

SCHOOL PROSPECTUS 2019-20

School details

Christopher Pickering Primary School
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Welcome to Christopher Pickering Primary School

This Prospectus has been put together by the pupils, staff, governors and parents of the school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care.



A note from the Headteacher

Our priority at Christopher Pickering is to prepare our pupils to be successful and confident young people who are able to make a positive contribution to their community. We place a high emphasis on reading, writing, mathematics and computing. However we also ensure that our pupils have opportunities to develop a wide range of skills- from archery to the arts and philosophy to photography. We are committed to developing our pupils' collaborative learning skills as we believe that this approach helps to develop social skills and consolidates learning.

We place considerable emphasis on ensuring that all pupils feel valued, safe and appreciate each other. We believe that it is vital to develop our pupils' self confidence and self esteem as a foundation for learning.

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Ofsted January 2018

What the pupils say:

'Everybody gets a chance to do the things they like and find things they didn't know they could do'.



Our School Vision

Our vision is to encourage our children to be confident, responsible and to develop a love of learning, so that they can fulfil positive roles in society. We will provide a stimulating and caring environment where excellence can develop through high quality learning experiences and where the individual needs and abilities of all our children are taken into account.



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Values and Aims

We aim to equip pupils to be confident, responsible and well educated, so that they can fulfil positive roles in society. We will provide a just, stimulating and caring environment where excellence can develop through high quality learning experiences and where the individual needs and abilities of pupils are taken into account. These values underpin our pupils' spiritual, moral, cultural and social development and we will work in partnership with our parents and community to achieve this.

We Aim to:

- raise standards of achievement for all pupils enabling them to maximise their potential through personalised learning supported by modern technology;
- provide an inclusive centre of excellence where learning is fun and enjoyable;
- create a safe, happy, healthy, and caring environment where all learners pupils, staff, parents and the wider community - are nurtured and valued;
- provide a broad, stimulating and enriching curriculum through which pupils are engaged and grow in knowledge, skills, confidence and self-esteem;
- encourage pupils to develop lively, enquiring and imaginative minds and to become independent, enthusiastic and confident learners who enjoy the challenge of life in the 21st Century;
- improve the aspirations and employment opportunities of all learners;
- develop positive partnerships with parents, carers and the wider community. This will enable pupils to embrace the challenge of life in the wider world and find and enrich their place within it; and
- nurture in pupils the ability to develop a reasoned set of attitudes, values, beliefs and behaviours to encourage them to become positive citizens. To foster a respect for adults, each other and the wider environment.



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About Our School

You will find our school in West Hull, not far from the KC stadium or the Humber Bridge! We have been in the fortunate position of having a brand new school built for us and we moved in at the beginning of September 2012. We are a community primary school admitting pupils aged 3 to 11 years. We have opted to convert to an Academy under the Umbrella Trust model. We have a two form entry for our mainstream school which means our maximum number is 420 pupils. We also have an additional 39 places in our Foundation 1- which is the equivalent of nursery level. We also have a 40 place Sensory Resource base for pupils with hearing impairment, which takes both signing and aural pupils from a wide area of the region. Our school has been carefully designed to work alongside the primary department of Ganton Special School and, together, we feel that we can offer a very special and inclusive approach to education.



What the pupils say

I like school because I play with my friends. I have got lots of friends!

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Governing Body

Chair of Governors: Mrs Kim Clarke

Vice Chair of Governors: Mrs Jakki Waters

Co-opted Governors: Mrs Nic Loten, Mrs Kelly Goucher, Miss Charlotte Allison

Parent Governors: Vacant

Staff Governors: Mrs Jane Marson, Mrs Laura Leeman and Mr Alan Clarke

Clerk to the Governors: Mrs E Lister

What is a Governor?

Governors are a group of people with a common interest in helping the Headteacher, the staff and pupils in running the school. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents, staff, the Local Authority and the local community. Governors work with the school in developing policies and procedures and keep the school under review. Governors are volunteers, committed to ensuring that children received the best possible education and care. Governors oversee the school budget, help to appoint staff and help set targets for future improvement in all areas. Meetings are held at least once a term and committees meet in addition to main body meetings.

The Governing Body is made up of a wide selection of people from different backgrounds. From time to time we hold Governor elections for parents. We would encourage anyone to apply if they are interested in having a say about how the school operates. It is a very rewarding role and allows you to see things from the 'other side of the fence'. Please get in touch if you want to know more.

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Parents in partnership

We welcome parents and carers into Christopher Pickering Primary School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued.

Communicating with Parents

The School has a Home School Agreement to support the partnership between home and school, and foster a shared dialogue.

We communicate with parents and carers in various ways, for example through our newsletters, texts, questionnaires, working parties and events.

Parents and carers are regularly invited to Gold Book assemblies, Sports day, Fairs as well as children's concerts and performances.

Formal consultation evenings are held twice a year (usually October and February) so that parents are informed about their child's progress.

Following annual school reports in the summer term, we hold a Celebration Evening to recognise our children's achievements throughout the year. We also hold an annual Awards Ceremony at the end of each academic year.

Parents and others are involved in policy development through consultation and working parties.

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Parents and prospective parents are welcome to visit the school at any mutually convenient time. Arrangements for a visit can be made by telephone or by calling in at the school main office.



Joining the School

Admissions Policy

We operate an early admissions policy whereby children are admitted at the beginning of the academic year in which they are five years old. Anyone wishing to have their child admitted during the school year must do so by applying to the Local Authority, who will check with the school to ascertain if a place is available. If there are no places available the Local Authority will advise on the procedure for appeal.

We welcome all children regardless of ability, disability, gender, creed or race.

Starting school for the first time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

In the term prior to their entry, pupils are invited into school for a visit, which will help them become familiar with the surroundings. Staff from the Foundation Stage will also arrange a

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parents meeting at school and do home visits. During both of these sessions, staff and parents will be able to discuss the Home/School partnership and also give you an opportunity to talk about any concerns you may have.

The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. Good parenting and a high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

At Christopher Pickering we value the potential of Home- School links and make every effort to involve parents in the learning and development of their child.



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Joining the school mid year.

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after and monitored so that they quickly make friends and can find their way around school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school.

What the pupils say

I like Maths, it's my favourite subject, especially times tables, I know all of them!



Sensory Resource Base (IPaSS)

The Sensory Resource Base located at Christopher Pickering Primary School has a Total Communication ethos; incorporating British Sign Language (BSL), Signed Supported English and speech. There is a mixture of hearing aid users and cochlear implanted children.

The Base is the only one of its kind in the area, so the children come to school by taxi or local education bus. They travel from as far as Goole, Grimsby and Scunthorpe.

The children are taught in the Base for Literacy and Numeracy by Teachers of the Deaf and specialist T.A.s. For other curriculum areas, the children are supported in class, depending on the language content of the session. The Base classrooms are attached to the main school's phase pods, which makes integration easy.

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The Curriculum

The school curriculum comprises all learning and other experiences that we plan for our pupils. The central aim is to offer a broad, balanced and stimulating curriculum which will address the development of the child as a whole, serve their needs, offer them new experiences and encourage lively, enquiring and imaginative minds. It will enable them to question the world around them, to think for themselves, to solve problems and will nurture the skills they need to survive, adapt and succeed in the ever changing future by developing:

- The ability to acquire and apply knowledge and understanding from a variety of sources.
- The ability to convey meaning clearly and accurately, through speech and the written word.
- The ability to communicate mathematically, solve problems and apply these skills.
- Moral and spiritual values which reflect those of our society whilst respecting the views of others.
- An appreciation of human values and aspirations
- The ability to perform simple scientific procedures, understand concepts and appreciate modern technological developments.
- An understanding of how the body works and the basic principles of health and hygiene.
- Fit and healthy bodies, equipped with a wide range of physical skills.
- An understanding of the geographical, historical and social aspects of the local and wider environment, national heritage and culture.
- An awareness of other times, places, cultures, religions and races and how these shape our current society.
- An awareness of the effects and ability to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling.
- Appropriate techniques to understand and communicate their feelings through various art forms.
- Aesthetic appreciation through a variety of art forms.

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These aims will be achieved by:

- Stressing the fundamental importance of basic numeracy and literacy skills.
- Providing a solid foundation allowing access to the whole curriculum.
- Having relevance for all pupils by offering them a range of activities, regardless of gender, race, religion or disability.
- Providing differentiation to allow pupils of differing ability and attainment to learn and progress at an appropriate level, thus ensuring that all pupils meet their potential.
- Structuring the curriculum to ensure continuity and progression.
- Building on the children's existing experiences, using the environment, first-hand experience and utilising school, community and parental expertise.
- Developing cross-curricular links to help co-ordinate the areas of experience and foster concept development.
- Involving pupils (where possible) in determining the direction of their own learning in order that the process becomes interactive.
- Encouraging co-operative working between peers to develop problem solving techniques.

The school engages dancers, artists, musicians, writers, actors and poets to further our children's cultural understanding.



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Teaching during the morning sessions focuses on the development of Literacy and Numeracy skills. Other subjects are taught separately, or where coherent cross-curricular links exist between subjects as part of a thematic approach.

A variety of organisational strategies and teaching techniques operate within each classroom. On occasions it will be appropriate for whole class or phase teaching, and on others mixed ability or small groups will operate. We believe that flexibility of organisation is essential to meet children's needs and the demands of the National Curriculum together with the wider school curriculum.

The curriculum is planned by the staff to ensure that work is matched to meet the learning needs of individuals and that every child is challenged to reach his or her full potential.

Personal, Social, Health Education (PSHE) and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

It is important that children behave well and respect others at all times. Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work.



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Promoting British Values

We feel that children need to have 'ownership' of their school and should, therefore, be given the opportunity to have a say in the day to day running of school matters. The school council is made up of two children from each class, elected by their peers. At the meetings children are able to discuss new ideas, suggestions and ways of solving issues. We also have our 'Pickering Pals' whereby one person in each class is elected as a Pickering Pal for the week by their peers.

What the pupils say

I go to football club. I love playing football with my mates because it gives us chance to get to know each other.

Relationships and Sex Education

The PSHCE curriculum covers major elements of sex education such as relationships, feelings, looking after ourselves and healthy living. For Year 5 and 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages pupils to consider morals and the value of family life. Parents are informed in writing prior to the teaching of Sex Education and will be given the opportunity to see teaching materials to be used. Parents have the right to withdraw their children from sex education if they wish.

RE is taught in accordance with LA directives; there is a daily act of collective worship either in an assembly or within phases. On Friday's we have a 'Gold Book' assembly. This is special because we celebrate children's achievements both in and outside school. Parents are regularly invited to join us in assemblies. Parents have the right to withdraw their children from RE lessons and collective worship if they wish. You will need to talk to the Headteacher before doing this.

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Early Years Curriculum



The Early years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

Within the Foundation Stage, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well - planned play is the key in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

- Communication and Language Development.
- Physical Development.
- Personal, Social and Emotional Development.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- Literacy Development.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

The Early Years curriculum at Christopher Pickering is designed to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued.

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Inclusion

Special Educational Needs

Where pupils are identified as needing additional learning or behavioural support, the school uses a national category system. Through this system we ensure that each pupil's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs (SEN) Co-ordinator, an Provision and Progress Plan may be written and is monitored carefully..

The SEN Co-ordinator is responsible for supporting, planning and monitoring interventions and SEN reviews. This monitoring is used to ensure systems are effective and impact positively on pupil progress. We also have a skilled bank of teaching assistants who support these pupils very well.

Following discussion with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

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Use of Pupil Premium Funding

You may have heard the term 'pupil premium' with regards to school funding.

Schools receive some of their funding based upon the number of children who are eligible for free school meals or who are 'Looked After' by the Local Authority. This is known as the 'pupil premium'. Different schools may decide to spend the funding in different ways to ensure that these potentially more vulnerable pupils are supported to achieve as highly as they can during their time in school, socially and academically.



Safeguarding

Christopher Pickering Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

We recognise that your child's welfare is our responsibility and concern. We want to work in partnership with you and discuss any concerns that we may have or you may have.

If you want to know more about our procedures or wish to obtain a copy of our policy, please speak to the Headteacher or your child's class teacher. Our child Protection Co-ordinator is Mrs L Leeman.

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Pupils with Disabilities

The school welcomes ALL children regardless of any disabilities they may have. All Foundation and KS1 classes are easily accessible and there are two lifts in the building giving access to KS2 areas. Much of the school is on one level so movement around the school does not prove problematic. There are disabled toilets at the KS1 and KS2 parts of the building.

The lift is used for disabled pupils under the supervision of school staff. Depending on a child's difficulties, we would consider carefully which classroom he/she would be based in so as to avoid unnecessary problems.

In accordance with the Disability Discrimination Act, we endeavour to make alterations to the school and its facilities to meet the needs of disabled staff, pupils and their parents if and when required.

Behaviour

At Christopher Pickering Primary School we believe that pupils learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our Rights and Responsibilities:

- Every pupil has a right to learn without being distracted by the negative behaviour of others.
- Every child in our school is valued. Abuse of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school, therefore, we do not accept discrimination in any form.
- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly if it ever occurs.
- All children should respect school property and the property of others.

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What the pupils say

Instead of the teachers working the computer in assemblies, the children get a chance. I am responsible for the computer in assembly.

Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community. All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and fully investigated.

All staff are expected to deal with any discriminatory incident that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable.

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Attendance

Regular attendance is central to raising standards in education and to ensuring all pupils can fulfil their potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well in both primary and secondary school. The Government issued new guidance on attendance in June 2013, including the taking of family holidays during term time. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the headteacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available at the school or on the school's website.

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone before 9.15am on the first morning they are absent. If you don't contact the school then the absence may be recorded as unauthorised. If your child is still absent after three days, then you will need to contact the school again.

To encourage high levels of attendance, certificates are awarded to children at the end of the Autumn, Spring and Summer for 100% attendance; for 100% over the school year; and flapjack is awarded to classes with the highest attendance each week.

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Other Information

Times

In Foundation Stage 1 the school day is from 8.45 a.m. - 11.45 and 12.30 p.m. to 3.30 p.m.

In Foundation Stage 2 the school day is from 8:45 - 11.45 and 1:00 to 3:10pm

For KS1 and KS2 pupils the times are 8:45 - 12:00 and 1:00 - 3:20.

The doors are opened at 8.40am when pupils are able to enter the school and go to classrooms. The doors will close at 8.50am, pupils will then need to enter school through the main school office. The outer school gates will be locked at 8.50am.



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Breakfast Club/After School Club

Breakfast club starts at **7:30am** and pupils wishing to attend must enter through the main office. The breakfast club is free to all those who receive a free school meal, for those who pay, payment can be made weekly or each day at the breakfast club. If your child would like to attend breakfast club you must **book in advance** with the school office.

After school club runs until 5.30pm every night. The cost is £6 per session. If your child would like to attend after school club you must **book in advance** with the school office

School Uniform

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We encourage all pupils to wear the correct uniform.

Girls: Grey or black skirt or trousers/navy polo shirt/school sweatshirt or cardigan plus sensible outdoor shoes; a blue/white school dress may be worn in the warmer weather. Hijab's should also be in the school colours of either grey, navy or black.

Boys: Grey or black trousers/navy polo shirt/school sweatshirt plus outdoor shoes.

A change of shoes, preferably sandshoes, is required for all children, to wear inside school.

School sweatshirts, cardigans and fleeces can be bought via the school office. An order form can be collected or sent home with your child; this is then handed into the office staff who will deal with the order, the same day wherever possible, and the item(s) taken to your child's class.

The governing body will consider any request regarding clothing of a religious nature as and when the need arises.

All items of clothing should be marked clearly in permanent marker with your child's name, please.



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PE and Games Kit

Indoor PE is usually undertaken in trainers or plimsolls, depending on the nature of the activity being undertaken. Children should have a pair of black shorts and a plain white tee shirt for PE. Tracksuits may be worn when doing some outdoor activities and children are informed by their teacher when this is appropriate.

As with school uniform, your child's PE clothes should be clearly marked with their name.

PLEASE NOTE: WE RECOMMEND THAT P.E. KIT IS BROUGHT TO SCHOOL ON A MONDAY AND TAKEN HOME FOR WASHING AT THE WEEKEND. THAT WAY THERE IS NO CONFUSION ABOUT WHICH DAY P.E. IS ON.

Jewellery (including watches)

Apart from watches, attendance award bracelets and stud earrings, jewellery is not allowed in school for safety reasons. If earrings that cannot be removed by your child are worn, they must be taped for P.E. lessons.

Hairstyles

We prefer children to have sensible hairstyles that are suitable and safe for school. Very long hair can be problematic when children are playing so it is best if it's tied back, especially during PE sessions. This also helps prevent the dreaded head lice!

Homework

Homework can make an important contribution to children's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

At Christopher Pickering School homework has the following main purposes:

- Developing an effective partnership between the school and parents.
- Giving parents insight into their child's learning and achievements.
- Reinforcing, consolidating and extending classroom learning particularly in numeracy and literacy.
- Developing the confidence and self-discipline for independent learning.
- Preparing children for secondary school.

The amount of homework children are given depends on their age and, to some degree, their own needs. Phase leaders send out information at the start of each term detailing expectations for their year group.

Please take the time to help your child with his or her homework on a regular basis.

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Never let your child struggle on if they are finding the homework too hard; try and offer support then let the class teacher know. He/she will be pleased to help.

What the pupils say

When we do homework we get to do research. I do mine on my I pad. I found out about the seven wonders of the world. I also like doing craft for homework.

Premises

Some of our classrooms do get very warm, particularly in the summer, so children should wear layers of clothing that can easily be removed to keep them feeling comfortable.

We have fantastic I.T. facilities which all children access regularly.

Our grounds are extensive and attractive and we are fortunate to have two MUGAs (multi use games areas) for children to play football, netball etc in.

School Meals

School meals are cooked on site, providing children and staff with high quality meals. The current cost for a meal is £1.50. Children can take home on a menu so that they can stay dinners when there is something on the menu they like. Many children simply stay for the full week. Please send cash or a cheque (made payable to Kingston upon Hull City Council) in an envelope to the class teacher ensuring the envelope is clearly marked with the child's name, class and which days he/she will be staying.

School Security

Our school is very secure; once school has started children's play areas are enclosed by high fencing which means that they cannot leave the playground easily and no unwelcome visitors can get in! Entry to the school is via the main office and there is a secure entry system in order to monitor visitors to the site. Visitors sign in and out and are asked to wear a visitor's badge. Staff wear a 'Compass' building badge so you can identify a member of staff easily. We are also fortunate to have an excellent CCTV system.

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Outside visits

Our pupils have the opportunity to learn outside the normal school environment by going on various visits. Parents are informed by letter and are requested to pay a voluntary contribution towards the cost of the visit.

All visits are fully risked assessed in line with the local authority policy.



Charging for School Activities

Visits are a valuable part of the school's curriculum and parents are asked to make contributions to such visits and activities during school hours. Unfortunately, we are not in a position to be able fund visits where sufficient contributions have not been made.

For any optional visits or coaching activities outside school hours, parents will be asked to contribute the full cost for each pupil.

Parents are requested to pay the agreed charge for peripatetic music lessons.

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Where the parents of a pupil are in receipt of Income Support, Family Credit, Job Seekers Allowance or Disability Allowance the governing body is able to consider supporting part of the cost of a visit/ lesson. Parents in these circumstances should contact the school office, in confidence, to discuss the level of payment which may be appropriate.

Cameras

In accordance with school policy, we allow parents, carers and other family members to take images of their child participating in normal school based activities for family and personal use. However, it is not permitted to take photos or videos for anything other than personal use, as this would require the consent of all other parents whose children are included in the images and this would breach the Data protection Act. We ask that photos taken in school are not placed on social networking sites such as Facebook.

Music/Drama

We have a peripatetic music teacher who visits the school on a weekly basis to teach Y4 children percussion skills; this is part of the 'Wider Opportunities' programme. At present we do not ask parents to pay for this tuition, though the school is charged for the time the teacher is in school.

There are also opportunities for children to have percussion/violin/woodwind music tuition; this tuition is provided through a service that the school purchases from the Local Authority. Children are selected for these lessons by first indicating an interest in an instrument, followed by an audition. These additional lessons are charged in line with the fees indicated in the school's Charging Policy which is reviewed on an annual basis.

All children are involved in a least one performance each year, appropriate to their age, and families are invited to attend. We feel that this aids children's confidence and their enjoyment of school.

Extra-curricular activities

Children currently take part in a wide range of activities at lunchtime, before or after school including football, athletics, craft and netball. If the clubs are led by school staff there is no charge but if an external provider leads the club then we ask for a payment to cover the costs.

Letters are sent home with full details about the clubs we have in school that your child may be able to attend.

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Health and Safety

We take Health and Safety very seriously. Risk assessments are undertaken before pupils take part in a school visit.

There is regular practice procedure for the safe evacuation of the building in an emergency. Curriculum based risk assessments are also carried out and shared with pupils as deemed necessary e.g. if a glue gun is to be used.

A Governor and the site manager carry out health and safety 'walkarounds' at least termly and have received appropriate training.

First Aid

Most members of staff have basic first aid qualifications. In addition to this we have some staff who are Paediatric First Aid trained and there are three qualified first aiders. If your child is ill or injured, depending on the severity, parents will be contacted as appropriate. Because of this, we ask that parents ensure all contact details are kept up-to-date.

Medicines

If children are ill then it is better for them to stay at home but there are occasions when they are well enough to attend school but need to take prescribed medicine at some point during the school day. School staff will administer prescribed medicines only for which a parent/carer must complete a form giving their permission and indicating the dosage required.

Inhalers for asthmatic children are kept in classrooms in a sealed container for easy access. Parents are encouraged to provide the school with full information about their child's medical needs so that Staff can exercise appropriate levels of care.

Please note that children who have a stomach upset or sickness bug should not return to school until they have been clear of their symptoms for a full 24 hours to prevent it being spread to others.

Local Community

We have strong links with Sirius Academy including strong Year 6 to Year 7 transition links. As a school, we link closely with other primary schools in the same 'cluster' and we share ideas and, sometimes, resources.

We also take children out into the local area to support their learning wherever we can.

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Fund Raising Activities

The Friends of the School group, together with the help of parents and children, regularly organise fun fundraising events. By raising this additional money we are able to buy additional resources and treats for the children. If you wish to help out with these kinds of events, or have any ideas of events we could hold, please let us know.

Data Protection Act 2018

Privacy Notice - How we use pupil and family information

The categories of information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Details of any disciplinary issues, sanctions or exclusions
- Educational progress and attainment including test and exam performance
- Contact information and family details (such as email address or telephone numbers)
- Health information (such as details of any allergies or disabilities)
- Details of additional personal and academic support required by pupils including Special Educational Needs
- CCTV recordings and images taken from the system.

Why we collect and use this information

We use the pupil and family data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to safeguard pupil health and wellbeing
- to assess the quality of our services
- to comply with the law regarding data sharing
- to investigate complaints and concerns
- to defend legal claims
- to work with local agencies to address anti-social behaviour and public safety concerns

The lawful basis on which we use this information

We process this personal information under the following GDPR Article 6(1) Conditions-

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- c) processing is necessary for compliance with legal obligations to which the controller is subject;
- d) processing is necessary in order to protect the vital interests of the data subject or of another natural person;
- e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller;

We process special category personal information under the following GDPR Article 9(2) Conditions -

- b) processing is necessary for the purposes of carrying out the obligations and exercising specific rights of the controller or of the data subject in the field of employment and social security and social protection law in so far as it is authorised by Union or Member State law or a collective agreement pursuant to Member State law providing for appropriate safeguards for the fundamental rights and the interests of the data subject;
- f) processing is necessary for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity
- g) processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject
- h) processing is necessary for the purposes of preventive or occupational medicine, for the assessment of the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or the management of health or social care systems and services on the basis of Union or Member State law or pursuant to contract with a health professional

Collecting pupil and family information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Storing pupil and family data

We hold school workforce data in accordance with the schools document retention policy which is available from the Mrs Julie Benn (School Business Manager)

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)

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Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allows or requires us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

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For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs Julie Benn.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact: Mrs Julie Benn (School Business Manager)

Complaints

If you have a complaint, please contact the teacher or member of staff concerned to arrange a time to discuss the problem. If this is not dealt with to your satisfaction, the Phase Leader should be contacted. If there still remains an issue then please make an appointment to speak with the Assistant Head, Deputy Head or the Headteacher; appointments may be made via the school office.

If the problem is not resolved, please put your concerns in writing to the Chair of Governors who can be contacted via the school.

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Teaching staff/class organisation (September 2019)

Mrs Jane Marson – Head teacher/ SLE for Foundation Stage
Mrs Laura Leeman – Deputy Head teacher/ SLE for English
Mrs Jane Coulter – Assistant Head for Teaching & Learning/ SLE for English and Phonics

Attendance/ Safeguarding/ Pastoral Support/ Behaviour
Laura Leeman – Deputy Head – Designated Safeguarding Lead, LAC, Attendance Lead and Behaviour
Donna Garner – Deputy Safeguarding Lead, LAC & Parent Liaison Officer
Chery Isgate – Attendance Officer

FOUNDATION STAGE - Teachers	Teaching Assistants
Joy Sanford – FS co-ordinator (F1 Teacher)	Lisa Read - HLTA
Charlotte Silverwood (F2 Teacher)	Jackie Hoskin
Lizzi Wilkinson (F2 Teacher)	Julie Branston
	Kate Foston
	Adele Lake/ Caroline Mann
	Sydney Wilkinson
	Chloe Ridley (Mat Leave) Elyse King (Cover AM)

KS1 - Teachers	Teaching Assistants
Amy Stockton – Y1/2 phase leader (Y2 Teacher)	Kelly Smith - HLTA
Terrie Yardley (Curriculum Leader/ Y2 Teacher) / Jane Coulter (Y2 Teacher)	Emma Pearson
Amy Farrah (Y1 Teacher)	Claire Heard
Jodie Buss (Y1 Teacher)	Elyse King (PM – Intervention)
Mandy Graves (Y1 Teacher)	

Y3/4 - Teachers	Teaching Assistants
Polly Stathers – Y3/4 Phase Leader (Y3 Teacher)	Lorraine Stewart - HLTA
Debbie O'Loughlin (Y3 Teacher)	Yvonne Hopkin
Helen Hebden (Y4 Teacher)	Gemma Crawshaw
Amy Jeffrey (Y4 Teacher)	Richard Moy

Y5/6 - Teachers	Teaching Assistants
Sam Morgan – Y5/6 Phase Leader (Y6 Teacher)	Debbie Wilkinson - HLTA
Sarah Stainton (Y6 Teacher)	Sally Whitton
Josh Sutton (Y6 Teacher)	Rachel Stamp
Jess Staines (Y5 Teacher)	
Sophie Jones (Y5 Teacher)	

HUBs/ Teachers	Teaching Assistants
Gemma Sumpton (SENDCo)	Helen Wileman - HLTA
	Mel Nageri (Mat Leave) Kyra Whitton
	Zach Norton
	Sue Thordason
	Julie Feeney
	Leanne Rowbottom
	Lucie Dickinson

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Other Staff

As well as our teachers, we are fortunate to have a large team of teaching assistants, office staff, caretaking staff, kitchen staff and lunchtime supervisory staff who all work hard to support the children whilst they are in school.



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