you at any time of the year. Please contact your child's teacher to make an appointment to come into school. Similarly, if we have any concerns we will contact you immediately.

Educational visits

At times during the school year a variety of educational visits will be arranged. These are often an integral part of the work being done in school and play an important part in extending the children's experiences. There is no obligation, on your behalf, to make a contribution towards these trips but if enough contributions are not made then the trips cannot take place.

The governors' policy on charging is available for inspection in school.

In Year 6 we organise a residential visit to a Lancashire activity centre where the children take part in a varied outward bound programme, including canoeing, rafting, orienteering and climbing.

To conclude

The above is only a brief summary of the work being done at the school. The staff would be pleased to answer any questions on the curriculum which you may have, or deal with any specific problems concerning your child's progress.

It is usually advisable to make an appointment for before or after school if the matter is likely to take some time, as it is not always possible to talk to a member of staff whilst the children are in class.


There are many documents, based within school, which you are welcome to view. They are:-

- ☞ any statutory instruments and circulars sent to the school by the DfE
- ☞ any schemes of work and national curriculum documents
- ☞ any published OFSTED reports on the school (last inspection June 2013)
- ☞ any governing body policy documents and annual reports.

If you wish to see any of them, please arrange a meeting with the headteacher at a mutually convenient time.

Our web site also provides additional information, including school policies and a photograph album illustrating recent events. There is also a link, on the site, to our OFSTED inspections.

Should you have any complaint to make to the governing body, the LEA or both, about the curriculum or any related matter, you can do so under section 23 of the Education Reform Act 1988. The LEA's document setting out the arrangements can be found in school. Once again, contact the headteacher.



Moss Side Primary School
Whole School Attendance Policy

This is a successful school and your child plays their part in making it so. We aim for an environment which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is very important therefore that you make sure that your child attends regularly and this Policy sets out how together we will achieve this.

Why Regular Attendance is so important:

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Promoting Regular Attendance:

Helping to create a pattern of regular attendance is everybody's responsibility - parents, pupils and all members of school staff.

To help us all to focus on this we will:

- Promote a culture across the school which identifies the importance of regular and punctual attendance;
- Give you details on attendance in our regular newsletter;
- Report to you termly on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments;
- Celebrate good attendance by displaying individual and class achievements;
- Reward good or improving attendance through class competitions, certificates and outings/events.
- Carry out transition work with pupils moving between nursery and reception, and before leaving for high school;

- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school.
- Further develop positive and consistent communication between home and school
- Make attendance and punctuality a priority for everyone associated with school, including parents, pupils, staff and governors.
- Set targets to improve individual pupil and whole-school attendance.

Understanding types of absence:

Every half-day absence from school has to be classified by the school as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- shopping, looking after other children or birthdays
- day trips and leave in term time

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.

Persistent Absenteeism (PA):

A pupil becomes a 'persistent absentee' when they miss 20% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately.

PA pupils are tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absence affects attainment.

All our PA pupils and their parents are subject to an Action Plan and the plan may include: allocation of additional support through a Mentor, use of circle time, individual incentive programmes, parenting contracts and participation in group activities around raising attendance. All PA cases are also automatically made known to the Local Authority Attendance Team.

Absence Procedures:

If your child is absent you must:

- Contact us as soon as possible on the first day of absence;
- Or, you can call into school and report to reception

If your child is absent we will:

- Contact you to find the reason for absence, if you have not contacted us.
- Invite you in to discuss the situation with our Attendance Officer and/or Headteacher if absences persist;
- Refer the matter to the Attendance Officer linked with school if attendance moves below 85% as per Local Authority protocol.

Telephone numbers:

There are times when we need to contact parents about lots of things, including absence, so we need to have your contact numbers at all times. So help us to help you and your child by making sure we always have an up to date number - if we don't then something important may be missed. There will be regular checks on telephone numbers throughout the year.

In-School Strategies to Improve Attendance/Punctuality (see appendix):

Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. School may consider using the following strategies to help support parents in improving their child's attendance and/or punctuality. This includes:

- Meetings in school between parents, pupils, pastoral staff and the Headteacher;
- Parenting contracts;
- Use of the Common Assessment Framework (CAF) and/ or referral to outside agencies (including the Local Authority Attendance Officer)
- Penalty notices

The Local Authority Attendance Officer:

If difficulties cannot be sorted out using in-school strategies, the school may refer the child to the Attendance Officer from the Local Authority. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed, and unauthorised absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. Full details of the options open to enforce attendance at school are available from the school or the Local Authority.

Lateness:

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, which can be embarrassing for the child and can in turn, encourage absence. Being 10 minutes late every day throughout the academic year is the same as missing two weeks of school.

How we manage lateness:

The school day starts at 9.00am for infants and 8.50am for juniors and we expect your child to be in class at that time.

Registers are marked promptly and your child will receive a late mark if they are not in class when the register is called.

At 9.30am the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with the Headteacher and/or a member of the pastoral support team to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

Request for leave in Term Time:

Taking leave in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not to take children away in school time.

Remember that any savings you think you may make by taking leave in school time are offset by the cost to your child's education.

There is no automatic entitlement in law to time off in school time to go on holiday.

Any applications for leave must be made in advance using the 'Request for leave of absence' form from the school office. It is important that such application is made BEFORE a holiday is booked.

We can only authorise leave in school time in special circumstances.

For any application over five days personal representation will need to be made to the head teacher, in the form of an interview.

In making a decision the school will consider the circumstances of each application individually.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

Extended Leave in Term Time:

Only in 'exceptional' circumstances will 'leave' of over 10 days (but less than 20) be authorised by the school. Parents risk losing their child's place on the school roll if the pupil does not return to school on the agreed return date, and readmission cannot be guaranteed.

Parents will be asked to attend a meeting to discuss educational opportunities for their child whilst on extended leave.

Religious Absence:

The school will authorise one day 'leave' per religious festival, e.g. Eid, but no more than 3 days in any one academic year. Parents must request this leave in advance.

Roles and responsibilities for attendance matters in this school:

Parents:

- Ensure children attend regularly and punctually
- Contact school on 1st day of absence
- Avoid holidays in term time wherever possible and apply in advance using form
- Attendance at meetings in school
- Participation in Parenting Contracts and Common Assessment Framework, and cooperate in support and interventions offered by school or other agencies

Pupils:

- Acknowledge behaviour needed out of school, e.g. early bedtime
- Attend school/registration punctually
- Speak to parents/teacher if issues arise that may have an effect on school attendance
- Cooperate and participate in interventions and support offered by school or other agencies

Headteacher / (School Attendance Lead):

- Take the lead in ensuring attendance has a high profile within the school
- Ensure there are designated staff with day-to-day responsibility for attendance matters
- Ensure adequate, protected time is allocated to discharge these responsibilities
- Take overall responsibility for ensuring the school conforms to all statutory requirements in

respect of attendance

Designated Staff:

- Contact parents if a reason for absence has not been provided
- Input and update the attendance registers
- Regularly identify and monitor pupil, class and whole school attendance and punctuality levels, particularly that of vulnerable groups
- Regularly communicate pupil attendance and punctuality levels to parents
- Work with children and parents to remove barriers to regular and punctual attendance, following Absence Flowcharts 1 and 2 (see appendix), and using Parenting Contracts where appropriate

All School Staff:

- Provide a welcoming atmosphere for children and provide a safe learning environment
- Ensure an appropriate and responsive curriculum
- Provide a sympathetic response to any pupils' concerns
- To be aware of factors that can contribute to non-attendance
- To see pupils' attendance as the responsibility of all school staff
- Participate in training regarding school systems and procedures

Governors

- Adopt the whole-school policy and review regularly
- Monitor the consistent implementation of the attendance policy
- Agree statutory targets for the school

School targets, projects and special initiatives:

The school has targets to improve attendance and your child has an important part to play in meeting these targets.

The minimum level of attendance for this school is 96% attendance and we will keep you updated regularly about progress to this level and how your child's attendance compares.

Our target is to achieve better than this however because we know that good attendance is the key to successful schooling and we believe our pupils can be amongst the best in the county.

Through the school year we monitor absences and punctuality to show us where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in newsletter and we ask for your full support.

Summary:

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend.

All school staff are committed to working with parents and pupils, as this is the best way to ensure as high a level of attendance as possible.

Date of Policy: 1st May 2016

Holidays

Holiday lists are sent out via the children on an annual basis. Extra copies are kept in school if needed.

If you have no alternative but to take your child away from school during term you must complete an application for leave form. Please ask your child's teacher or at the office for a copy. We must warn you, however, that it is not always possible for a teacher to compensate for time missed, given our large classes and the constraints of the national curriculum.

Please refer to the Attendance Policy previously mentioned in the Prospectus.

Absence figures

For the year 2014/2015 the absence figures are as follows:-

Percentage of unauthorised absences 0.5%

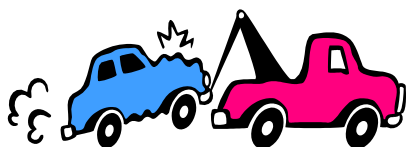
Percentage of authorised absences 4.5%

Road safety

In common with all schools there is a problem with parking outside school at 9.00am and 3.15pm. This is made worse by the fact that Paradise Lane is a cul-de-sac and cars must, therefore, turn round at some point.

To make things as safe as possible for the children I would ask parents to note the following:-

- * cars are not allowed to stop on the zig zag lines
- * double parking on Paradise Lane can be dangerous
- * parents and children on foot should only use the pedestrian gates, not the car park gates, to enter and leave school.
- * please think twice about bringing your car into Paradise Lane. Parking at the shops and walking across, or walking all the way to school could help the problem.
- * parents should not use the school car park for dropping off or picking up children.



Child protection procedures

Because of the day-to-day contact with children, schools are particularly well placed to observe signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of the school staff that a child may have been abused, the school is required, as part of the local child protection procedures, to report their concern to the Social Services department immediately.

The school child protection officers are Mrs Burdin and Mrs Heaton.

Assessment and Tracking

We monitor our childrens' progress carefully to ensure every child is developing to the best of their ability. Assessment tests, both optional and statutory, are an important part of this tracking. Through annual reports and termly parent/teacher sessions, parents and children are kept well informed about targets met and new ones set, in addition to test results giving standardised scores, achievement in relation to national curriculum expectations and reading / spelling ages as appropriate.

