

Threlkeld C of E Primary School

1849 - 2020

Celebrating 171 years of our village school



Information for Parents

2020-2021

Welcome

Threlkeld C of E Primary School has been serving the village of Threlkeld and the surrounding community since 1849. It is a small rural primary school of which the Governors and the staff are proud. We are what is known as a 'voluntary controlled' school, which means that we have a Christian foundation and that in all matters we follow the Local Authority regulations (LA), but the Church has representatives on the Governing Body.

There are three classrooms, cloakroom and office facilities. A separate building, the Hall, which is used for morning assembly, PE, drama, dance, music and as a dining room. There is newly refurbished playground with outdoor covered area and wide range of outdoor play equipment as well as a low level climbing wall. The playing field opposite the school is used for games, athletics, etc. It is also used for playtime and lunchtime breaks in better weather. There is a well-equipped adventure playground for the children to use at the far end of our field.

We believe that the school's small size is a great asset with much to commend it. All have opportunities which, perhaps, with greater numbers they may be denied. Every child is an individual and receives the special attention that only a smaller school allows. There is a strong family atmosphere within the school. The children mix happily and freely across the age groups at playtime and meal times, and help and care for one another.

Parents are very much part of the school and they have quick and easy access to their child's teacher. Quite a number of parents provide volunteer help. (If you wish to help in this way, please contact us.) We have concerts, sports days, etc. where parents are very much welcome. The parents and the community have formed a group - "Friends of Threlkeld School" - which has assisted the school in many ways: by raising money, improving the school building and providing opportunities for children and parents to meet socially.

We work hard for the individual and it is what the individual achieves that matters to us. We hope this prospectus is informative, but the best way to get to know the school is to come and see it. We would be delighted to meet you and show you around.

Message from the Headteacher

Dear Parent

I would like to welcome you to Threlkeld C of E Primary School.

The school has served the village of Threlkeld and the surrounding area for 171 years and enjoys much local support in return. We are a friendly, happy and successful school and over the years in response to steadily rising numbers we have extended the school to provide more space and facilities.

In our last OFSTED inspection the school was found to be good with a number of outstanding features. They reported that behaviour of pupils is typically outstanding. They are exceptionally considerate of each other. They also reported that pupils enjoy learning. Their very positive attitudes contribute to good progress throughout the school. Teachers ensure that classrooms are busy and purposeful.

They describe the leadership as being “relentless in the pursuit of improvement” and note that there is an excellent programme of extra-curricular activities that promote “pupil’s outstanding spiritual, moral, social and cultural development exceptionally well”.

We believe that in addition to receiving an excellent education, children at Threlkeld have fun and enjoy school life. Starting a new school is a big step for both the child and the parent and we aim to make the process as easy as possible.

In this booklet we hope to tell you more about the school, but if you still have any questions, please feel free to contact us, so we can discuss your expectations and the individual needs of your child.

We are all looking forward to working together with you in trying to achieve the best for your child.

Mr Nick Turley

Headteacher

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School Vision

"We aspire to be a community, where every child and adult is valued as an individual, and is able to flourish in every way; intellectually, physically, socially, morally and spiritually."

School Values

- Perseverance
- Patience
- Courage
- Curiosity
- Friendship

School Ethos

Threlkeld CE Primary School promotes high achievement and learning for life by ensuring these five core values are at the core of working with children to:

- Have an enjoyment and enthusiasm for learning, and achieve high academic standards
- Achieve their maximum potential
- Be able to work independently and collaboratively
- Expect high standards of themselves academically, personally and socially
- Gain high self-esteem, and learn co-operation, tolerance and respect for others and the environment
- Be flexible and adaptable in the changing world and acquire skills to achieve economic well-being
- Take responsibility for their own actions and make informed choices
- Make a positive contribution as citizens of the wider world
- Seek a healthy lifestyle in body, mind and spirit

We believe that each child will succeed through experiencing:

- A caring, family atmosphere, with a clear set of moral values based on a Christian ethos
- Support, challenge and encouragement, through a partnership between home, school, and the community
- A broad, balanced and challenging curriculum
- An educational experience of the highest quality, that caters for the individual needs of each child
- A friendly, lively and stimulating learning environment, with innovative teaching and an investigative approach to learning
- An enriching programme of extra-curricular activities and school visits

- A rich, varied and up to date range of learning resources

We demonstrate our commitment to working as a learning community by:

- Striving for improvement in all we do
- Working together towards common goals
- Valuing and developing all those who work within it

Staff

Headteacher and Year 5 and 6 Teachers

Years 3 and 4 Teachers

Reception, Year 1 and Year 2 Teachers

Mr N Turley B-ED (Hons)
Mrs L Brown B-Ed (Hons)
Ms K Cornforth BSc (Hons)
Mrs L Brown B-Ed (Hons)
Mrs H Horne B-Ed (Hons)

Mrs L Brown B-Ed (Hons)

Teaching Assistants

Ms C Cammack (HLTA)
Miss Z Harding (HLTA)
Miss S Howarth
Miss A Tuer

Designated Safeguarding Lead
Deputy Safeguarding Lead

Mr N Turley B-ED (Hons)
Mrs Z McGown (HLTA)

Administrative Staff
Cleaner in Charge
Dining Room Assistant
Lunchtime Supervisors
Kitchen Team Leader

Mrs A McKenzie
Ms M Brough
Mrs H Philips
Mrs A McKenzie
Mrs I Constable

The School Governors

Chair	Mrs Sheila Files
Vice Chair	Ms Emma Moody
	Mr N Turley
	Mrs Sheila Files
	Rev M Talbot
	Mrs K Cornforth
	Dr S Wood
	Mrs J Butler
	Mr Ben Brown
	Ms S Afzal

Chair
Co-opted
Headteacher
Local Authority
Foundation
Teacher
Ex-officio
Co-opted
Parent
Parent

Clerk	Mrs Alison McKenzie 10 Town Cross, Threlkeld. CA12 4SR
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The Governors, with the Headteacher and the Staff, help us make decisions about the way in which the school is run. Their term of appointment is 4 years.

School Governors have legal duties, powers and responsibilities. They act together; they can't act individually. As well as other related matters, Governors are appointed to:

- ◆ decide how the school budget is spent,
- ◆ set and monitor a range of policies to ensure teaching and learning is effective, and that children are safe and happy.
- ◆ maintain a School Improvement Plan,
- ◆ interview and select staff.

If you would like more information on school governance, please contact any of the Governors. Minutes of Governors' meetings are available in school.

The Local Authority

Children`s Services
Cumbria House,
117 Botchergate
Carlisle, Cumbria,
CA1 1RD
Fax: 01228 226920
Email:GST@cumbria.gov.uk

Preparing for school

Pre-school

When children are admitted to school, they will be at different stages of development and there may be quite large differences between them. A teacher will work with each individual at the stage he or she has reached.

These are some of the things you might like to give your attention to in the pre-school months. Does your child:

- ◆ happily leave its parent/carer for lengthy periods of time?
- ◆ go to the toilet by themselves?
- ◆ wash and dry their hands afterwards?
- ◆ use a knife and fork at mealtimes?
- ◆ hold a pencil correctly?
- ◆ use scissors (for safety, those with blunt ends)?
- ◆ make an attempt to dress themselves?
- ◆ blow and wipe their nose?
- ◆ tidy their own things away?
- ◆ show an interest in books and stories?
- ◆ like to draw and colour?
- ◆ show an interest in the world by asking questions?

Settling in

The timetable of admission to the school involves a gradual introduction to full time school over a period of about two weeks. We are happy to extend this period for individuals if parents or school feel that it is in the child's interest.

A number of children attend the Threlkeld Parent and Toddler Group which is held on a regular basis in the school hall. This is very helpful in introducing both parents and children to the school. Prospective pupils and their parents are invited to come and see the school at any time by appointment. We also offer, in the preceding summer term, visits to the school for parents and children, at which the admission pattern will be explained. Children are also offered the opportunity to spend a morning in school with their new teacher.

What to bring

We have the following uniform guidelines:

- ◆ royal blue school sweatshirt with embroidered school logo.
- ◆ royal blue or white, short sleeved, embroidered polo shirt or white, long-sleeved shirt
- ◆ grey or black trousers, grey skirt or pinafore
- ◆ black shoes (sensible – low soles and heels - not slip-on)

During summer months, children may choose to wear:

- ◆ white T-shirt or school polo shirt
- ◆ plain shorts
- ◆ blue, checked dress
- ◆ sandals (not slip-on type) or training shoes

Items embroidered with the school logo are available through school and cost approximately £9 each. Orders are taken twice a year, at the end of the summer term and after Christmas.

Each child needs:

- ◆ a gym bag to store their PE kit in which will hang from their peg,
 - ◆ gym shoes for PE lessons inside, and in addition for KS2, training shoes for games lessons outside,
 - ◆ black gym shorts, red T-shirt/sports shirt, or leotard for PE. Warm, long sports trousers and a spare sweatshirt or tracksuit, will be needed by older juniors for outdoor game lessons in winter.
- The P E kit is available to order from school twice a year, including a warm, red hoodie top.
- ◆ a supply of tissues.

It is essential to name your child's possessions, especially sweatshirts.

Please note that the Local Authority does not accept responsibility for personal property and will only compensate for loss or damage when the Authority is in some way to blame. The Authority is NOT responsible for property left overnight on the school premises.

School Discipline

The school aims to promote self-discipline among its pupils. Behaviour may adversely affect others, property or the pupils themselves. We encourage pupils to see that they are responsible for their own actions although we do recognise that the type of behaviour which is acceptable may, to some extent, be dependent upon age. OFSTED found the behaviour in the school to be outstanding.

Where a minor problem does occur, the teacher will deal with it promptly with a reprimand or a loss of a privilege, such as playtime. In certain circumstances it may be felt necessary to contact parents and request their involvement.

Bullying

Every opportunity will be taken to ensure that an anti-bullying approach is built into the curriculum. Bullying is not tolerated in school and children are encouraged to tell their parents or teacher if they are unhappy for any reason.

Behaviour and Bullying policies are available by request from school, and can be found on the school website.

Rules

We only have a few rules, but those which we have are concerned with the health, safety and well-being of all at school. At Threlkeld School we expect a high standard of behaviour. Everyone should:

- ◆ help, consider and care for others,
- ◆ show respect for staff, visitors and each other,
- ◆ work hard and make the most of their time with us,
- ◆ move around the school quietly and safely,
- ◆ at playtime and lunchtime children should occupy themselves purposefully, without causing distress to others,
- ◆ keep the school clean and tidy.

Please note:

- ◆ As a Healthy School we don't allow children to bring sweets or fizzy drinks into school. We are also a smoke free school and this includes e cigarettes and vaping. (This applies to all adults entering the school grounds).
 - ◆ Children are not allowed to bring mobile phones into school,
 - ◆ Children are not allowed to wear jewellery for school (with the exception of one pair of stud earrings, if ears are pierced, and a watch),
 - ◆ All jewellery must be removed for all PE lessons,(including swimming)
- Earrings must be removed by the child (not the teacher), therefore it is preferable not to wear them on P.E. days. Newly pierced ears must be covered with elastoplasts for P.E. lessons. The elastoplasts must be provided by the child's family. Please consider very carefully if it is appropriate for your child to have pierced ears. If you consider it appropriate, the best time to do it is at the beginning of the summer holidays, to avoid the elastoplast routine.
- ◆ nail varnish should not be worn for school.

◆ the school can reclaim the cost of wilful breakages and damages.

Good behaviour is rewarded by praise and encouragement and we believe that positive reinforcement produces desirable behaviour. We operate a number of reward systems in school.

If a child's behaviour is causing concern, school will contact parents and if the problem continues, a behaviour strategy will be set up.

Health and Well-Being

Please inform us as soon as possible of any medical or other information that could affect your child's health or welfare whilst at school.

All children at around the age of five years are given a sight, hearing and height/weight check by the School Health Service. At any age a child may be referred for a medical examination by the parent or Headteacher. Parents are always invited to be present at these times.

Children in Year 6 have their heights and weights measured by the School Health Services.

There are limited hearing tests on older children who are known to have problems. We recommend that you arrange for your child to have their eyes tested by an optician on a regular basis.

If either the family or the school has any concerns about the health or well-being of a child, the Local Authority has a range of services to provide a multi-agency response. The aim is to provide early intervention to prevent the situation escalating further.

To encourage healthy eating in pupils, and for dental hygiene, only fruit may be brought to school for playtime snacks.

Children should not bring sweets as part of their packed lunch.

When a child suffers from a disease such as epilepsy, asthma or has a significant allergy e.g. to nuts, it is important that all members of staff who may come into contact with the child are fully aware of the problem, or any limitations that need to be applied to the child's activities and what to do in an emergency. A note will be kept in the register to inform supply teachers etc. A personal health plan will be drawn up in consultation with parents. All children with asthma should always have an inhaler at school, and must always take them to the swimming pool and other out of school activities.

All staff at the school (teaching and non-teaching) are subject to an Enhanced Level DBS check. All staff have responsibility for the welfare and safety of all pupils in their care. Any other adults assisting in school or clubs on a regular basis are subject to the same checks. (This checks for any criminal record including crimes involving children).

Contacting Parents or Guardians

It is necessary for us to know where a parent may be contacted in an emergency or for us to know of another person you have authorised us to contact e.g. a grandparent. In severe weather conditions, or

at some other time it may be necessary to send the children home, we need to know where your child / children are to be sent should you be working or not at home. No child will be sent home without our first having made certain that there will be somebody there to supervise.

Accidents and Insurance

In the event of a serious accident to a child on school premises, the staff will seek medical help as appropriate and inform the parents immediately. Accident forms with all the relevant details are completed and forwarded to the appropriate offices.

Some parents wrongly assume that if a child is injured at school, the County Council is held responsible regardless of the circumstances and that its insurance will automatically apply. This is not so - the County Council's responsibility is strictly limited to cases where there was negligence by them or by their staff. Accidents can happen in school, on the sports field or during school visits, when the County Council or its staff are not in any way at fault and are, therefore, not responsible. The provision of personal accident insurance is considered to be the responsibility of parents. Parents who are interested in this form of insurance can contact their local insurance broker.

Special Educational Needs

The special education needs and disability code of practice 2014 states that.....

“A child or young person has special educational need if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her”.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

The school recognises the importance of early identification of children with special educational needs. Initial identification may be made through the class teacher/teaching assistant observation, or the expression of concern by a parent. Such information will be brought to the attention of the Special Needs Coordinator. The school will then use a “graduated approach” as recommended in the Code of Practice 2014. For further information on this please see ‘Inclusive Education Policy’. At all stages, the parents are closely involved and the school will ensure that the pupil joins in all the activities of the school with other children, so far as is reasonably practical and compatible, with the efficient education of the other children in the school and with the efficient use of resources. Children with more significant or complex needs will have drawn up an Education Health Care Plan, involving a number of outside agencies.

We presently make use of our Teaching Assistants to help a number of children in all classes. The school is based in a Victorian building and because of this it has been difficult to adapt to the needs of disabled pupils, however, there is a disabled access ramp at the front of the school and a ramp to the adjoining school hall.

In the event of a pupil being admitted to the school with disabilities, we would do everything we could to accommodate the pupil's needs and include them in the school.

School Terms and Holiday Dates

Term Dates 2020 – 2021

Autumn Term 2020 Half-term	Wednesday 2 September to Friday 18 December Monday 26 October to Friday 30 October
Spring Term 2021 Half-term	Tuesday 5 January to Thursday 1 st April. Monday 15 February to Friday 19 February
Summer Term 2021 Bank Holiday Half-term	Monday 19 April to Friday 16 July Monday 3 May Monday 31 May to Friday 4 June

School Times

The school day is from:	08.45 - 12.00 and 12.45 - 15.00 (juniors) 08.45 - 12.00 and 13.00 - 15.00 (Infants)
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The Infants have a 20 minute playtime in the morning and afternoon and the juniors have 15 minutes in the morning and 10 minutes in the afternoon (the timings of these are flexible).

Please ensure that your child arrives on time. Try not to send your child too early. Children are only allowed access to the building before the start of school when a teacher is on duty to supervise. A teacher will officially be on duty normally ten minutes before the start of school (i.e. 08.35). We cannot accept responsibility for the children before this time.

School Meals

Meals are cooked in our new kitchen and served in the school hall. We are committed to providing meals of high nutritional value and made from locally sourced ingredients where possible. Currently (Sept 2019) the cost is £2.70 per meal per day. However, all children in Reception, Yr1 and Yr2 are entitled to free school meals. When children go out of school on an educational trip, these children who have a school meal (free or paid) will normally be provided with a packed lunch. Packed lunches may also be eaten in the canteen by those children who do not wish to have a school meal. There is special provision for children who are vegetarians or require a special meal owing to a medical condition. Please ensure you inform school about any special dietary requirements. School meal menus can be viewed on the school website.

Transport

If you live more than 2 miles away (for children under 8 years), more than 3 miles away (for children over 8), or if you have to cross the A66, you may be entitled to free transport to and from school.

[How to apply for home to school transport](#)

Cumbria County Council provide free home to school transport for children when they qualify. To find out if your child qualifies for home to school transport please read the Council's "How to apply for home to school transport - September 2020 to August 2021" that can be found at <https://www.cumbria.gov.uk/childrenservices/schoolsandlearning/schooltransport.asp>

This webpage also includes a link to an online home to school transport application form. Applications can be received throughout the year. The deadline for home to school transport applications for the new school year is 31 May 2020.

Absence from School

It is necessary for us, by law, to know why a child is absent from school. If possible, please telephone the school (017687 79680) before 08.45 on the day of absence, or send a written message. Our most recent authorised absence rate was 3.43 % and 0.31% unauthorised absences.

We value the importance of good attendance. However there are instances when your child is too unwell to attend or other unavoidable occasions in which case it is very important to let the school know.

Exclusions from School on health grounds

There are some general rules about excluding from school:-

- Children who are not well should not be at school even if they are not infectious.
- Children with diarrhoea should not be in nursery or school unless the diarrhoea is known to be due a non-infectious disease (coeliac disease). This rule also applies to staff, including catering staff. In individual cases, children must not return to school until 48 hours after their last bout of sickness or diarrhoea.
- Some children many have other illnesses which affect their immunity (e.g. Leukaemia, HIV disease). The parents of these children should be warned if there are known to be cases of infectious diseases in the school, especially if children are off school with chickenpox, shingles or measles.
- Children do not need to be kept off school if they have head lice, as long as their hair has been treated with a recommended head lice product.

Leave for Exceptional Circumstances:

Term-time Holiday Regulations

The Government regulations make clear that Head teachers may not grant any leave of absence during term time unless there are 'exceptional' circumstances. Head teachers should determine the number of school days a child can be away from school if the leave is granted.

The Government advises that some of the 'exceptional' circumstances that would support an application for holiday in term time are:

- Forces Personnel on leave from a foreign posting
- Parents' employment restrictions
- Significant family events or circumstances – these will need to be considered individually.

They advise that the following would generally not meet the criteria unless there are additional circumstances:

- Relatives coming to visit
- Cheaper holidays in England and abroad
- Family day trips

- Visiting family/friends who have different half terms or holidays
- Visiting relatives.

These lists are not exhaustive and requests will be considered individually.

Please ensure that you return the “Leave for Exceptional Circumstances Request Form” at least four weeks prior to the date of absence where possible. Forms are available from the school office.

Class Organisation

There are currently 50 children on roll (Sept 2019).

The National Curriculum is divided at the Primary Level, to three 'Stages':

Foundation Stage for ages 3 - 5

Key Stage 1 for ages 5 - 7 and

Key Stage 2 for ages 7 – 11

The very youngest children are known as 'Reception'. The subsequent year groups are numbered from Year 1 (the youngest) to Year 6 (the oldest). The children in this school are, for most of the day, divided into three classes.

In January 2019 Little Acorns Pre-school opened and it is now open 9 - 12 Monday to Friday. Places are available and if you are interested, please do not hesitate to contact the school office.

This year Nursery, Reception and Year 1 are taught by Mrs Horne. Years 2, 3 and 4 are taught by Ms Cornforth and Mrs Brown and Years 5 and 6 are taught by Mr Turley and Mrs Brown. Class organisation can vary from year to year and as in many small schools it is occasionally necessary to split a year group between two classes for one year. In this case children are split according to their age (birthdays) in addition all classes are also supported for part of each day by our classroom assistants, Ms Cammack, Miss Harding, Miss Howarth and Miss Tuer.

We have a very good ratio of pupils per teacher. Currently, overall it is one teacher per 16 children. In addition each class benefits from a significant amount of teaching assistant time (Full time in Class 1). The children within their classes will be organised for teaching in a variety of ways as appropriate. Each organisation serves a different purpose.

The children will often be working in groups, such as a year group or a group of the same ability or a group studying the same topic. The groups are usually quite small, perhaps five children.

A group situation gives the child the valuable opportunity to formulate ideas through discussion with others and for some practical activities, groups are essential. In a group the child learns to co-operate with others.

Children are also taught as individuals. The benefits are that each child can work at its own pace and on a programme of work suited to his or her individual needs.

Teaching a whole class is an approach used for part of the English and Mathematics Lessons, and other lessons where it is appropriate to address the whole class at once. The advantage is that it makes efficient use of a teacher's time and develops children's ability to talk or present work in a large group.

Homework

Education does not just consist of work done in school, it spills over into life at home and there are many things that parents can do to help. In line with current government guidelines, children will be asked to work at home on a regular basis, to learn spellings, times tables or other number facts, and older children will be given written work or maths, appropriate to their age and ability.

Children are encouraged to take home their reading books and we strongly urge you to read with him or her. We recommend between 10 and 20 minutes a day depending on age. Older, Key Stage 2 children may be sent work necessary to prepare them for their SATs at the end of Year 6. However, please remember that if children work hard in school, they also deserve some time for relaxation in the evenings.

Parents can help in other ways:

- ◆ by taking an interest in home working and helping children understand if necessary.
- ◆ by helping with the learning of times tables, telling the time, spellings etc.
- ◆ by showing an interest in what their child is doing at school and at home and developing their child's interest in learning about his or her world,
- ◆ by listening to their child read and also reading to and with their child.
- ◆ by taking their child out to places of interest and involving them in interesting activities.
- ◆ by controlling the amount of and content of television their child watches and encouraging their child to view it critically,
- ◆ by ensuring that their child goes to bed at a reasonable time and has no distractions in their bedroom (TVs, iPads, smartphones, tablets, etc.).

Standard Assessment Tests (SATs) and other Statutory Tests

Standard Assessment Tests (SATs) are a requirement of the Department for Education and are a package of assessment tasks given to all children in all schools at the end of Key Stage 1 (7 year olds) and at the end of Key Stage 2 (11 year olds). Parents will be informed of results.

During the children's first six weeks at school in their reception year, the children will be assessed using the Early Excellence Baseline. This assessment will provide a baseline from which progress can be measured.

Children in Yr. 1 are given a statutory Phonic Check test where they have a number of words and "non-words" to read/decode. Again, parents will be informed of the results.

In addition to statutory testing, children are assessed on a regular basis; through weekly spelling/tables tests and maths and English assessment on a half termly basis. All other subjects are assessed at times throughout the school year.

Privacy Notice: How we use Pupil Information in Threlkeld C of E Primary School

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

- Personal information (such as name, unique pupil number and address);
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility);
- Attendance information (such as sessions attended, number of absences and absence reasons).
- Assessment information (such as reports, feedback, test data and exam results)
- Relevant medical information (such as medication details, allergies, medical conditions and notes from meetings/GPs/other health care professionals)
- Special Educational Needs information (such as Education and Health Care Plans (EHCPs), Individual Education Plans (IEPs) and notes from review meetings and professional assessments)
- Exclusion and behaviour information

Why we collect and use this information

We use the pupil data:

- To support pupil learning;
- To monitor and report on pupil progress;
- To provide appropriate pastoral care;
- To assess the quality of our services;
- To comply with the law regarding data sharing.

The lawful basis on which we use this information

We collect and use pupil information for general purposes under paragraphs 9.1c and 9.2g of the General Data Protection Regulations policy which complies with Articles 6 and 9 of the GDPR.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this. We may also receive information about pupils from other organisations such as their previous school, local authority and/or Department for Education (DfE).

Storing pupil data

The length of time we hold pupil information is set out in our Records Management policy

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us;
- Cumbria County Council;
- the Department for Education (DfE);
- other public services that have a lawful right to collect pupil information;
- third parties as listed in Appendix 6 of the GDPR policy.

Why we share pupil information

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

We share pupil information with the DfE on a statutory basis. This information sharing underpins school funding and educational attainment policy and monitoring. We are required to share information about our pupils with the DfE under regulation 5 of The Education (Information about Individual Pupils) (England) Regulations 2013.

Data collection requirements

To find out more about the data collection requirements placed on us by the DfE (for example; via the school census) go to:

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

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

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

To find out more about the NPD go to:

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

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

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

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

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

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

For more information about the DfE's data sharing process go to:

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

For information about which organisations the DfE has provided pupil information (and for which project) go to:

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

To contact DfE go to:

www.gov.uk/contact-dfe

<https://>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to their personal information. To make a request for your personal information, or be given access to your child's educational record, contact the Head teacher's PA.

You also have the right to:

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

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

Contact

If you would like to discuss anything in this privacy notice please contact:

Saima Afzal

Data Protection Officer

017687 79680

Feedback to Parents

Parents are welcome into school at any time (by appointment please) to discuss their child's progress and to look at their child's work. In the autumn and spring terms parents are invited into school and given the opportunity to look at their child's work and discuss progress with the teachers. In the Summer Term, parents are given a written report of their child's progress and any relevant statutory test results and an invitation to discuss these with the teacher.

The school also holds events when parents, prospective parents and any other interested people from the community are invited in to see the school. This is in addition to other times such as concerts, plays, sports days or evenings on specific items.

The Office for Standards in Education (OFSTED) monitors standards in all schools.

Threlkeld School was last inspected in January 2017 and received an excellent report which can be viewed on line on:-

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112276>

Newsletters and information are sent out regularly; one letter per family via the oldest child in the family. However, we prefer to send letters by email. Please provide us with your email address.

Formal Complaints Procedure

If you become concerned in any way about your child's education it is important that you tell us about it. As a first step, you should discuss your concerns with the teacher. Obviously, the staff will do all they can to resolve your concerns and to ensure that you are happy with your child's education. There may be some occasions when parents wish to complain about matters which are responsibility of the Governors. The Governors may be contacted through the Chair of the Governors. Advice on how to pursue a formal complaint is also available from: The local authority on 01228 221234.

Feedback from Parents

We welcome feedback from parents either informally or through our annual Parent Questionnaire. Parents are also able to record their views formally on the OFSTED website (www.ofsted.gov.uk) on Parent View.

Transferring to Secondary School

In the final year of primary school, pupils' parents are able to state which secondary school they would prefer their children to attend. Most pupils transfer to Keswick School. Pupils transferring to Keswick are visited in school by a member of the Keswick staff and on transfer are placed, in groups together with other pupils from Threlkeld. We hope that our leavers will be able to build on the strong foundations that have been laid at Threlkeld and enjoy a happy and successful school career. We enjoy following the fortunes of our former pupils and sharing in their adventures.

The National Curriculum

The National Curriculum is taught in all state schools to children aged between 5 to 16 years. It presently consists of twelve subjects:

5 Core Subjects – English, Maths, Science, Computing and Religious Education (RE); and 8 Foundation Subjects (History, Geography, Design and Technology, Art and Design, Modern Foreign Languages, Music, PE and Personal, Social, Health and Economic Education is also taught through other lessons and aspects of school life (e.g. Circle time, assemblies). Religious Education is taught according to the Cumbria Diocesan Syllabus.

We teach German to all the children in years 2 to 6.

English

Children must learn to communicate by:

Spoken Word

Reading

Writing

Spoken Word

Opportunities are given for the child to acquire the confidence and habit of speaking clearly, logically and in a pleasant manner. Children can talk about things that interest them or about objects, books or ideas in lessons that stimulate conversation. Drama and presentations can be used to encourage these skills.

Children are taught to speak in Standard English.

The ability to listen and understand is a very important skill. This is encouraged by stories, poetry and IT and also by listening carefully to the teacher's instructions and other pupils.

Reading (Word Reading and Comprehension)

It is important that children pick up the habit of reading and find reading a pleasurable activity. All children are allowed time each day to read quietly for pleasure and they are asked to take their books home on a regular basis accompanied by a reading record book. It is also important that children enjoy sharing books with their parents. In the early stages children are taught a range of reading strategies. As they become more fluent readers, they are taught other reading skills such as the gathering of information from reference books. They are also encouraged to reflect upon what they read and form preferences and opinions.

Writing (Transcription-spelling and handwriting and Composition – articulating ideas and structuring them in speech and writing)

There are many different kinds of writing; story writing, descriptive writing, writing instructions, letter writing, poetry, writing from first-hand experience. Writing is needed for all areas of the curriculum and our aim is that children should be able to express themselves clearly and in a manner appropriate to the purpose of the writing. There will be opportunities for children to plan, revise and evaluate their work.

Handwriting and presentation is an important aspect of creating the right impression and children will be taught a cursive style from Year 2 onwards. Children will progress from writing in pencil to pen in the juniors.

Spelling, vocabulary, grammar, punctuation is taught both in the context of writing and spoken work, and also in discrete lessons.

Mathematics

Areas of maths studied include: Number, Measurement, Geometry, Statistics (KS1) Number, Geometry, Measurement, Statistics, Ratio and Proportion, Algebra (KS2). Mathematics is a very important part of the curriculum and is given a high priority. We aim to teach children to apply their mathematical knowledge to situations in everyday life. It is also important that children become familiar with certain mathematical facts, such as what makes 10, progressing to knowing the multiplication tables. Parents can help with learning these facts at the appropriate stage. Mathematics is taught through a daily maths lesson.

Science

Wherever possible, science is taught in a practical and investigative way. The subject is delivered through a series of topics. Aspects of science are repeated several times but at a higher level of understanding each time. Emphasis is placed on the process of science, the acquiring of the scientific skills of observation, classification, prediction and experimentation. Knowledge and understanding of science becomes increasingly important with older children.

We make use of the outdoor environment where possible to study life processes and living things.

History

Through the teaching of history, we hope children will enjoy finding out about the past and develop a sense of time and an understanding of what life was like in the past. Key Stage 1 children will learn about famous historical people and events and will develop an awareness of the past. In Key Stage 2, they will be taught through study units such as:

- ◆ The Romans, Saxons and Vikings
- ◆ Victorian Britain
- ◆ Ancient Greece
- ◆ Ancient Egyptians
- ◆ Post War History
- ◆ Stone Age / Iron Age/Bronze age
- ◆ World War 2
- ◆ Local History

Geography

Geography aims to increase the children's awareness and understanding of the world around them. We teach geography through class topics such as the study of places and settlements near and far, weather, rivers and the environment. Children learn about specific regions, both in the UK and around the World. We hope to develop geographical skills such as map work, again using the outdoor environment where possible. The school has links with both the National Park and The National Trust and Rangers help to bring to life some geographical issues.

Art

The children will have opportunities to use a variety of materials and techniques both to develop their expression of creative thought and also to record their observation of places and objects. They will also familiarise themselves with the work of a variety of artists and reflect on and evaluate such works, also their own works and those of other children.

Music

The National Curriculum comprises:

- ◆ Performing, listening to, reviewing and evaluating music.
- ◆ Learning to sing.
- ◆ Having the opportunity to learn a musical instrument.
- ◆ Creating and composing music.

We aim to provide a variety of opportunities for both. We have a specialist music teacher who teaches all groups.

At Key Stage 2 children are given the chance to have musical instrument tuition. The service is provided by County School instrumental teachers. The cost is variable, depending upon the scheme and instrument chosen. A child may have free lessons without purchasing an instrument.

We have a thriving school choir and all the children have the opportunity to play the clarinet in Yr4. OFSTED noted the very high standard of music within the school.

Design and Technology

Children will undertake a number of technology projects whereby they investigate a need to respond to an opportunity to make or modify something. They will need to work as a member of a team, acquire a range of skills (including working safely with tools) and work with a variety of materials. They will learn to evaluate and test their prototypes. They will also understand and apply the principles of nutrition and learn how to cook.

PE

At both Key Stages children study dance, gymnastics and games skills; the latter being applied in a number of game situations e.g. football, netball and rounders. Depending upon the weather and time of year, PE will take place on the village playing field, the playground or in the school hall. The school takes part in competitions with other schools in the area and we like to give every child an opportunity to be involved. Years 2 - 6 have the opportunity to go swimming in Penrith in the Autumn and Spring Terms for 20 half-hour sessions. Children in Nursery, Reception and Year 1 attend Keswick Leisure Pool to gain water confidence. There are also opportunities for outdoor and adventurous activities (the adventure playground adjoining the school field, orienteering skills and outdoor activities for older pupils during a residential visit).

There are presently parents helping with sporting activities. We greatly appreciate the invaluable support of parents helping with PE and if you think you can help, please let us know.

Computing

Threlkeld School is linked with Keswick School over a wide area network which is supported by Keswick School technicians. Each child has an individual username which provides them with access to the system and an e-mail address. Computing is used in all areas of the curriculum using the skills of word

processing, use of graphics, spreadsheets, modelling, multimedia presentations and control technology. Children are taught computer science and learn the basics of programming. 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 the digital world.

The school has its own website (www.threlkeld.cumbria.sch.uk).

Personal, Social Health and Economic Education.

Children will have questions answered openly and directly as they arise, particularly with reference to the work on life and growth in their Science work.

In Sex and Relationships Education we seek to complement the work already being done by parents at home. Parents of Year 5 and 6 children will receive notice of the Sex and Relationships Education programme before it takes place, and an opportunity to watch the DVD clips online before the discussion sessions with the children. Parents have the right to withdraw their child from all or part of sex education, except that which is part of the National Curriculum science requirement.

The National Curriculum also covers elements of drugs awareness, including the difference between medicinal and harmful drugs (including alcohol and tobacco), and their effects on the body.

The school has incorporated the following elements of PHSE into its curriculum.

- ◆ developing confidence and responsibility and making the most of their abilities,
- ◆ preparing to play an active role as citizens,
- ◆ developing a healthy safer lifestyle,
- ◆ developing good relationships and respecting the differences between people.

These are covered through the science, geography and RE curriculum and through “Circle Time” activities and School Council.

Religious Education

Our teaching of Religious Education will be consistent with that laid down in the new Cumbria Diocese Syllabus for Religious Education. The teaching is open and pupil-centred, in the sense that opinions are not forced upon the children who are free to question, to enquire and to doubt. The teaching will provide the child with opportunities for exploring his or her own and other people’s experiences to enable them to discover or reject a religious way of life. The children will be involved in studies of the stories of the Bible and those from other religions; the teachings of Christ and their special significance for our society; the teachings of other great religious leaders; the church; Christian festivals and those of other religions.

Collective worship

Threlkeld School is predominately a village school, but it is also a Church of England School, therefore our ethos is based on a clear set of Christian moral values. Our morning assemblies are in keeping with our approach to RE and are of a broadly Church of England nature. Once each week our local Rector takes morning assembly.

A parent has the right to withdraw their child from both assembly and RE lessons.

Educational Visits

We have several educational trips and visits each year for all age groups. The juniors will be offered an opportunity to go away with the school. A residential experience provides opportunities for personal development, self-discipline, self-reliance and responsibility as well as acquiring new skills and knowledge.

We also use the outdoor environment on our doorstep as much as possible.

Charging for activities

Under the Education Reform Act 1988, schools are not allowed to charge for education or educational visits. However, the allocation of money for each pupil from the LEA is insufficient to cover the costs of some visits which the Governors and Staff believe to be worthwhile. When such visits are arranged, parents will be invited to make a voluntary contribution towards the cost.

No child will be precluded from an arranged visit if parents cannot or do not wish to contribute, but any visit will only go ahead if funds are sufficient to cover the cost. Many activities are subsidised with money raised by Friends of Threlkeld. Any parent experiencing difficulties is asked to speak to the Headteacher. The Governors intend that all or part of the cost of some visits will be met from school funds. The school can charge for activities offered as 'optional extras', wholly or mainly outside school hours.

Extra-Curricular Activities

The school offers a wide range of after school "courses" covering a wide range of subjects including art, drama, choir, dance, cricket, football/rugby, gymnastics, knitting and book club. Each term at least six different activities are offered.

There are clubs which are run throughout the year by teachers and parents, or qualified coaches/instructors.

Friends of Threlkeld School (FOTs)

All parents are invited to join Friends of Threlkeld School. The group meets once every half term and organises not only fund-raising activities, but also organise social activities for both children and adults. Please let us know if you would like to help us in any way, particularly if you have a skill or interest that you could share with the children.

Links with the Community

The school is one of the focal points of the village and we have strong links with the local community. Assemblies are taken by Dr Susi Wood at school and at St Mary's Church each half term and the church is used for special school services. We have made use of people in the local community with specialist skills and the school contributes to the village newsletter 'Beneath Blencathra'.

**CUMBRIA
EDUCATION SERVICE
GENERAL ADMISSIONS POLICY 2020/2021
Community and Voluntary Controlled Schools**

Where there are more applications than places available at a community or voluntary controlled school for entry to all year groups **except Year 12**, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 – 6 which form part of the policy.

1. Children looked after and who were previously looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) - see note 1.
2. Children who were previously looked after outside of England – see note 1.
3. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of admission - see notes 2 and 3.
4. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were allocated a place at that school by the Local Authority either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the Local Authority as the next nearest with a place available or (b) the school is named in the sibling's Education, Health and Care Plan (EHCP) - see notes 2, 3 and 4.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by a straight-line measurement between the centre of the pupil's home address and a common point on the school site as determined by the Local Authority - see notes 5 and 6.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission - see notes 2 and 3.
7. Children living outside the catchment area, giving priority to those who live closest to the school, measured by a straight-line measurement between the centre of the pupil's home address and a common point on the school site as determined by the Local Authority - see notes 5 and 6.

Applications will be prioritised on the above basis. An exception will be made under the Local Authority's policy for the education of children with special educational needs where a child holds an Education, Health and Care Plan (EHCP), that names the school.

Explanatory Notes

[These notes are part of the policy]

Note 1

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted (under the terms of the Adoption and Children Act 2002) or became subject to a Child Arrangements Order or Special Guardianship Order (Children Act 1989).

The provision to give the highest priority to looked after and previously looked after children applies to all children who have been adopted from local authority care.

There is no current provision in the School Admissions Code 2014 in relation to children who were previously looked after outside England. Advice issued by the Department for Education (DfE) states that a child previously looked after outside of England is one that was looked after, outside England, by a public authority, a religious organisation or another provider of care whose sole purpose is to benefit society.

For a child previously looked after outside England to be considered under category 2 of the LA General Admission Policy, the parent or carer will need to provide appropriate written evidence to support the application, for example, a UK adoption order or a copy of the adoption order from the child's county of origin. It is the responsibility of the parent or carer to provide the appropriate documentary evidence with the application; without this it will not be possible to consider the application under category 2 of the LA General Admissions policy.

Note 2

In criteria 2, 4 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school (excluding a nursery class) at the time of admission.

Note 3

Where reference is made to 'associated' infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

Note 4

If a parent or carer believes that they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

Note 5

Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures a straight-line measurement between the centre of the pupil's home address and a common point on the school site as determined by the Local Authority.

Note 6

Random allocation will be used as a tie-break in categories 5 and 7 to decide who has the highest priority for admission if the distance between the children's home address and the school is the same. This process will be independently verified.

Date: September 2019

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Disclaimer

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct as at the date of printing. In particular, nothing herein prejudices the right of the Education Committee or any of its Sub-committees, or the Governors, or the Headteacher to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors nor the School, nor the Education Authority, nor any members of the Authority is deemed responsible for any erroneous information in this document.