

Barlow C of E Primary School



Prospectus

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Headteacher: Mr John Donnelly
Chair of Governors: Miss Sue Caine

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NORTH YORKSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Mr J V Donnelly
Headteacher
Tel & Fax: 01757 618319

Park Road
Barlow
Selby
YO8 8ES



Dear Parents,

Thank you very much for choosing to send your son/ daughter to our school. I would like to welcome you on behalf of the staff and the Governing Body.

We are a small village Church of England school in which we strive to constantly raise our expectations in everything we do so that all the children reach their full potential. We believe that the relationship between home and school is vital in helping your child make good progress whilst they are at our school. Together we can work for the benefit of your child.

This brochure will give you details about how we work in school and many of the things that go on here. I would encourage you to come and look round for yourselves to feel the family atmosphere that permeates all we do here.

If you have any questions or you would like to look round and see our school at work please feel free to contact us.

Yours sincerely
Mr J V Donnelly
Headteacher

BARLOW C. OF E. (VOLUNTARY CONTROLLED) PRIMARY SCHOOL.

**Park Road,
Barlow,
Selby,
North Yorkshire,
YO8 8ES.**

Telephone/Fax No. 01757 618319.
www.barlow.n-yorks.sch.uk



Barlow C. of E. (Voluntary Controlled) Primary School is a rural school built in 1967, catering for children between the ages of 4 and 11 years.

The school is divided into three classes by age and ability.

There are currently 53 children on roll.

The main building contains two attractive classroom areas with a multi-purpose area in the centre which is used for assemblies, drama, radio and television programmes. There is also a well stocked and relevant library, the library is situated next to the car park and the building itself was donated by Drax Power Station.

A new mobile classroom is used for pupils in years 4, 5 and 6 and is situated in the school grounds. Each classroom is appropriately equipped and has its own PC's with CD-Roms and internet connections and interactive whiteboards.

Outside there is a playground with a variety of games painted on it and a large attractive field which is used for both sports and play.



Times of the School Day.

9.00 a.m. to 12.05pm noon.

1.05 p.m. to 3.30 p.m. Juniors.

1.20 p.m. to 3.30 p.m. Infants.

STAFF

Headteacher	Mr J Donnelly
Reception & Year 1 teacher (Class 1)	Miss L Pfluger
Year 2 & 3 Teacher (Class 2)	Mrs L Mckee
Years 4, 5 & 6 Teacher (Class 3)	Mrs R Keetley
School Admin Manager	Mrs A Walker
Admin Assistant	Mrs L Charlton
Class 1 Teaching Assistant	Mrs J Turner
Class 3 Teaching Assistant	Mrs B Dodsworth
SEN Teaching Assistant (Class 2 child)	Mrs D Jacques
Cook	Mrs J Allerton
Midday Supervisors	Mrs S Sands Mrs J Turner
Caretaker	Ms C Kimber
---o0o---	
County Education Officer.	Miss Cynthia Welbourn, M.A., North Yorkshire County Council, Education Department, County Hall, Northallerton, DL7 8AE.
Area Education	Education Office Jesmond House 31-33 Victoria Avenue Harrogate HG1 5QE

THE CHRISTIAN ETHOS OF THE SCHOOL.

Christian values are central to the ethos of Barlow C of E Voluntary Controlled Primary School. We aim to provide a broad, balanced, challenging curriculum and encourage all our children to reach their full potential in a friendly and supportive environment.

We support the York Diocese ethos statement which states:

“the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education to the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.”

RELIGIOUS EDUCATION.

Religious Education is given in accordance with North Yorkshire Agreed Syllabus of Religious Education, which includes the teaching of Christianity and other major faiths. At Barlow school Christianity and Judaism are taught at KS1 and Christianity, Hinduism and Islam are taught at KS2, when appropriate reference will also be made to other major faiths. If parents wish to withdraw their child from Religious Education or our daily shared act of worship they should contact the Headteacher in order that alternative arrangements can be made.

All members of staff teach RE and share in the collective acts of worship.

COLLECTIVE WORSHIP.

Collective Worship takes place every afternoon before homework time. It is led by a member of staff, the Vicar and sometimes outside visitors.

The Act of Worship reflects Barlow's Anglican tradition. Whilst we acknowledge that our children are largely of a Christian background we strive to inform and empathise with all faiths in our world and how faith can encompass many forms of religion.

We hold worship in the Village Hall or school on several occasions during the year – for Harvest, Christingle Sunday, Easter and end of term Leavers Assembly. We warmly welcome parents and friends who join us in these celebrations.

We consider it reasonable to assume that parents who send their children to Barlow C of E (VC) Primary School are sympathetic to its Christian character. However parents have the legal right to withdraw their children from Acts of Worship. We would provide adequate supervision for them with a member of staff.

BARLOW C OF E PRIMARY SCHOOL

HOLIDAY LIST 2016/17

	<u>Close 3.30pm</u>	<u>Re-open 9.00am</u>
Training Days	5 th & 6 th September 2016	
Autumn		7th September 2016
Half Term	20th October 2016	31 st October 2016
Training Day	21 st October 2016	
Christmas	16 th December 2016	
Training Day	3 rd January 2017	
Spring Term		4 th January 2017
Half Term	17 th February 2017	27 th February 2017
Easter	7 th April 2017	
Training Day	24 th April 2017	
Easter		25 th April 2017
May Day	1 st May 2017	
Half Term	26 th May 2017	5 th June 2017
Summer	25 th July 2017 (12pm)	

Staff Training Days take place on:-

5th & 6th September 2016
21st October 2016
3rd January 2017
24th April 2017

THE GOVERNING BODY.

The Governors have a general responsibility for the effective management of the school acting within the framework set by National Legislation and Policies of North Yorkshire County Council. The Headteacher deals with decisions about the day-to-day running of school.

Full Governors meetings are held at least every term. Governors are elected for a four year term of office.

Governor Information							
Name	Category	Appointed by	Committees	Responsibilities	Date of appointment	Term of Office	Business Interests/Relationships with staff/governors at other schools
Mr John Donnelly	Headteacher	Ex-officio	Finance		01/02	Whilst in post	None
Mr Martin Millward	Foundation Governor	York Diocesan Board of Education after consultation with parish			11/16	11/20	
Miss Laura Pfluger	Staff Governor	Staff			09/14	09/18	None
Mr Mark Crane	LA Governor	Nominated by LA and appointed by Governors			12/13	12/17	None
Ms Laura Hudson	Parent Governor	Parents			09/16	09/20	
Miss Sue Caine	Co-opted Governor	Governors	Finance	Chair SEN, Safeguarding Head's Performance Management	11/12	11/16	None
Mrs Hanora Habberjam	Parent Governor	Parents			07/16	07/20	
Mr Richard Sugden	Co-opted Governor	Governors	Finance	Vice Chair of Finance Health & Safety Head's Performance Management	09/14	09/18	None
Rev Pete Watson	Foundation Governor	Ex-officio			09/10	Whilst in post	Governor at Brayton CE Primary School

GOVERNORS' AIMS FOR THE SCHOOL

- (1) We aim to make it possible for every child to reach their full potential and to value and celebrate their achievements.
- (2) To this end we aim to provide our pupils with a safe and secure environment in which each child can develop relationships with other children and with adults and become an integrated member of the school family.
- (3) We aim to provide each child with stimulating, worthwhile and enjoyable experiences in the belief that living fully at every stage of development is a sound preparation for adult life.
- (4) Because children develop at different rates we aim to enable them to develop their abilities at a pace suited to their individual needs.
- (5) We aim to help pupils to develop their own individuality and independence, so that they can discover and recognise their own strengths and limitations and set appropriate goals for themselves.
- (6) We aim to help pupils to develop logical thought processes and appropriate communication and information skills.
- (7) We aim to help pupils to gain understanding of, and respect for, religious and moral values; and to learn to appreciate and tolerate other groups, races, religions and ways of life.
- (8) We aim to help pupils to develop a concern for the quality of their environment and an understanding of the world in which they live, and the ways in which individuals, groups and nations are interdependent.
- (9) We aim to keep parents closely involved in and well-informed of their child's progress and encourage them to be involved in all aspects of the life of our school.
- (10) We aim to foster links between the school and the local community, including the village church.

LA CHARGING POLICY IN RELATION TO THE SCHOOL DAY.

Under the terms of the Education Reform Act 1988, the school is not allowed to make a charge for out-of-school activities which take place wholly or mainly in school hours, i.e. those which do not involve overnight accommodation. However, we are permitted to invite voluntary contributions from parents for these day visits. No child will be excluded if his or her parents do not make such contribution, but if insufficient contributions are received the planned activity may not go ahead

ADMISSION OF PUPILS.

Reception children are admitted in the September preceding their fifth birthday. Parents who do not wish to take up this opportunity can, of course, enter their child in the term preceding their fifth birthday, or enter their child part time until the term preceding their fifth birthday. Prospective Reception children are invited into school during the summer term before they are due to start school and individual arrangements can be discussed with the class teacher and Headteacher.

OFSTED.

The school's fifth Ofsted inspection took place on 13th December 2012. The inspector was Mr Stephen Wall.

The Full Report can be found on the OFSTED website under inspection reports.

Overall effectiveness : how good is the school : Good

Overall effectiveness	Previous inspection:	Satisfactory	3
This inspection:	Good		2
Achievement of pupils	Good		2
Quality of teaching	Good		2
Behaviour and safety of pupils	Outstanding		1
Leadership and management	Good		2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved rapidly since the previous inspection and is good. Attainment is above average and pupils make good progress at all stages. Pupils work hard and enthusiastically. The school prepares them well for the future.
- The quality of teaching has improved and is good. Teachers have good subject knowledge and plan lessons that pupils enjoy. Teaching has a sharp focus on pupils' progress.
- Pupils enjoy school greatly. Their behaviour is exemplary in lessons and around school. Attendance is above average. They feel very safe in school. Pupils treat each other and the adults working with them with great respect.
- Leadership and management, including the governing body, have become much more thorough in checking on the quality of teaching since the previous inspection. Astute staffing appointments have been made that are driving improvement strongly forward.

Information about this inspection

- Inspectors observed teaching and learning in nine lessons. In addition, shorter observations of guided reading and the teaching of phonics (letters and the sounds they make) were carried out.
- Inspectors held meetings with the headteacher, members of staff, pupils, three members of the governing body and a representative from the local authority.
- Inspectors took account of a wide range of documentation including: data relating to pupils' attainment, progress and achievement; policies and procedures relating to pupils' behaviour, safety and attendance; the school's self-evaluation summary and development plan; and minutes of meetings of the governing body.
- Inspectors took account of 11 responses on Parent View and a summary of a recent questionnaire sent out by the school to parents.

Information about this school

- The school is much smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported through school action is also well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- Pupils are taught in three mixed-age, mixed-ability classes.
- Since the previous inspection two new teachers have been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding to accelerate progress and raise achievement further by:
 - making sure that teaching gets the level of challenge right for all pupils according to their needs, ages and abilities
 - checking on pupils' progress during lessons more regularly and effectively so that pupils who are struggling can be supported more quickly
 - making sure that marking always gives pupils a clear step-by-step guide about how to improve their work.
- Sharpen plans for improving the school so that the impact of proposed actions can be judged more accurately.

Inspection judgements The achievement of pupils is good

- Attainment on entry to the Early Years Foundation Stage varies significantly from one year to the next because of the small numbers of pupils involved. Overall, however, most children join the Early Years Foundation Stage with skills that are typical for their age.
- Children make good progress in the Early Years Foundation Stage because teaching is good and there is a good range of planned activities to stimulate their learning.
- Attainment in English and mathematics has improved rapidly and securely since the previous inspection. At the end of Key Stages 1 and 2 pupils' attainment is securely above average.
- Good teaching of phonics makes sure that pupils get off to a good start in learning to read. By the end of Key Stage 1 nearly all pupils read fluently and with understanding. Attainment in reading is securely above average.
- The proportion of pupils reaching the expected levels at the end of both key stages has risen rapidly and the number of pupils reaching levels above those expected has also grown.
- By the end of Key Stage 2 pupils make the progress expected of them in English and mathematics given their starting points at the end of Key Stage 1. The proportion of pupils who make more than expected progress is growing securely and now compares favourably with national figures but is not yet outstanding.
- Disabled pupils and those with special educational needs make good progress and achieve well because of the effective support they receive from a dedicated and able team of teaching assistants.
- Although numbers are very low, pupils who are known to be eligible for the pupil premium make good progress and achieve well because support is sharply focused on their needs. Their attainment is frequently above national averages.

The quality of teaching is good

- Astute appointments to the teaching staff since the previous inspection have added extra life and pace to the quality of teaching. Pupils say that they are enjoying lessons much more because they are more fun and because they are learning more.
- Teachers have good subject knowledge. They are skilful at asking questions that require pupils to give extended answers and to justify their opinions and reasoning. As a result pupils express themselves clearly and confidently.
- Most teaching makes good use of information on pupils' progress and abilities to plan activities that meet pupils' needs. This was evident in a Key Stage 2 mathematics lesson that expertly tailored different activities to develop pupils' ability to work out the area of compound shapes. Pupils rose enthusiastically to the challenging and varied tasks and all made rapid progress in their understanding as a result. Occasionally, pupils find what they are asked to do either too easy or too hard and this slows the progress they are capable of making.
- In most classes, pupils' understanding and progress during lessons is checked on regularly. Teaching is adapted accordingly to make sure that all pupils understand fully and are able to make good progress. However, in some classes, some pupils who are struggling to understand are not identified early enough and, as a result, their rates of progress slow.
- The team of teaching assistants provide good and effective support, especially for lower-ability pupils and those who are disabled or have special educational needs. They know what pupils' needs are and work closely with the class teachers to make sure that their support is planned well and focused sharply on making sure that particular pupils make good progress.
- Teachers mark pupils' written work regularly. Their comments usually show pupils what they need to do to improve their work. However, some marking does not always give pupils a clear

step-by-step indication about what they need to do to make their work better; consequently,

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally proud of their school. They are very welcoming to visitors and are eager to talk about how happy they are to be in school.
- They enjoy greatly coming to school, as seen in their above average attendance.
- Pupils have exceptionally positive attitudes to learning. They work hard and are always keen to give of their best. They work very effectively in pairs and small groups where they contribute their ideas confidently and listen to others respectfully. Pupils are unerringly respectful to the adults working with them and vice versa.
- Older pupils take the responsibilities they are given to help and support younger pupils very seriously and carry them out with great pride. It was delightful, for instance, to see older pupils serving lunchtime meals at the dining tables and sitting with younger pupils engaging them in conversation and teaching the importance of good table manners.
- Pupils say how very safe they feel in school. They say that there is always someone to turn to if they have a problem. They talk knowledgeably about potentially dangerous situations and how to avoid them or deal with them. Pupils understand fully the potential dangers of using the internet.
- Pupils say that bullying of any sort is exceptionally rare and on the few occasions that it occurs, it is dealt with swiftly and appropriately. 'We are like a big family, really. We fall out sometimes but it doesn't last long and we are all good friends again soon after.' is a typical pupil comment.
- School records relating to behaviour and bullying in recent years confirm pupils' views. They show that the school deals with isolated incidents swiftly and appropriately. Records relating to support for pupils who are vulnerable are kept meticulously and show that the school does all it can to help these pupils and their families.
- Pupils' excellent behaviour, their strong sense of right and wrong and their deep respect for others, including those who are different or less fortunate, show the excellence of pupils' spiritual, moral, social and cultural development.
- Parent View and the results of school questionnaires show that parents are very pleased with the standards of behaviour in the school. They express no concerns about safety whatsoever.

The leadership and management are good

- Since the previous inspection an additional teacher has been appointed. This has freed senior leadership from a heavy teaching commitment. The headteacher has made good use of the opportunity to become more thorough in checking and developing the effectiveness of the school. As a result the school has improved significantly since the previous inspection and leaders have demonstrated they are capable of keeping this up.
- Leaders and managers know how well the school is doing and where it could do better. The school-development plan identifies specific priorities for actions designed to make the school better. However, planning to check on the progress of these actions is not detailed enough to indicate their impact and success.
- Procedures for checking on pupils' progress have been tightened. Consequently, pupils who are not doing as well as they should are identified early and supported individually to bring them back on track successfully.
- Senior leadership has set higher targets for pupils' progress and these are included fully in the management of staff performance. This holds staff to account and successfully raises expectations of how well pupils should do. As a result achievement is rising rapidly and securely.

■ Teaching is monitored regularly and thoroughly. The outcomes are used effectively to set targets for performance management and drive up its quality. The targets and progress towards them are linked closely to pay progression.

■ The curriculum is well managed to make sure that pupils' needs are met in the mixed-age, mixed-ability classes and that they are prepared for life in a diverse society. There is a good range of enrichment activities that are popular with the pupils and which make a valuable contribution to their personal development and well-being.

■ Leaders and managers have a strong and successful commitment to fairness and equality. As a result all pupils have equality of opportunity and all are fully included. Procedure and policies for safeguarding are fully in place and give no cause for concern.

■ The local authority has provided good and effective support for senior leaders to improve the quality of teaching and raise achievement.

■ **The governance of the school:**

– The governing body has given good support to senior leadership by appointing additional staff and giving the headteacher more time to make the school more successful. In return, it has set challenging targets for the headteacher's performance to hold him fully to account for the success of the school. The governing body has an accurate view of the quality of teaching and how performance management operates to improve its quality. Governors receive and question regular reports from the headteacher about how well the school is doing. It has a firm grip on the school's finances and how the pupil premium is used to make sure that those known to be eligible have the same opportunities as other pupils.

THE AIMS OF THE SCHOOL.

At Barlow School we value each individual and therefore we aim to:-

- ❖ Create a secure and happy environment where each child will reach his/her full potential intellectually, socially, physically and spiritually.
- ❖ Meet the needs of each child.
- ❖ Promote care and respect for themselves and others.
- ❖ Promote a positive attitude to the differing beliefs and opinions of others.
- ❖ Actively promote equality of opportunity for all.
- ❖ Encourage parental and community involvement with the school.
- ❖ Encourage children to value their environment both at school and in the wider world.
- ❖ Provide a stimulating and appropriate curriculum which meets the needs of the curriculum Guidance for the Foundation Stage and the National Curriculum.
- ❖ Provide children with the knowledge, skills and understanding they will require for future experiences.
- ❖ To develop the spiritual, moral, social and cultural aspect of the curriculum.
- ❖ Promote a healthy lifestyle.

THE PRINCIPLES AND AIMS OF THE PRIMARY CURRICULUM AT BARLOW C. OF E. PRIMARY SCHOOL.

Aims for children and young adults

In a rapidly changing world, in partnership with parents and guardians, to help young people:

- To enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are capable
- To develop lively, enquiring, imaginative and creative minds, the confidence to question and the ability to argue rationally
- To acquire knowledge, skills and training relevant to their own lives and to adult life and employment
- To develop and act on a personal set of well founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong and to understand the society in which we live and recognise their obligations towards it
- To develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work, and the inter-dependance of individuals, groups and nations
- To develop and awareness and appreciation of human achievements and aspirations, in our own and other societies
- To gain understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view

English, Mathematics and Science being the core subjects are given a higher priority. The foundation subjects are History, Geography, Music, Art, Physical Education, Design and Technology and Information Technology.

Other subjects taught include Religious Education, Personal, Moral and Social Education and Health Education.

The children's work and achievements in all subjects are regularly assessed. The children also take part in the National Curriculum Statutory Assessment Tasks and Tests (S.A.T's) at the end of Key Stage 1 when they are 7 years old and at the end of Key Stage 2 when they are 11 years old. In Years 3,4 & 5 the QCA's optional tests are used and analysed for target setting. Parents are informed of their child's results and the overall results are included in the prospectus.

SPECIAL EDUCATIONAL NEEDS POLICY.

The School believes that its Special Educational Needs (S.E.N.) Policy should provide a framework so that all pupils, no matter what their difficulties, can reach their full potential and can value and celebrate their achievements. Pupils with S.E.N. are entitled to a broad, balanced and relevant curriculum which is differentiated to ensure maximum progress. They will be integrated as fully as possible into the educational and social life of the school and provision will be made to meet their individual needs.

Special Needs Co-ordinator – Miss L Pfluger

Governor of S.E.N. – Miss S Caine

CHILD PROTECTION.

Barlow Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Barlow School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

SEX EDUCATION.

Sex education is not taken as a set subject but any questions will be dealt with in a sympathetic and straightforward manner, having due regard to moral consideration and the value of the family life.

In Year 6 (+ year 5 girls) the children will be given a talk on puberty and shown an animated video by the School Health Nurse. Parents will be informed well in advance and may if they wish withdraw their children from the talk and video.

SPORTING AIMS OF THE SCHOOL.

At Barlow we believe that Physical Education contributes to the overall development and education of young children in several ways (both at school and out of it) and produces benefits for further future development. We aim to help pupils lead full and healthy lives, develop physical competence, co-ordination and development, show the benefits of regular exercise and, by extension, healthy lifestyles. PE also can teach children about teamwork, co-operation, fair play, honest competition and good sporting behaviour. Running throughout all our PE activities must be a genuine and consistent sense of enjoyment.

The children visit the Village Hall once a week in winter to do PE with apparatus and in the summer they have outdoor games on the playground and field. The older children have swimming instruction at Selby Leisure Centre once a week from September to Christmas.

UNIFORM

All clothes should be named clearly so that we can return lost items quickly.

Guidelines

Royal blue sweatshirt or fleece with school name and logo on (ordered through school)

Grey or black trousers / skirt or pinafore

White shirt/ blouse/ polo shirt

Girls – white socks / grey or black tights

Boys – grey / black socks

In warmer weather, girls may wear pale blue dresses either checked or plain.

Black school shoes or plain smart black trainers

PE – to be kept in separate bag in school every day

Royal Blue shorts (not cycling shorts)

Plain white t shirt

Trainers

Tracksuit for outdoor games in cooler weather

Children are to have a separate pair of shoes to wear inside school, e.g plimsolls or sandals.

We ask that children do not wear jewellery at school apart from a watch and earrings. If ears have been pierced we ask that only studs are worn for safety reasons. Children are required to remove any jewellery before a PE or swimming lesson (including stud earrings).

ILLNESS.

If your child is unwell it is kinder to him/her and the rest of the school to keep the child at home until recovered. Please telephone the school before 09.30 on the first morning of illness. If your child is taken ill at school, we shall do what we can to help and you will be contacted. Please ensure that the school has an "**up to date**" telephone number at all times.

WATER BOTTLES

Children need to have a named water bottle in school everyday. Water only – no juice.

MEDICINE.

If your child needs to take medicine during the school day please come into school to complete an authorisation form or download from the school website, stating name of medicine, the dosage and the time it needs to be administered etc. This includes cough sweets.

OTHER ABSENSES.

Since September 2014 schools are now only allowed to grant holidays in exceptional circumstances otherwise you may be fined if you take your children out of school

CHILDREN LEAVING SCHOOL PREMISES

If, for any reason, parents wish to collect a child at any time for appointments etc, they should inform the class teacher prior to the appointment in writing. All children taken out of school during the school day should be signed out / in in the book in the school office.

SCHOOL MEALS.

School meals are freshly cooked in our own kitchen and served “family service” style. The children are encouraged to at least try a little of everything. Payment for school meals should be paid online using ParentPay and can be paid weekly, monthly, or half- termly. Dinner order slips for the full half term should be sent back to the office on the first Monday after the holidays. Mrs Walker will provide these. From Sept 2014 all Reception, Year 1 & year 2 children are entitled to a free school meal.

Children may, alternatively, bring a healthy packed lunch in a secure container (no glass bottles, please).

Children should not bring sweets for playtime, particularly bearing in mind the National Campaign for Healthy Schools and Healthy Eating. Children can if they wish purchase fruit juice at morning break payable by ParentPay for the term or milk through Cool Milk and children in Miss Pfluger’s class will receive free fruit & milk for the under fives.

PARKING

There is limited parking space near the school. Please do not park on the yellow zig-zags outside school and if possible not opposite them or in any places where the children’s view of the road is obstructed. Parking or turning round in the car park entrance /school grounds is not allowed for safety reasons.

DISCIPLINE.

The care of the children is shared by the Headteacher and the Staff, with ultimate responsibility lying with the Headteacher. We have few rules here except those necessary for safety and the well-being of the whole school. Reasonable standards of behaviour are expected at all times.

SCHOOL WEBSITE

Newsletters are sent out every Friday but are also put on the school website for your information. Various forms & policies are also on the website as well as updates as to what the children have been doing for your to have a look through. www.barlow.n-yorks.sch.uk

EXCLUSION.

Parental involvement at an early stage is essential and will be undertaken as soon as behaviour causes concern. Parents will be made aware of their rights and informed of reasons for any exclusions or other action. In the initial stages this may well be informal and the use of a Home/School book could be considered. Parents have legal responsibilities in respect of their child’s behaviour both in and out of school.

ADVICE TO PARENTS ABOUT COMPLAINTS.

The quickest and most satisfactory way is to speak to the Class teacher or Headteacher, whether by telephone, letter or in person. If this is not possible, a member of the Governing Body should be approached. If it does not prove possible to resolve the matter this way, and Parents want the advice of an officer of the LA, they should contact their Area Education Officer, who will explain how a complaint can be taken forward. A copy of the schools complaints policy is available on request.

PARENT/SCHOOL RELATIONSHIP.

We aim to form close links between home and school and encourage parents to read to and with their children at home.

CONSULTATIONS AND REPORTS.

Written reports are sent each year (usually in the summer term).

Three Parent/Teacher consultations are held during the year (Autumn, Spring and Summer terms).

However, staff are available at other times to meet parents. Before or after school is a good time for a quick chat, a more lengthy discussion should be arranged to suit both parties.

INSURANCE.

All children are insured with NYCC whilst at school, taking part in a school organised activity or travelling to or from that activity.

PUBLIC ACCESS TO DOCUMENTS.

Education (School Curriculum and Related Information) Regulations 1989.

Under the above regulations the following documents may be inspected and (where applicable) acquired, in school, at any reasonable time, by appointment with the Headteacher.

- (1) Documents related to the National Curriculum.
- (2) Any published reports of Her Majesty's Inspectors referring expressly to the school. (O.F.S.T.E.D).
- (3) Policies and schemes of work and syllabuses currently used in the school.
- (4) N.Y.C.C. Education Curriculum Statement.
- (5) The arrangements made by the Education Authority under Section 23 of the 1988 Act for the consideration and disposal of complaints.