



# Weston Hills CofE Primary School



**'Learning for Life in a Community that Cares'**

**Welcome to Weston Hills Church of England Primary School.**

The Weston Hills Church of England Primary School prospectus has been designed to provide:

- General information about the school.
- Section One - specific information relating to organisation and the educational programme.
- Section Two - school routine and procedure.

We hope that the booklet will provide the type of information that will be of value and interest to you as a parent.

***Mission Statement:***

***At Weston Hills School we aim to provide the best possible education for all our pupils in the context of a Christian Community.***

**VALUES**

- We believe in Excellence in Teaching, and Enjoyment in Learning.
- We believe that every child matters. Our concern is for the health, happiness and safety of all our pupils.
- We believe that all our pupils are of equal value, regardless of their sex, race, background, creed, faith or ability.
- We believe that our pupils should progress at a pace appropriate to each individual.
- We believe that our pupils should have equal access to opportunities and resources.
- We believe that our pupils are entitled to high quality, well-planned and well-organised teaching throughout the school in a caring and cared for environment.
- We believe that what our pupils learn at home and at school should contribute to their emotional, physical, intellectual, social and spiritual

growth enabling them to develop and test their own personal values and attitudes, and thus the well being of the individual.

- We believe education is a route to equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development.
- We believe that learning at school should be part of a continuous process so that when pupils change schools and teachers, details of their previous work and development should help decide their future programme.
- We value children's involvement in, and contribution to, the daily life of the school.
- We value links with our church and village community.
- We are committed to evaluating our schools growth and development.

### **OUR AIMS**

- To promote the spiritual development of all in the school community.
- To foster and encourage a sense of awe and wonder.
- To provide a safe, secure and stimulating environment appropriately resourced and respected by all who use it.
- To develop our pupils awareness of the opportunities available to them and prepare them to accept the challenges they meet.
- To provide a broad and balanced curriculum, suited to the needs, abilities and individual characteristics of each pupil. To provide opportunities for all pupils to learn and to achieve their best.
- To foster a community in which we encourage mutual care and a sense of belonging.

The aims and visions of our school reflect the way in which we recognise the importance of developing all individuals within the Christian Ethos of our school, and are rooted in the belief that each person is created in God's image. Everyone in the school is valued, cared for and has a voice. We pride ourselves on our happy, caring and well disciplined ethos, and on our successes. Our aim is to produce well rounded young people who are enabled to achieve their best in a wide range of curricular and extra curricular activities.

## The School

Weston Hills Church of England Primary School is a co-educational primary school taking children in the age range 4+ to 11 years. It is also a controlled Church of England School. The school works closely with St. John's church. Rev. Brown takes Collective Worship once a week, as does Mrs Sally Wilson, our Bishop's visitor. The children are taken to church to attend services on special occasions, often led by the children, and to learn more about the church throughout the year.

We look upon our church school as a continuing venture between church and community and we try to take full advantage of opportunities to enrich our community as well as the lives of our pupils.

Our school has 5 classrooms, a large hall, ICT area, library, cooking & Breakfast Club area, administration offices, SEN area, Head of Pastoral Care room,

We have an extensive outside hard playing surface area, a large field, play area, trim trails, vegetable gardens, pond area, bandstand shelter, outdoor classroom, a sensory garden and a large outside area for our Foundation Stage/Year 1 class.

Our "Eco Friendly" School has many features, including:

- Solar shading through use of a canopy to all classrooms – this prevents too much direct light, but allows in plenty of natural/diffused light.
- A central space flooded with natural light.
- Openable windows and ventilation ducts allow natural ventilation through the building (naturally draws cool air through the building and releases warm air through vents at high level).
- Thermal mass (concrete block wall) captures heat and releases this into the building slowly and provides free heat.
- Rainwater harvested from the roof and used to flush the toilets.
- Solar panels used to heat the water, oil fired boiler will take over if there is not enough sun.
- The building is a lesson in sustainability for pupils: i.e. type of construction, use of natural resources, recyclable products (e.g. roof finish), sustainable timber cladding. Sections of our walls are "cut out" to allow pupils to see the construction (timber frame, recycled paper insulation).
- Lights are activated by the level of natural light outside and fluctuate accordingly. Energy efficient, long-lasting lighting equipment.
- Wireless technology and video conferencing, dispersed IT facilities throughout the school.
- Our school has been designed to provide a welcoming, comfortable and stimulating environment for children, teachers and the wider community.

We have worked very hard to create an engaging and enjoyable outside area. The PTA have been fundamental in funding most of the fantastic resources we have outside. The children at

Weston Hills are drawn from the community of Weston Hills but we do attract many children from further distances, in fact, over half our children are from outside the village.

The aim of the school is to help children develop lively and enquiring minds, giving them the ability to gain their full potential and to play their part in the community. With teachers, governors, children and parents working together we hope to provide a stimulating, safe but relaxed place in which to learn and grow.

To this end the school encourages children to use language effectively and imaginatively in writing and speech, and to read as fluently and as widely as possible. It provides a basis for mathematical knowledge and the essential skills upon which the child can build in the following stages of education.

It is important for children to understand the world in which we live, the interdependence of peoples and nations, and the human achievements to which we owe so much. The school tries to instil a respect for moral values, for other people, and for oneself.

**“Learning for Life in a Community that Cares”**



The school has existed in the village since 1877. The original building was sited in front of the church. Due to an increase in numbers, the school moved to a new "Eco Friendly" School in September 2005 on the present site.

After a successful Ofsted Inspection, in 1997 Weston Hills Church of England Primary School was one of the first schools to be given Beacon School status. This was a direct recognition by the DFE that good schools such as Weston Hills should share their successful practice with others. The school shared their practice by classroom observations, sharing planning and discussions with staff that visited the school. A literacy resource centre was developed for use by other schools and in-service training for teachers was offered. This status was extended until August 2004, when Beacon Schools then ceased.

In February 2001, Weston Hills received Investors in People status, and was successfully reassessed in March 2004 and February 2007 with no areas identified for development. It was decided not to be reassessed in 2010 because of expense and change in priorities for the school.

In November 2001, the 'Basic Skills Quality Mark' was awarded. This was reassessed in December 2004, resulting in being awarded the "Basic Skills Quality Mark II" and in January 2008 "Basic Skills Quality Mark III" was awarded. In 2011 the "Basic Skills Quality Mark" Ten Year Award was presented to the school.

In February 2002 a second Ofsted inspection judged the school as 'Outstanding', with no areas identified for further development. In May 2007 the 3<sup>rd</sup> Ofsted inspection stated that Weston Hills was a 'Good school with Outstanding features'; this was despite having experienced turbulent change, nearly doubling in size and moved to a new school building since the previous inspection.

In February 2010 the 4<sup>th</sup> Ofsted Inspection again judged the school as a 'Good school with Outstanding features'.

The Section 48 Inspection for Church Schools in March 2010 judged the school to be 'Outstanding' overall. Ofsted wrote to Weston Hills in January 2013 to say they had carried out an interim assessment, and as the school's performance had been sustained, they would defer the next inspection to not earlier than the summer term 2014.

In January 2015 Ofsted inspected under the revised Ofsted criteria and judged the school Good in all areas. In February 2015 the Section 48 Inspection for Church Schools again judged the school to be 'Outstanding'

In February 2004 the school was awarded the National Healthy Schools Accreditation for outstanding success and commitment in Health Improvement and Educational Achievement with the Whole School Community. Reaccreditation was given in July 2007 and 2012.

In January 2007 the school was awarded the Sporting Active Mark and has continued to reach this standard each year. In 2015 we achieved the Sainsbury's Bronze School Games award and the Silver award in 2016. In January 2008 the FMSIS (Financial Management Standard in Schools) was achieved, and reaccredited in December 2010. June 2008 saw successful applications for the Silver Artsmark award and Bronze Eco School Award. In July 2010 the school gained the Foundation & Intermediate International School Awards. In 2011 the Green School Gold Award from the Woodland Trust and the Leading Parent Partnership Award were presented to the school.

**Section One**

**WESTON HILLS VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Learning Lane  
Weston Hills,  
Spalding,  
Lincolnshire  
PE12 6DL

Telephone: (01406) 380309

**HEADTEACHER: Mrs. Jane Fitzgerald BSc. (Hons), PGCE**

**DIRECTOR OF CHILDREN'S SERVICES: Ms. Debbie Barnes**

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| **Admission into School**

The Governors' policy on admissions is for Weston Hills School to admit children who become five between 1st September and 31st August, at the start of the autumn term.

Lincolnshire parents can apply for a place from mid-November for the following September intake. The "Lincolnshire School Guide" and the "Going to Primary School in Lincolnshire" books are available on the [www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk) website.

The preferred method for applying for a Reception place is online. The procedure to follow is as follows:

<https://www.lincolnshire.gov.uk>

**Parents Tab**

**School Admissions**

**Apply Online for a School Place**

**Start/Login to your online application**

Then follow directions

You can also apply by telephoning the Customer Service Centre on 01522 782030. Alternatively you can request a paper application using the same number. You can apply for up to three state schools, in or out of county on your application. If you do not live in Lincolnshire you must apply through your home local authority, but you can name Lincolnshire schools on this application.

The closing date for applications is mid-January, but even if this has passed it is still possible for you to apply for a school place. If the apply online facility is no longer available you can still apply on a paper application – you can request one by telephoning the Customer Service Centre on the above number.

It is helpful if parents also advise school of their interest in a school place so that school can advise them of open days and let them have any information forwarded from the local authority.

When numbers allow and space is available, a pre reception group may be formed. After the Local Authority has allocated places in the Spring of the year Reception children will be starting in September, we run our pre-reception group one afternoon per week between 1.15 & 3.00 pm in the summer term. As the sessions are for under two hours, they are not classed as part of the five free sessions children receive as part of the nursery provision (2.5 hours/session). Parents can, therefore claim the five sessions from another provider. The governors review our admissions policy on an annual basis.

Parents are invited to a meeting to meet the class teacher, classroom helpers, Chair of Governors, Head of Pastoral Care and Head Teacher. There will be discussion on the organisation of the class, the work the children will be covering, EYFS framework, phonics and reading with your child. This meeting allows for an exchange of information to take place and a profile on each child created.

The planned admission limit for Weston Hills CofE Primary School is 20. There is a co-ordinated scheme for first admissions administered by the Local Authority as detailed in the Co-ordinated Scheme booklet about Starting School, "Going to School in Lincolnshire" or at [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions). In the event of over-subscription places will be allocated in accordance with this policy.

Older children may be admitted at any time. Preliminary visits are welcomed for these children. When the children start school, parents are asked to complete a simple admission form; if the details given change at any time, parents are asked to notify school as soon as possible.

### **Visiting School**

Parents who are considering sending their child to Weston Hills Church of England Primary School are most welcome to come to school, to talk to the Headteacher and to visit classrooms to "sample the working day". Open mornings are usually held during the Autumn terms. If you are unable to attend the open morning or would like to visit on another date then please contact the school bursar, Mrs. Pocklington, or the Headteacher, Mrs Fitzgerald.

### **School Governors**

The Governing Body meet regularly for full Governor and sub-committee meetings. The members are representatives of the Local Authority, Church, parents, teaching staff and the local community.

The Governors ensure all safeguarding procedures are in place for recruitment and child protection. The named governor for Child Protection is Mrs. Sarah Sargent, and the designated officer in school for Child Protection is Mrs J Fitzgerald (Head Teacher).

Chairman:	Ms. S. Sargent, Co-opted Governor – Safeguarding/Public Care & Foundation Stage Governor (Teaching & Learning, Finance, Buildings & Personnel)
Vice Chairman:	Mr. I. Cox, , Co-opted Governor (Teaching & Learning)
Mrs. J.C. Fitzgerald	Headteacher
Mr. E. Bartram	Co-opted Governor – Health & Safety Governor (Finance/Buildings/Personnel)
Mrs. S.J. Millard	Staff Governor – ICT Governor (Teaching & Learning)
Mrs. S. Lyford	Parent Governor – Literacy & SEND Governor (Teaching & Learning)
Mr. A. Casson	LA Representative – Finance/Buildings/Personnel Governor
Mrs. S. Wilson	Foundation Governor – Non core Curriculum & Collective Worship Governor (Finance/Buildings/Personnel)
Mr. T. Clay	Co-opted Governor – Numeracy Governor (Teaching & Learning and Finance/Buildings/Personnel)
Rev. C. Brown	Foundation Governor – Non core Curriculum & RE Governor
Rev. A. Billson	Co-opted Governor – Science Governor (Teaching & Learning)
Mrs. H. Terrington	Parent Governor

Mrs. H. Barnes                      Associate Member of Governing Body  
(Teaching & Learning)

Clerk to the Governors: Mrs. Heather Pocklington

### **Parent Teacher Association (PTA)**

The Weston Hills PTA is a well-established organisation. All parents of children at Weston Hills School are automatically members of the Association. The aims of the Association are to advance the education of the pupils by providing and assisting in the provision of additional resources at the school; to foster more extended relationships between staff, the parents, and others association with the school; to engage in activities which support the school.

It is absolutely vital that the mutual understanding and co-operation between home and school should be one of our main aims and we rely upon your help and involvement in our activities. Parents and teachers are partners who should work together to help the child reach its full potential. The current committee members are listed on the school website.

### **Home/School Agreement**

In line with government policy, Weston Hills Church of England Primary School has a home/school agreement, which you will be asked to sign when your child enters school. As they pass through the school we expect both child and parent to respect the spirit of cooperation and kindness that the agreement aspires to.

### **Staffing and Class Organisation**

The school is currently organised on the basis of the children's age/ability with five classes covering the seven school years. Classes consist of children of both sexes and of mixed ability. Classes contain more than one age group because of disproportionate numbers.

Cherry Class	Reception/Year 1	Mrs Edgeley/ Miss Woods
Oak Class	Years 1 & 2	Mrs. Barnes
Holly Class	Years 3 & 4	Mrs. Upsall
Willow Class	Years 4 & 5	Mrs. Earth
Elm Class	Years 5 & 6	Mrs. Farrell

All classes have additional teaching assistant support, some full time, and some part time. We also sometimes have additional adults on Teacher training Programmes in school.

The wide range of abilities in the primary school means that methods must be varied enough to give opportunities for each child to progress at a rate suited to his/her ability and gain confidence at the same time. Each child's practical and academic needs are different. Therefore the curriculum and approach are arranged to suit the range of children's needs. The teaching within each class includes working with individuals, groups and the whole class as and when appropriate.

Planning is shared amongst staff to ensure continuity and progression in each child's development.

### **The School Curriculum**

Children learn through experience, interest and understanding and will come to possess a wide range of educational knowledge and skills that have been soundly taught and encouraged. This will help them achieve their potential, so that they can make a maximum contribution to society and build towards their own success in life.

At Weston Hills we aim to develop their desire to learn and encourage curiosity in their world through an Immersive Learning approach. They will be given the opportunity and encouraged to rely on their own judgements, grow in independence, question, and develop their initiative.

Children will be encouraged to be tidy and methodical in their work, developing a sense of their own true value in the world. Self-confidence, self-motivation and self-discipline will be developed by the positive expectation and attitudes of the school. They will learn to have consideration for other people and for all forms of life; we will help each child become a balanced and socially competent human being with a sense of responsibility towards others and the community.

Our school will reflect some of the essential features within the traditions of the Anglican Church and these will contribute to the pupils' development by broadening and deepening their spiritual experience and understanding. The school promotes Christian values and attitudes including kindness truthfulness, respect for others, good manners, loyalty and perseverance.

The school provides a caring family atmosphere in keeping with the ethos of a Church School. It is also part of the local community and views education as a partnership between home and school, and works with parents for the good of the children.

All children are regarded as of equal value, and we strive to provide for each one according to their needs, and to offer positive encouragement for their achievements.

### **The National Curriculum**

Pupils of compulsory school must follow the national curriculum. It is organised on the basis of two key stages in primary schools and subjects, classified in legal terms as 'core' and 'other foundation' subjects.

Every state school must offer a curriculum which is broad and balanced and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

### **The Early Years Foundation Stage**

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, revise and consolidate their developing

knowledge, skills, understanding and attitudes. During the foundation stage, the curriculum is organised into seven areas of learning:

The Prime areas are:

- Communication and Language – Listening & Attention, Understanding, Speaking
- Physical Development – Moving & Handling, Health & Self-care
- Personal, Social and Emotional Development – Self-confidence & self-awareness, Managing feelings & behaviour, Making relationships

Four other areas:

- Mathematics – Numbers, Shape space & measures
- Literacy – Reading & Writing
- Understanding of the world – People & communities, The World, Technology
- Expressive Arts & Design – Exploring & using media & materials, Being imaginative

These areas of learning promote the children’s emotional, social, intellectual, physical and creative development.

The early learning goals establish expectations for most children to reach by the end of the reception class.

### **What you can do at home before your child starts school**

There are a few key things that the teacher would like your child to be able to do independently before starting school:

1. Know and recognise their own name – with only the first letter in capitals.
2. Go to the toilet, clean themselves and wash their hands.
3. Share and take turns.
4. Dress and undress, do up buttons and zips, take their shoes on and off (Velcro is easiest).
5. Sit at a table for lunch, use a knife and fork, unwrap packed lunches.
6. Sit still and listen to a story, follow simple instructions and talk using full sentences.
7. Know how to tidy away when they have finished an activity.
8. Know how to use pencils, crayons and scissors.

### **Curriculum for KS1 &KS2 ( Years 1-6)**

At Weston Hills we have agreed policy statements for all curriculum areas. The aims and a brief description of the subject areas are listed here.

#### **Core subjects:**

English, Mathematics and Science

#### **Foundation subjects:**

Art & Design

Computing

Design & Technology  
Geography  
History  
Music  
Physical Education  
Languages (KS2 only)

All schools are also required to teach religious education.

## **Core Subjects**

### **English**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### **i. Reading**

Reading is introduced to children by using a wide variety of books with adult and child sharing the book by looking at it, talking about it and reading it. As the child grows in confidence a carefully structured programme of work will be used. Shared and guided reading are developed in school but parents can greatly assist their children's progress by sharing in their children's daily reading and asking relevant questions about their books which enhances children's understanding and enjoyment.

All children have a reading journal to take home in order to record comments about home reading.

#### **ii. Writing**

Children are helped to develop the ability to express their thoughts and ideas on paper and to communicate clearly through the written word. They are given experience in writing a range of materials which call for different styles, for example: diaries, stories, letters, accounts of tasks they have done, records of observations they have made, lists, captions, poetry etc. Writing of high quality is achieved when audience and purpose are clear.

Shared and guided writing enhance their composition skills and children will also be given homework in order to practise independently. Children will also frequently be set independent writing tasks which will be levelled to track progression.

#### **iii. Spoken language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken

language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Children are encouraged and helped to speak clearly and vividly about what they are doing. They are encouraged to report on events and observations with confidence and enjoyment and to take part in discussions and debates on a variety of topics. Activities are planned to encourage listening skills, e.g. circle time.

**iv. Handwriting:**

The children are taught how to form upper and lower cases legibly in accordance with the school style. This leads to a clear legible cursive style.

**v. Spelling, Punctuation and Grammar:**

From an early age children are taught about punctuation, grammar and spelling used in the context of their writing.

**vi. Drama:**

Children are encouraged to express their emotions through role play and re-enacting plays within their classroom learning activities, in collective worship and in school performances.

**vii. Phonics:**

Phonics is taught throughout Reception/Key Stage 1 in order to develop children's early reading skills following the Read, Write, Inc phonics programme. We use a range of Reading Schemes for home readers to consolidate this area of learning. At the end of Year 1, children take part in Phonics Screening.

**Mathematics**

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We recognise the value of practical experience and try to provide an environment in which the children can gain experience in mathematical relationships to help form the basic concepts. Children learn the rules of numeracy, tables, the techniques of estimating and measuring. They gain familiarity with the simple properties of two and three-dimensional shapes, discover relationships and are introduced to the elementary ideas of logic. They are taught the skills of seeing ways of finding answers to situations through problem solving, mathematical investigation and mental arithmetic. A greater emphasis is placed on mental calculation skills and children are encouraged to use these in a variety of settings.

The calculator is introduced through games and as a check device, and later to solve problems. A variety of resources are used to ensure the work matches the children's abilities.

## **Science**

Children's scientific thinking is developed through a topic and subject based lessons approach. A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## **Foundation Subjects**

Many of the Foundation subjects are delivered through our themed Topics and enhanced through external trips to museums, historical sites and places of interest or by organising visits in school with specialists leading workshops or performances.

## **History**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Children will learn about local historical events as well as events shaping history in other countries. They will study individuals and particular events from different time periods.

## **Geography**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children will learn about their local environment as well as their place in the wider world. They will become familiar with geographical vocabulary and practical research approaches.

## **Design and Technology**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a

broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Many of the Design and Technology projects will link to children's work within history and geography and allow them to further develop their knowledge and experiences of these subjects through practical application.

### **Computing**

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The school is equipped with a network of PCs in a central area and in the Reception/Year 1 classroom, all giving access to the internet. All classes have internet linked Interactive White Boards. In addition, we have banks of wireless laptops and I-pads which are used throughout the school.

Pupils are taught about e-safety and pupils and parents are asked to sign a contract before undertaking work on the internet, which highlights the importance of safe and responsible use of the information that can be accessed.

### **Physical Education**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Children are encouraged to extend their physical education beyond the curriculum through after-school clubs, club links, sports teams and competitions.

All children are taught to swim when in Years 3 with the aim of developing confidence and awareness of water safety and an ability to swim a minimum of 25 meters. Children in Years 4 and 5 who have not achieved 25m are also taken swimming. Swimming lessons are given each Friday morning using the local pool in Spalding.

### **Music**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their

talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Further opportunities for children to access music are provided through drama performances, collective worship, whole class instrument tuition, after-school clubs and peripatetic music teachers.

### **Languages (KS2 only)**

French is the chosen language for study at Weston Hills. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Children are encouraged to use their knowledge of French through everyday activities e.g. answering the register or saying please and thank you in French, as well as within French lessons.

### **Religious Education**

Weston Hills is a 'controlled' school and Religious Education is taught in accordance with the principles of the Church of England and the Lincolnshire agreed syllabus for Religious Education published by Lincolnshire County Council. As a Church of England School, the church ethos is an integral part of our whole school curriculum.

Our children will develop their knowledge and understanding of Christianity and other principal religions represented in the United Kingdom. Children will learn how religion influences the lives of individuals and communities by studying how the main religions use authority, celebration and sacred concepts in their worship. Parents can withdraw their children from all parts of religious education.

### **Additional non-statutory areas of the curriculum**

#### **i. Personal, social and health education**

Personal, social and health education comprises all aspects of the school's planned provision to promote the personal and social development, including health and well being, of each child. Many aspects of school life influence a child's development. The aim is to develop confidence and responsibility and to help children to make the most of their abilities. Children are prepared to play an active role as citizens and members of a democratic society, and encouraged to develop a healthy, safer lifestyle. Children have a voice on all aspects of our school life through their class and School Council. Emphasis is placed on developing good relationships and to respect the differences between people. Aspects of PSHE and citizenship are dealt within a variety of subjects including science and religious education.

#### **ii. Relationships & Sex Education**

This is no longer a statutory part of the National Curriculum (2014) until children reach secondary school but we consider it to be an important part of children's education and development at primary school. Key sessions will be delivered when children are in Year 5 and Year 6. We have a firm belief that the children will benefit from this course of instruction, otherwise, a less accurate second-hand account may be absorbed in the playground gossip. Sensitivity will be employed to allow for the varying family circumstances of children and their social and emotional development. Parents are invited to a workshop prior to these sessions to gain a background of the work covered with the children.

### **Collective Worship**

Religious worship in our school is in accordance with section (a) of the 1988 Education Act. Worship has to do with worth and worthiness. In religion, worship implies a relationship between God and the one who worships.

Weston Hills is a Church of England Controlled School; the collective worship will be Christian worship, respecting different Christian tradition. Collective worship in school is consistent with the purpose of the school as laid down in the School's Trust Deed and the following summary explains this:

"The National Society was formed in 1811 and sought to persuade benefactors to donate sites throughout the country for schools for the poor, for whom there was no education. The founders of a great many Church schools received grants from the National Society, in return for which their trust deeds include a requirement that the school 'shall always be in union with and conducted upon the principles and in furtherance of the ends and designs of the Incorporated National Society for Promoting the Education of the Poor in Principles of the Established Church throughout England and Wales. The National Society (now the National Society [Church of England] for Promoting Religious Education) keeps up to date these 'Terms of Union', which now state: 'The daily act of collective worship required by law in the school shall be consistent with the faith and practice of the Church of England and the basic curriculum required by law in the school shall include religious education consistent with the faith of the Church of England' and 'Use should be made, within the provision of the Education Acts for the time being in force, of the parish Church or other Church of England place of worship, both for occasional acts of collective worship and for religious education.'"

Collective worship takes place each day when the children meet together either in the school hall or in their own classroom. We aim to attend St. John's Church at least three times a year for a Church Service.

Collective worship is led by staff, pupils, visitors, Rev. Charles Brown and Mrs Sally Wilson (Bishops Visitor). Collective Worship takes the form of introductory music, hymns, prayers and quiet time with a story, talk, class or pupil presentation. Parents are invited to an annual class collective worship.

Parents may, under Section 95 of the Education Act 1944, withdraw their children from acts of religious worship and religious education. Should parents wish to withdraw their child they must arrange this with the Headteacher.

### **Church Schools Festival**

This is an annual event held at Lincoln Cathedral for children from Church of England Aided and Controlled Primary Schools. Children take part in activities, tour the cathedral and participate in the short afternoon service. We feel it is part of the historical and religious background of the school and it is expected that all Year 6 children will attend unless they have been withdrawn from Collective Worship.

### **Homework**

All children are expected to practise reading at home daily, and spellings and tables where appropriate. They may be asked to undertake research on occasions into aspects of work being covered at school, or to complete some work previously started in school. Children may also choose to bring home some challenge and investigation sheets or maths sheets, which are activities they can do at home. We ask parents to support and encourage their children to carry out any tasks set. In years 2-6, set homework activities are given each week for the following week. These are linked to learning objectives being covered in school, and children have a homework book for their work. The activities cover literacy, numeracy and other curriculum areas. Homework links are often put on class pages on the school website.

### **Children with Special Educational Needs**

Any child who is felt to be experiencing learning difficulties is given additional help by the class teacher and support staff wherever possible.

The parents of the children are kept fully informed of the learning difficulties and may be encouraged to help their children's progress with work at home.

If any child experiences severe learning problems the parents are invited in to discuss the matter with the Special Educational Needs Co-ordinator (Mrs Edgeley), who may recommend that help be obtained from STAPS, the Educational Psychologist or from another external agencies.

Once a child has been identified as experiencing a learning difficulty the Special Needs Code of Practice is followed and an Educational Health Care plan may be put in place. Further information on this process can be found on the school website within SEND.

ASD –Children with Autistic Spectrum Disorder will receive support from outside agencies, for example, Gosberton School Outreach, Gosberton House Outreach Booklet for Parents, Early Bird Plus support groups via Gosberton House. Regular observations by Outreach staff will be made to support teaching and learning.

If children are identified as more able or having a talent in a particular area, then parents are informed and advice is given on how this can be developed.

### **Equal Opportunities**

In promoting Equal Opportunities in Education it is our aim to ensure that everyone - both staff and pupils - are treated equally, fairly and justly, regardless of disability, gender, race,

religion and racial, ethnic, national or social origins. We aim to promote equal opportunities for all, in all aspects of school life. A policy statement is available in school for parents to read.

### **Extra-Curricular Activities**

In addition to the main curriculum, children are encouraged to pursue other interests through extra curricular activities. Teachers voluntarily give their time to ensure that a range of additional activities is available to children. In addition we use specialist Sports providers, Agilitas and POSH, to offer a range of different sports. The clubs and activities are organised at lunch times and after school. Attendance is voluntary and parental permission is sought if the activity is outside school hours. These activities may change from year to year according to the particular interests of the staff and other providers. Children in Year 6 also have the opportunity to take part in safer cycling.

### **Pastoral Care**

Weston Hills is a caring Christian school. All staff have a personal interest in every child and care about both the individual child's well being and the considerations of the social group. Children who encounter problems in relationships with others are positively encouraged to seek assistance to nullify the problem in its first stage.

If the school is notified that a child has a particular personal or family problem then the class teacher and Headteacher are able to monitor the child and offer the right kind of sympathetic support.

In school the staff are particularly well placed to observe children in their care. If they have any cause for concern about a particular child the Lincolnshire Area Safeguarding & Child Protection Code of Practice is followed. The school also has a policy statement written on child protection procedures available to view on the website or in school.

Some children experience barriers to learning in school, outside school, or in both. We have Mrs. Alexander, Head of Pastoral Care, working within school. Her role is to target help to those children who need it most, working with school staff and other agencies to provide additional support. Barriers to learning include: lack of motivation; disaffection; poor attendance; emotional difficulties; behavioural difficulties; unsupportive parental/carer attitudes to learning; medical issues and bereavement.

Mrs. Alexander also supports the whole family and runs numerous parent workshops throughout the year to help parents support children in their learning and to give them a better understanding of the work we do in school.

### **Discipline and Rules**

At Weston Hills School there is a belief in discipline and rules both to regulate our school society and to arouse awareness in children of such a need in society at large.

Children are encouraged to have some responsibility for discipline within the school, and as a result they are capable, to some extent, of becoming a self-governing community. The standards which they set themselves will largely depend on the standards set by adults in their social environment i.e. parents, teachers etc. Children need the guidance of good

standards which parents and teachers set and model if they are to become fulfilled and happy people.

In school we try to produce the standard of conduct similar to that of a good family and we exert a friendly, fair and firm approach.

We have a Team point system in school for day-to-day work, behaviour and for school sport. We try to develop in the child a desire to do their best work. We teach them that they can only gain real satisfaction, self respect and the respect of others if they give their best at all times, using their talents to the best of their ability. To support this we present certificates for achievements in the weekly celebration collective worship and have termly trophies.

Wherever people live and work together there have to be rules and regulations so that a happy and safe environment can be created. The school rules are designed to teach children to work and play in co-operation and with responsibility. We do keep rules to a minimum but those we have are designed upon aspects of safety, conduct and politeness. We have a set of Golden Rules displayed in every class. Any child, after a warning, continuing to behave inappropriately will lose Golden Time.

Children are given 20 minutes Golden Time on Fridays when they are able to choose from a range of activities offered throughout the school; e.g. computers, DVD's, construction etc. Children may lose part of their Golden Time by breaking school rules. In such cases they sit out for the number of minutes they have lost, supervised by an adult, and are asked to consider why they lost Golden Time and how they could make better choices next time.

Teachers ensure that the children know the school rules and why each rule is necessary to their continued well-being. There is no corporal punishment but there is a very firm, kind and fair discipline exercised throughout the school, using the Golden Time procedure.

If the situation warrants, parents may be notified of particular undesirable behaviour so home and school can discuss a common approach.

A high standard of behaviour both in and out of the classroom is insisted upon, as are courtesy and good manners.

All children must walk when within and around the school buildings. No child is allowed to leave the premises at any time during school hours unless we have been notified by letter or verbally by a parent.

A copy of our Behaviour and Bullying policies are in the blue file in the entrance, and on our website. We involve pupils, parents, staff and governors in the review of these policies.

### **The Child's Progress**

In Reception (EYFS) children are assessed through a variety of methods – on-going observations, adult led and child/adult initiated activities. Observations are also made and stored using 'Tapestry' which is an online, electronic recording method that can be shared with parents; this system allows parents to contribute their own observations at home and

look at their child's learning journey online. These observations then form their learning journey and go towards meeting the Early Learning Goals.

In September 2014 a new assessment system was brought in to replace the 'levels' system. At Weston Hills, children in Years 1-6 will be assessed using **Milestones**. The new curriculum emphasises the need for children to spend time embedding and deepening their understanding before they move on. The Milestones assessment system reinforces this by giving a two year block of time for completion of each Milestone. They are assessed regularly and progress is recorded at the end of each term. Milestone 1 is covered during Y1 & Y2; Milestone 2 in Y3 & Y4; Milestone 3 in Y5 & Y6. Within each Milestone children are assessed as having a Basic, Advancing or Deep 'Depth of Learning' (DOL).

At the end of Year 1 children take part in the National Phonics Screening Test. All children will complete national SAT's (Standard Assessment Tests) during their time in primary school at the end of Year 2 and Year 6.

Parents are invited into school to see their child's work and to talk to the class teacher at Parent/Teacher meetings twice a year in the Autumn and Spring terms. Towards the end of the Summer term a written report is sent home with an offer of a follow up parents meeting to discuss it if required.

However, parents are encouraged to contact teachers at any time of the year if they have any questions or concerns or their child has a problem or seems unhappy.

### **KS2 SAT's Policy Statement**

Any pupil not working consistently and securely at the required level may be disapplied from the end of Key Stage 1 or Key stage 2 standard assessment tests. As a school we feel no child should be put through the tests unnecessarily, and parents will be informed.

### **Education Records**

The Governing Body of the school is obliged to allow parents of a registered pupil access to that pupil's educational records. Parents wishing to see this record should contact the Headteacher making their request.

### **Access to Documents**

The following are available for inspection at the School upon request:

- Statutory Instruments, circulars, memoranda about the National Curriculum supplied by the Department for Education.
- Curriculum Policy statements
- RE Policy
- Child Protection Policy
- Health and Safety Policy
- Asthma Policy

- Monitoring
- Finance/Pay
- Target Setting

It is possible to view the following policies on our website at [www.westonhills.lincs.sch.uk](http://www.westonhills.lincs.sch.uk):

Curriculum, Teaching for Learning, Anti-Racism & Equal Opportunities, Community Cohesion, Special Educational Needs, Inclusion, Relationships & Sex Education, Collective Worship, Looked After Children, Behaviour & Discipline, Attendance, Marking, Safeguarding Children, Admissions, Gifted & Talented, Pupil Premium, Homework, Charging, Accessibility E-Safety&Data Security, Complaints & Celebrating Success.

Copies of our most up to date Ofsted and Section 48 Inspection reports are also available to view on our website, together with our Mission Statement.

Key Stage Results showing attainment are on the school website and the DfE website (follow the link on the school website):

<http://www.education.gov.uk/schools/performance/>

There is also a Pupil Premium and PE Sports Premium Statement on our website

### **Parental Involvement**

This is of great value, especially if the children see home and school working together for their benefit.

As parents you can expect:

- Understanding and respect from teachers and other educational workers for your role and responsibility as a parent.
- Respect for your values, attitudes and beliefs as parents regardless of race, gender, class, religion, creed, age, cultural or other personal circumstances.
- Access to information about your child's educational progress and development.
- To be consulted and to consult with teachers about curriculum processes and programmes as they relate to your child.
- Information and skilled professional judgements and advice about your child.

If you have a problem, which you are unable to resolve with the class teacher or the Head Teacher, it should be addressed, in writing, to the Governing Body via the Clerk to the Governing Body. If you are not satisfied with the outcome, you may appeal to the Director of Education, whose address is given at the preface of this prospectus.

Parents have important contributions to make, which include:

- Ensuring your child's regular attendance and not taking family holidays during term time.

- Ensuring as far as you can, that your child is physically and emotionally able to take full part in the learning process.
- Demonstrating interest in and support for your child's educational life and progress.
- Reading regularly with your child.
- Supporting your child with homework.
- Respecting teacher's professional integrity and skilled judgement.
- Supporting the school's aims and objectives.
- Encouraging self-discipline in your child by reinforcing the schools code of conduct.
- Keeping us informed of anything that happens at home, which might cause changes in behaviour/attitude of your child.
- Ensuring your child's day is organised with everything needed, e.g. packed lunch, PE and swimming kit, reading book etc.
- Completing the Home/School Partnership Agreement.

Information between home and school is by Parent Mail through the weekly Newsletter or other specific activity/information letters on Fridays. All Newsletters are also available on the school website. Please check Parent Mail regularly or if your child has a letter and return any slips or contributions to the school office. We encourage all parents to sign up for Parent Mail by providing an email address for communications to help cut down on the need for paper copies.

Parents are welcome in school. If you have any spare time, there are all sorts of activities you can help us with - for example, accompanying us on day visits, helping with football, netball and other sports, listening to children read, ICT, cooking, helping with art and craft sessions, helping with after-school clubs. If you think you would like to help, or if you have any special skills that you would like to share with us, please have a word with your child's class teacher. Parents and others who help in school are required by the County Council to sign an indemnity letter giving approval for them to work as authorised volunteers. This is for insurance purposes, also DBS checks will need to be carried out.

## **SECTION TWO**

### **School Staff and their Role in the School**

Mrs. J.C.Fitzgerald	Headteacher
Mrs. P. Farrell	Elm Class Teacher Yr 5 & 6
Mrs. J. Earth	Willow Class Teacher Yrs 4 & 5
Mrs. D. Upsall	Holly Class Teacher Yrs 3 & 4
Mrs. H. Barnes	Oak Class Teacher Yrs 1 & 2
Mrs. R. Edgeley	Cherry Class Teacher Reception & Yr 1
Miss K. Woods	Cherry Class Teacher Reception & Yr 1
Mrs. H. Pocklington	Bursar/Clerk to the Governors
Mrs. S. Alexander	HLTA/ Head of Pastoral Care/Learning Mentor
Mrs. A. Nicholls	HLTA /PPA cover
Mrs. C. Chandler	Teaching Assistant

Mrs. H. Fletcher	Teaching Assistant
Mrs N. Furnell	Teaching Assistant
Mrs. E. Ironmonger	Teaching Assistant
Mrs. S. Millard	Teaching Assistant
Miss S. Newton	Teaching Assistant
Mrs E. Haines	Teaching Assistant/Midday Supervisor
Miss R. Stafford	Teaching Assistant
Mrs. J. Smith	Clerical Assistant/ Midday Supervisor
Mrs. E. Weightman	Teaching Assistant/ Midday Supervisor/ Breakfast Club Assistant
Mrs A. Cansick	Midday Supervisor
Mrs. S. Field	Morning & Midday Supervisor/Teaching Assistant
Mrs. M. Redden	Cleaner/Caretaker/Midday supervisor/Breakfast Club supervisor
Mrs. P. Twiddy	Cleaner/Midday Supervisor

### **School Hours**

Morning Session	8.55 a.m. - 12. 15 p.m.
Afternoon Session	1.10 p.m. - 3.15 p.m.

All children enter by the side door at 8:45am where they are greeted by the Head Teacher. They should then go straight to their classrooms where the teacher will tell the children what activities they can do. Children are not to arrive before 8.45am. Registration is at 8.55am. It is most important your child arrives on time as lessons start promptly at 9.00 a.m. Children who arrive late should come into school through the main door where their arrival can be recorded.

### **School Security**

The school aims to provide a secure environment in which pupils are untroubled by danger or fear. The policy for security is closely linked with the policy for safeguarding, health and safety and the policy for behaviour and discipline. All entrances to the building are closed after the children have entered at the beginning of each session.

Although parents are always welcome at the school, it is necessary to operate the “security buzzer” at the main entrance to the school during school hours in order to enter the building. All parents should sign in and report to the Head Teacher or Bursar.

It is important that the school is made aware of parents’ arrangements in respect of the collection of pupils at the end of the school day or when collecting from after-school clubs. If pupils are met by someone who is not expected, or if they are not met, every effort will be made to contact parents by telephone. Parents are requested to collect their children promptly at the end of the day or after school clubs so that children are not left waiting. Teachers should not be expected to supervise children after school hours. Unavoidable delays should be communicated to the school office so that school is aware.

### **Bicycles**

It is preferred that children in Key Stage 1 do not bring bicycles to school for reasons of road safety.

Children who do ride bikes to school are expected to wear a helmet; we hope they will also take part in the Safe Cycling Bikewise Scheme as soon as they are eligible. Courses are run at school at regular intervals. Cyclists should dismount as they enter the school gates and bicycles should not be ridden into the school on the paths. Bicycles left on the school premises are entirely at the owner's risk and should be placed neatly in the bicycle stands, preferably locked.

### **School Lunches**

Children may go home for their mid-day meal, have a hot school meal or bring a packed lunch to school. School meals are provided free for all Reception/KS1 children under a government scheme. All children who have a school meal eat their lunch in the school hall.

All Reception/KS1 children eat their lunch in the school hall, KS2 children who bring a packed lunch eat in the classroom. Although being a picnic style lunch the meal is fairly informal, we do say a prayer before eating. The children are expected to observe reasonable table manners and to eat their food in a civilised manner and not make a lot of mess on the tables or floor. In the summer, depending upon the weather, packed lunches are often eaten outside on the school field in the shade. In certain circumstances, children are entitled to be provided with free meals. Even though all Reception/KS1 children are now offered a free school meal, it is very important that anyone whose particular circumstances make them eligible for Pupil Premium still apply for this as significant funding is given to the school to support these children. This can only be accessed if parents apply. If you feel you may be eligible, or would like to find out more please speak to the office. Application forms and further details are available from the school.

For reasons of safety and hygiene would you please ensure that:

- All food is brought in a plastic container.
- Any liquid refreshment is brought in an unbreakable flask or a suitable leak-proof container. Please remember to send an unbreakable cup or beaker to drink from, or a straw.
- No hot drinks or soups should be brought into school.
- No fizzy drinks.
- Please remember to send a spoon or fork if required (e.g. for yoghurts, salads etc.).
- Sweets should not be sent in packed lunches.
- No nuts or peanut butter are brought into school – we are a nut free school.
- Packed lunches should be healthy and balanced.

We have leaflets in school on healthy packed lunches, giving lots of ideas for balanced packed lunches.

In addition, we do encourage children to have water bottles in school at all times, as it is very important that they do not become dehydrated – water only, no squash or juice please. Water fountains are also available. We like children to have a healthy fruit snack mid-morning when they have a snack break between 10.05 and 10.15 a.m. R/KS1 children receive free fruit as part of the National Fruit & Vegetable Scheme, and KS2 children are encouraged to bring in their own healthy snack. Under 5's receive free milk daily and all children having a hot school meal will be offered free milk at lunchtime. From January 2015, KS2 children will be able to order milk through the 'Cool Milk' scheme.

### **Health and Hygiene**

In all respects the staff acts in 'loco parentis', which means that they exercise the degree of care and responsibility that one would expect from good and caring parents.

We ask parents to complete a form giving us information as to how we can contact them if their child becomes ill or have an accident during school time. In the case of an accident e.g. a bad cut through a fall in the playground, the child concerned is taken to the Outpatients Department at the Johnson Hospital and the parent is contacted. If the parent does not have transport available, the Headteacher or a member of the school staff may provide it. Most of the staff hold a First Aid Certificate, and two staff members also have Paediatric First Aid Training, and will deal with minor cuts and bruises etc.

Any child who has been sick or had diarrhoea should not return to school until **at least 48 hours** after the last bout of illness. If it is a bug we want to ensure that it does not spread to other pupils and/or staff.

The School Nurse makes periodic visits to the school. They come in to check height and weights of Reception and Year 6 children. They also carry out a hearing check on Reception children. Parents' permission is always requested, and they are notified if any problems occur. Any parents needing confidential advice on any medical or social matter on their child may seek help by contacting the School Nurse, at the Johnson Hospital in Spalding (tel. 01775 652146).

**Medicines in school:** The L.A. Health and Safety Policy caution schools against administering drugs and medicines. In consultation with the child's doctor, parents are asked to adjust the timing of dosages to avoid administering treatments during the school day.

There are, however, a few exceptions:

- When a child has almost fully recovered and simply needs to complete a course of medication (e.g. antibiotics) for a day or so. If this is the case, parents need to complete a form giving their consent for school to administer medicine.
- Where a child suffers from asthma (or any other occasional ailment) and may need to use an inhaler.

Where equipment such as an inhaler is necessary, we strongly encourage children to take personal responsibility for these items as soon as possible.

**Legal Aspects:** There is no legal duty on non-medical staff to administer medication or to supervise a child taking it. *This is purely a voluntary role.* Staff will be particularly cautious agreeing to administer medicines where:

- The timing is crucial to the health of the child.
- Where there are potentially serious consequences if medication or treatment is missed.
- Where a degree of technical or medical knowledge is needed.

Staff who volunteers to administer medicines will not agree to do so without first receiving appropriate information and/or training specific to the child's medical needs.

Under no circumstance must any medication, even non-prescription drugs such as paracetamol, be administered without parental approval.

Children with diarrhoea and sickness should be kept at home until fully recovered –**48 hours** from last episode. This is for three reasons -

- To halt the spread of infection
- To avoid any distress to the child should an 'accident' occur
- An unwell child is in no condition to learn satisfactorily

No ointments, creams, disinfectants or talcum powders are administered to any abrasion. Hypoallergenic plasters are administered if needed unless parents advise otherwise. Disposable plastic gloves are to be worn in every incident involving any spill of body fluid.

### **Headlice**

Headlice are a common and fairly constant problem in schools. They spread through close head-to-head contact but, contrary to common belief, head lice do not jump! Anyone can get head lice, although they are most common amongst children aged four to 11 due to the greater levels of physical contact with peers. Approximately 8% of children in the UK may have head lice at any one time. The best known symptom of head lice is the itching, which can lead to a loss of concentration and sleep, but this is not necessarily a reliable indicator as many people may not itch when they have head lice.

Following the Golden Rules of Head Lice Management can help you take control of head lice in three simple steps. [CHECK](#), [TREAT](#), [COMPLETE](#) encompasses the best practice advice for dealing with head lice. Please check your child's head at least weekly. If your child has headlice, please treat them at home and notify the school. We have leaflets available in school with regard to the treatment of headlice and there is information on the school website.

## **Photographs**

The school photographer visits school in September/October for individual and family group photos. Pre-school children (younger brothers and sisters), can be included in the photographs if you wish. Class and sports team photographs are taken in the summer term.

### **Appropriate use of images in school publicity material:**

Where possible, photographs will be of groups or whole class shots. When using photographs of individual children, these rules will be followed:

- If child is named, we will avoid using their photograph.
- If a photograph is used, we will avoid naming the child.
- We will only use images of children in suitable dress. Children will not be photographed whilst swimming.
- No child in public care or a child who is subject to a court order will be photographed without prior permission from the relevant authority
- Children who are photographed as evidence of work and activities will be in groups and not named in portfolios (e.g. Graduate Teachers) except for the Foundation Stage Profile.
- We will ensure parental consent forms are completed when a pupil registers with us.

## **Attendance and Absences**

If your child has been absent from school, the law requires a note of explanation on return. If a note or a telephone call is not received the absence has to be recorded as unauthorised absence. Please inform the school in writing if:

- your child has a contagious disease,
- you prefer your child to remain in school at playtimes for medical reasons.
- your child cannot take part in games/swimming for medical reasons.

Parents should not take children out of school during term time. It is crucial children attend regularly to ensure there are no gaps in their learning and they make the appropriate progress.

You can only allow your child to miss school if either:

- they're too ill to go in
- you've got advance permission from the school

Absences are only allowed for specific reasons. These include situations where your child:

- is ill
- has an **unavoidable** medical or dental appointment
- is taking part in a religious event
- has an exceptional family circumstance, for example, a wedding or funeral
- 

Children are **not allowed** to be absent because of, for example:

- birthdays

- visiting relatives
- shopping
- a hair appointment
- looking after other members of the family.

It is up to the head teacher to decide how many days your child can be away from school if leave is granted.

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 have removed the reference to holidays during term time and now provides that a leave of absence during term time will only be granted where an application is made in advance to the school and the school consider that the leave of absence should be granted due to “**exceptional circumstances**” relating to that application. What amounts to "exceptional circumstances" is a matter for the discretion of the Head Teacher and should be judged on a case by case basis but it is unlikely to amount to an exceptional circumstance if it is merely claimed that a holiday abroad can only be afforded in term time or that a parent is unable to take leave during school holidays.

Where a child has not attended regularly at school the LA has the option of issuing a fixed penalty notice in respect of the parents of the child, bringing proceedings before the family courts for an Education Supervision Order or prosecuting the parents under Section 444 before the Magistrates, Court. From September 2015, the Persistent Absence Threshold is 10%.

We do ask that children arrive punctually in the mornings. Registers close at 9.20am so any arrival after that time, without explanation, will be considered to be an unauthorised absence. Fixed Penalty Notices can be issued for persistent lateness where the child arrives after the closure of registration and this is coded U in the register.

### **Personal Property on School Premises**

We strongly discourage children from bringing ‘precious’ personal belongings into school in case they are lost or damaged. Children are responsible for security of their personal possessions.

### **Money, Jewellery, Make-up, Hair, Valuables, Mobile phones etc.**

For reasons of safety and security, no jewellery is allowed. Children with pierced ears may wear a stud, but no other form of earring. These must be taken out for all PE. Watches are allowed, but children must be responsible for them.

Children with long hair should have it tied back neatly with small clips or hairbands appropriate for school.

Children should not bring money into school unless it is to pay for trips, charity collections etc. in which case it should be given to a Teaching Assistant or taken directly to the school office.

We discourage children from bringing mobile phones into school but if older children need to bring one into school, this must be left at the school office in the morning and collected at the end of the day.

Children are not allowed to wear any make-up in school; this includes nail varnish and temporary tattoos.

## **School Uniform**

The school's colours are grey, royal blue and yellow.

### **Boys' Uniform**

Royal Blue School Fleeces/Reversible Coats  
Navy blue or grey raincoat, anorak or duffle coat or royal blue fleece jacket  
Grey tailored trousers  
Grey tailored shorts  
Grey socks  
Gold School polo shirt  
White polo shirt  
Royal Blue School sweatshirt  
Royal blue jumper  
Royal Blue Wool Hats  
Royal Blue Baseball Caps

### **Girls' uniform**

Royal Blue School Fleeces/Reversible Coats  
Navy blue or grey raincoat, anorak or duffle coat or royal blue fleece jacket  
Grey School Pinafore dress  
Grey pinafore, skirt, any material, any style  
Grey tailored trousers  
Grey tailored shorts  
Blue/White Gingham Dresses (Summer term only)  
Yellow/White Gingham Dresses (Summer term only)  
White blouse or polo shirt  
Gold School polo shirt  
Royal Blue School sweatshirt or cardigan  
Royal blue jumper/cardigan  
Grey or white socks or tights  
Royal blue School Wool Hats  
Royal blue School Baseball caps

Footwear: Children should wear sensible shoes at all times. If boots are worn to school in winter then a change of shoes should be brought in to wear inside school. School sweatshirts, polo shirts, fleeces, coats and PE kit can be ordered through [www.stparent.co.uk](http://www.stparent.co.uk) or directly from school. In addition, book bags, rucksacks & swimming/PE bags, hats, etc. are available from school.

**ALL CLOTHING MUST BE CLEARLY MARKED WITH THE CHILD'S NAME.**

### **P.E. and Games**

This is a curriculum subject and all children are expected to take part and to wear suitable clothing for reasons of safety and hygiene.

The following items are required by children for PE lessons and games – black or blue PE shorts, black or white plimsolls (non-lace type), plain white T-shirt or school white T-shirt For outdoor activities they will need a plain black or blue tracksuit for colder weather. Trainers are essential for outdoor games.

KS2 children who represent the school in team sports/competitions will be provided with a school team kit wherever possible. This should be returned to school, washed, as soon after the event as possible.

All children need a small PE bag, with a drawstring, so that it can be hung on a coat peg. Please put your child's name on it in large letters. All PE clothes should be labelled.

A written note should accompany any child to be excused P.E. or Games for health reasons.

For reasons of safety and security, earrings are not allowed to be worn during PE, or Games. Children with pierced ears and who wear studs must take them out for PE, & Games.

Spalding Swimming Pool currently allow children to keep earrings in if they are covered by a close fitting swimming hat. Teachers are not allowed to remove earrings for children.

Watches must also be removed and are the responsibility of the child.

### **Educational Visits/Early Closures**

Educational visits are a feature of our units of work in our themed curriculum and we ask for your support in these with a voluntary contribution towards the cost. Parents may be asked to support these trips by accompanying the children.

We run regular school trips and currently have annual residential trips to Aylmerton Field Study Centre in North Norfolk and to the Houses of Westminster and London Eye.

If children have to leave school during the school day, in the interest of safety, they must be collected by an adult.

### **Charges for School Activities**

Items for which pupils may be charged:-

Swimming bus - voluntary contributions (subject to annual review).

Educational outings, and residentials - voluntary contributions.

After-School Clubs.

Without parental contributions the above activities cannot take place. Children who are in receipt of Pupil Premium are eligible for a reduction or support for some activities.

Damaged equipment and lost items - The Governors reserve the right to charge parents for any damage wilfully caused to the school premises or equipment and to charge for items of school equipment, including books which are lost.

### **Complaints Procedures in Church of England Schools**

(i) Parents with a complaint in respect of Denominational Education (i.e. collective worship) in a Church of England school should first address this to the school's Governing Body.

(ii) If not satisfied, the next step would normally be to complain to the Diocesan Bishop. However, the Bishop of Lincoln has delegated responsibility for such complaints to the Diocesan Board of Education, and these should be addressed to the Diocesan Director of Education as Secretary to the Board.

(iii) The final court of appeal in such matters is The General Synod Board of Education. The address of the General Secretary of the GSBE, Mr. Geoffrey Duncan is: Church House, Great Smith Street, Westminster, LONDON SW1P 3NZ

### **Secondary Education**

All children reaching the age of eleven years by August 31st transfer to secondary education at the beginning of the following autumn term. Children are currently admitted to the Spalding Academy, The Deepings, University Academy (Holbeach), Thomas Cowley (Donington), girls to the Spalding High School and boys to the Spalding Grammar School. Currently, the local authority sends out forms for parents to complete, either as a paper copy or online, asking them to state their choice of three schools in order of preference.

Further general information about choice of secondary schools and admission arrangements is sent to parents in the year before transfer. It can also be obtained on request from secondary schools and from the Divisional Education Office; it is available there and at the Public Library for reference.

Detailed information about individual secondary schools may be obtained from the Heads of those schools.

In Year 6 your child has the opportunity to sit the 11+ examination. This consists of tests which are currently taken at School in early Autumn. Notification of a place at either of these schools is sent to parents later in the term.

### **Relevance**

At the time of writing, all details contained within the booklet are correct.

However, as with all schools, it may be possible that some form of change affecting arrangements may occur during the forthcoming year.

### **Conclusion**

The staff and the Head teacher will be delighted to discuss your child's progress at any time. If you have any worries, please do call and arrange to see us. Your child's progress will depend to a great extent on the co-operation between home and school. It is our hope that your child will find Weston Hills Church of England Primary School an enjoyable and exciting place, where learning is an adventure.

