

BARNSLEY

Metropolitan Borough Council

Gawber Primary School



Prospectus

GAWBER PRIMARY SCHOOL

Church Street,
Gawber,
Barnsley. S75 2RP
Telephone number: 01226 289728
Fax: 01226 734028
E-mail: s.garbett@barnsley.org

Headteacher : Mr. S. W. Garbett

Chairman of Governors : Mr. K. Borrett

Vice Chairman : Mr. S. Johnson

Parent Governors :
Mrs. J. Knox
Mr. K. Ramskill
Mrs L Beaumont
Mrs K Devonport
Mr S Johnson

Teaching Staff

Headteacher: **Mr S. W. Garbett**

Acting Deputy Headteacher:
Mrs D Bradshaw
Miss V Brown
Mrs M Talkowski
Mrs. G. Wilkinson
Mrs. D. Bradshaw
Mrs. S. Burston
Miss R Smith
Miss V. Spencer
Miss N Loftus
Miss E Wilson

Specialist Teaching Assistant: Mrs. J. Exley

Curriculum Support Assistant: Mrs. L. Neal

Non Teaching Assistants: Miss. S. Newhall
Mrs. S. Butterfield
Mrs. B. Dexter
Mrs. M. Hoggard
Miss L Dundas
Mrs K Cooke
Mrs L Evans

School Secretary: Mrs. E. Asquith

Cook in Charge: Mrs. L. Krupop

Lunchtime Supervisors: Mrs. E. Littlewood
Mrs. A. Tyas

Mrs. S. Robinson

Caretaker: Mr J K Moore

Cleaners: Mrs E. Littlewood
Mrs. L. Newall
Mrs. L. Neal

Statement of Aims and Objectives

Aims

To enable children to attain the highest possible quality in all that they attempt in the pursuit of excellence.

To provide children with an education for life in a fast changing world.

To help pupils to use language and numbers effectively.

To promote an awareness of local and global environmental issues in order that children develop positive attitudes towards the protection and conservation of the environment.

To help pupils understand the world in which they live, and the interdependence of individuals, groups and nations.

To instil respect for religious and moral values, and a tolerance of other races, religions and ways of life.

To help pupils appreciate human achievements and aspirations.

To use the resources at our disposal, both human and material to the utmost, gaining maximum benefit from all investments and to strive to develop these resources wherever possible.

Objectives

We endeavour to create a stimulating, secure, caring, safe and happy environment within which our children feel needed and can gain self respect/self esteem, and at the same time, a respect for the needs of others.

Within this environment the high expectations, diligence, enthusiasm and compassion shown by staff and other adults will promote a similar attitude from our children.

The curriculum we provide will offer breadth and balance and will include provision for pupil's spiritual and moral development and an understanding of the needs of others.

The education we offer is such that all children, with their individual needs, will be catered for.

Working with the local community and partners from industry the school will promote a wider awareness of the roles and responsibilities of the individual within society and the range of opportunities available.

Resources from the local community and partners in industry will be utilised to assist learning and understanding.

The school will encourage the professional development of all teaching staff as well as training for governors, based on the needs of the school as well as the needs of individuals.

Learning Environment

There has been a school in Gawber since 1715. In 1973 the West Riding Education Authority built the present school which is one of the most modern designs to be found in the Barnsley Metropolitan Borough.

Situated on the edge of the village of Gawber with uninterrupted views overlooking Higham, Cawthorne and Deffer Woods on two sides and the church yard of St. Thomas's on the other two sides, Gawber Primary School provides a safe and quiet semi-rural setting.

Priority is given in school to the provision of a high quality learning environment where children can feel comfortable and warm, surrounded by lively and attractive displays of their work

The school has five classroom bases which are supplemented by a number of shared areas. Each classroom has its own adjacent cloakroom with toilet facilities, wash basins and warm air dryers.

Area served by the school

The school serves the whole of Gawber, part of Wilthorpe Road and certain areas of Pogmoor. However, recent government legislation has meant that "catchment areas" or "defined communities" no longer apply and all children have a right to apply for a place in all schools in Barnsley regardless of their address.

Admission to school

Children are admitted to Gawber Primary School at the beginning of the Autumn term if their fifth birthday falls on or between 1st September and 31st December otherwise they are admitted at the beginning of the Spring Term.. Parents are always invited to visit the school with their child to 'sit in' on classroom activities and to meet other children, as well as members of the teaching staff, towards the end of the term preceding their child's official entry admission.

Parents who may be considering Gawber Primary School as one of their future options are invited to visit school and look around during lesson time to experience for themselves the quality of the environment on offer, in order to assist them in making this most important decision. Please contact the headteacher if you wish to take up the opportunity of such a visit.

Parents who have children attending nursery education at other schools in the area are reminded that applications for admissions to Gawber Primary School's Infant Department are most welcome.

TO ENSURE THAT YOUR CHILD IS CONSIDERED FOR ADMISSION TO THE SCHOOL OF YOUR CHOICE IT IS NOW NECESSARY FOR YOU TO REGISTER HIS/HER NAME AND ADDRESS WITH THE SCHOOL.

Secondary Education

Parents are able to choose from a number of local secondary schools. Usually children from Gawber Primary School transfer to The Kingstone School and liaison between the two is good. Each year during the Autumn term a presentation by The Kingstone school takes place in our school hall in order to give parents and children a flavour of what to expect at their secondary school. Other secondary schools liaise with us and will provide information and opportunities to visit when requested.

Parents in School

Parents are always welcome in school to speak to staff or to the Headteacher, or to assist within classrooms. Parents intending to visit school to speak to teachers are requested to have regard for the timing of their visit so as to be of least detriment to the pupil contact time of the teacher. Please try to arrange a mutually convenient time for confidential discussions.

Gawber Primary School see the involvement of parents in the classroom as a positive asset which improves the efficiency and variety of skills offered here, as well as presenting the children with that vital link with home and the community which gives learning a greater relevance and purpose.

P.T.A

Gawber Parent Teachers' Association help in furthering the aim by assisting throughout the year in the organisation of social events, fund-raising activities and educational outings.

An extremely active group of parents meet regularly in school to plan and review these provisions. Any parent is welcome to attend these meetings and if possible contribute ideas and observations, which may enhance future events.

P.T.A

Chairperson	Mrs. L. Beaumont
Treasurer	Mrs. W. Walker
President	Mr. S. W. Garbett Gawber Primary School Church Street Gawber.

**Parents' car parking space is available at the bottom of the school drive behind the local Church Hall.

Organisation

Children are organised into classes depending upon their age as well as the special needs of individuals when appropriate.

As in all small schools it is sometimes necessary for classes to contain children from more than one age group. The placement of individual children is at the discretion of the Headteacher.

Special Educational Needs

Children with specific learning requirements receive a special programme of learning based on assessment by the teacher and advice from the Headteacher as well as from the authority's support staff. Where necessary support teachers work alongside other members of staff with individual children. Parents are always kept informed of special arrangements planned that may involve their own child.

General points on routine and Administration

Children should arrive at school for 8.55 a.m. but not before 8.40 a.m. Lessons start at 9.00 a.m.

Children break for lunchtime at 12 noon and afternoon school begins at 1.00 p.m. for juniors and 1.15 p.m. for infants.

School ends at 3.15 p.m. for infant children and 3.30 p.m. for junior children.

**** In the interest of safety it is essential that parents leave their cars in the visitors' car park at the rear of the Church Hall, when bringing and collecting children at school start and finishing times.**

All children must use the footpath that runs alongside the school drive.

Children enter school by the doors nearest their classroom base and hang coats and bags in their class cloakroom.

In order to maintain the quality of the learning environment in school, children are expected to change into indoor footwear, preferably pumps, slippers or sandals. Boot/shoe racks are provided in cloakroom areas for storage of outdoor shoes.

Collection of dinner monies

To ensure the most efficient deployment of secretarial time and non-teaching assistance it is essential that dinner monies are brought on the first morning of each week - usually Monday. However, dinner monies will be accepted on other days.

Medical matters

Staff are concerned for the overall welfare of each child in school and it is important that they are made aware of any medical conditions or ailments which may affect the performance and needs of individuals. Parents must inform the Headteacher of medical conditions such as epilepsy, allergy or respiratory problems, or of any visual or hearing impairment.

Parents are requested to inform the Headteacher of the reasons for a child's absence from school.

In the interest of children's safety you are asked to telephone school to inform us when your child is likely to be late or is unable to attend through illness.

Should a child become ill whilst at school every effort will be made to contact the parents. An emergency contact address/telephone number is requested for this reason.

Should you wish for your child to receive prescribed medication during school time then usually the school can assist you with this. Please ask the head teacher for advice in these circumstances.

Dress

There is no recommended uniform but parents are requested to ensure that children attend school in sensible and tidy clothing. Regard should be given to the types of activity likely to be undertaken at school which, as well as normal outdoor playtime experiences, may also include the use of a variety of art media such as paint or clay.

Protective clothing such as an apron or smock is advisable. Children who assist with the upkeep of animals need wellingtons.

Children are required to have suitable clothing for Physical Education. Usually indoor P.E. is done in bare feet with shorts and T shirt or leotard. Children must also be provided with a change of clothing for outdoor P.E. and are welcome to wear their own football kits / sportswear on these occasions.

**** It is essential that children's clothing is clearly labelled with their name.**

School meals

Cooked meals at lunchtime are provided from the school's own kitchen. The school operates a 'family service' system where older children serve food to younger ones.

Details of the price of the lunchtime meal are available from the school.

Facilities are available for children who wish to bring their own packed lunches.

Collection of dinner monies

To ensure the most efficient deployment of secretarial time and non-teaching assistance it is essential that dinner monies are brought on the first morning of each week - usually Monday. However, dinner monies will be accepted on other days. Free school meals are available to families who qualify for the Local Authority's Scheme of Aid.

School Holidays

Parents are sent school holiday dates in advance of each new school year. This information will include INSET days when children are not required in school. Copies are available from the school's Secretary.

Our School Curriculum

The clear and widely agreed national objectives for the curriculum provide a broad framework within which our school's own particular priorities and methods of delivery are thriving.

All children in school are monitored and assessed carefully throughout their school life in order that we are best able to meet their individual needs and map their development through the many crucial stages of learning.

The National Curriculum 2000 requires the delivery of a broad and balanced education designed to cater for the needs of individuals and includes the entitlement of each child to all aspects of the three core subjects - Maths, English and Science. There are a number of subsidiary subjects: - ICT, Design technology, History, Geography, Music, Art, Physical Education, Technology and a Modern Foreign Language. The National Curriculum also encompasses the Barnsley Local Education Authority's philosophy, as outlined in 'The Entitlement Curriculum' which recognises the importance of the need to include aspects of Morality, Spiritual Awareness, Health care, Personal/Social skills, Economic and Industrial Awareness, Political Awareness, Entrepreneurial skills, Media, Information Technology, Design, Creative and Aesthetic skills, Equal opportunities, Community involvement and Careers opportunities.

We endeavour to deliver the requirements of the National Curriculum through a project based approach which offers a broad range of experiences achieving a balanced exposure to the many components of National Curriculum taking into consideration the individual needs of children.

Mathematics, English and Science

As is required much greater emphasis is placed on Mathematics, English and Science which together form approximately 75% of our curricular emphasis and are the three core subjects of the National Curriculum. I.C.T plays an increasingly important role in delivery the core subjects as well as other areas.

Mathematics

At the present time the school delivers Mathematics to our children in a variety of forms in line with the Numeracy Strategy.

We operate an hour of numeracy each day apart from the Mathematics built into our 'project' planning. We maintain a 'core scheme' of Mathematics based on 'Abacus Mathematics' which children progress through individually supported by the teacher, Children are also encouraged to look for mathematical patterns and use Mathematics to solve problems which occur in everyday life and spontaneous happenings.

There is great emphasis on developing mental mathematics capability.

Confidence in the use of number is promoted so that children understand the need for estimation and approximation and are able to interpret results as presented in many different forms. They are taught to recognise and use symbolic and graphical representation to express relationships. From the very earliest stages there is a development of the child's ability to recognise and use the properties of two and three dimensional shapes and to use measurement, location and transformation in the study of space. The collection, processing and interpretation of data is also developed.

Our children are encouraged to develop a positive attitude to Mathematics as an interesting and attractive subject, an appreciation of its creative aspects and an overall enjoyment and confidence in the language of Mathematics.

English

The English content of our curriculum contains each of the necessary components as required by the National Curriculum. Great importance is put upon the development of our children's understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities. The ability to read, understand and respond to all types of writing, as well as the development of study strategies, are nurtured in a variety of ways. Grammatical structure is also emphasised.

The school operates “the Literacy Hour” which adheres to the government’s Literacy strategy. Apart from guided reading in lesson time, children are encouraged to read for pleasure and to take books home from the school's own library as well as from the classroom.

Book fairs are held at regular intervals to enable parents and children to choose books together for home and school. Children are also encouraged to read one another's works and collaborate on joint tasks.

The enjoyment of reading and familiarity with the written word assist in developing our children's ability to construct and convey meaning in written language to accommodate different audiences and purposes. Children are frequently asked to redraft their original written work to seek to improve the quality of content and presentation and are encouraged to experiment with different styles of delivery including the exciting use of computer technology. Gradually as they develop their writing skills the emphasis on correct spelling becomes greater as does the emphasis upon accurate syntax, punctuation and sentence construction.

Particular importance is put on the demand for written work of 'quality' and each child is constantly encouraged to achieve their best and at the same time find enjoyment and become confident in their written communications.

Science

Science forms the basis of much of the project work which our children are involved in. Children are encouraged to plan and carry out investigations in a scientific way using their increasing knowledge and understanding of science with a progressively more systematic and quantified approach. The ability to hypothesise and predict, to observe and measure, to interpret results and draw inferences, and to evaluate scientific evidence are each developed and monitored throughout school.

Experimental and Investigative approaches towards Science are developed through projects which are designed to explore a number of key areas such as Life and Living Processes, Materials and their Properties and Physical processes. A continuing priority of the school is to build up the special resources required to facilitate these investigations and progressions through learning.

Information and communication technology (ICT)

The advancement in technology is affecting our world more rapidly than any other change in recent times and developing children's ability to use technology for communication, learning, presenting ideas, modelling and designing, as well as for controlling systems is a new and extremely important area for schools. Our intention is to promote a confidence and competence in Information and communication technology skills and in computer aided learning.

Apart from a computer suite each classroom has its own computer system linked through a central server to the internet as well as Barnsley's own Intranet. This is funded mainly through the National Grid For Learning programme which also provides training for teachers so that they are best equipped for enabling children to achieve ICT capability.

It is planned that children leaving at the end of Year 6 will be able to produce multi-media presentations, access the Internet and research information, send and receive e-mail, and take part in joint curriculum projects with our partner schools around the world.

Religious Education

In line with the Barnsley Local Education Authority agreed Religious Education Syllabus we provide Religious Education, which can be considered as 'broadly Christian' in nature. This includes the development of a sense of the child's own identity and worth, feelings of awe and wonder, an understanding of some features of human groups and communities, an introduction to different forms of verbal communication, an appreciation that symbols and artefacts can express human feelings and ideas, an awareness of the various responses of human beings to the natural world, and an extension of the awareness that people commit themselves to beliefs and causes.

All of these assist in our aim to instil respect for religious and moral values, a tolerance of other races, religions and ways of life to help our children to understand the world in which we live and the interdependence of individuals, groups and nations.

Parents have the right to exclude their child from religious education and collective worship.

Our school prayer:

This is our school. Let peace dwell here.
Let the rooms be full of contentment
Let Love abide here.
Love of one another. Love of Mankind
Love of life itself. And Love of God.
Let us remember that, as many hands build a house,
So, many hearts make a school.
Amen

Subsidiary Subjects

History

Using the immediate locality and the school with its children, parents and staff as a starting point we endeavour to promote a chronological feeling for the past and its implications for the present day as well as viewing it as a means of predicting possible future outcomes. From this base the children research and explore other areas of History which include selected themes from Romans, Anglo Saxons and Viking Britain, Life in Tudor times, Victorian Britain, Life in Britain since 1930, Ancient Greece, as well as another Past Non-European Society. The emphasis is on making history interesting, exciting and enjoyable and the school uses educational visits and artefacts wherever possible to bring history to life.

Geography

The geography of the school and local environment provides a launch pad for the development of the geographical skills, which we promote. Our children develop an increasing knowledge and understanding of places in local, regional, national, international and global contexts. Great emphasis is placed on addressing the real issues which affect and help shape these locations. Aspects of Physical Geography such as weather and climate, rivers and oceans, landforms, animals, plants and soils are explored and their interdependence is stressed and examined. Similarly through an increasing knowledge and understanding of the use and misuse of natural resources, the quality and vulnerability of different environments, and the possibilities for protecting and managing these environments, the theme of environmental geography is studied. Economic and Industrial Awareness is given a high profile. Each of the geographical aspects mentioned above is supported by the use of maps and where possible by fieldwork techniques, in order to assist in making geography interesting and enjoyable for our children.

Design Technology

Modern technology advances of recent years have far reaching implications for education and we see it as imperative that we enable our children to develop their capabilities in the two aspects of technology namely: Designed Technology and Information Technology. We recognise that technology is concerned with practical action, drawing on knowledge and understanding from a wide range of subjects.

Children are presented with opportunities to generate design specifications, produce designs and develop them into realistic achievable outcomes. Similarly they are encouraged to make artefacts, systems and environments working to a plan and identifying and using appropriate resources. In the light of evidence from other times and cultures, children are encouraged to develop an ability to evaluate processes and products and their effectiveness. Children are able to develop their experiences and understanding of these aspects and their application in their homes, school, recreation, community, business and industry.

Physical Education

The physical development and Kinaesthetic awareness of our children is encouraged through drama, movement and dance, gymnastics, apparatus work, games and outdoor recreational activities. Each of these is seen as a vehicle for vigorous multi sensory self-expression as well as a means of developing physical control, motor skills and co-ordination. The emphasis is on enjoyment and confidence and then on competence and competitiveness.

Sporting Aims and provision for sport:

To provide as wide a spectrum of sporting activities for our children as possible in order to encourage active participation and interest in sport generally.

As well as the sporting activities planned as part of the Physical Education programme offered, there are also a number of extra-curricular activities available as outlined later in this document.

Art

With the boundless scope of this area of the curriculum we endeavour to present as wide a range of experiences as possible. Children are encouraged to develop an aesthetic awareness and a critical eye and to analyse what they see and what they create. A wide variety of skills and techniques are developed throughout school. They are encouraged to experiment with combinations of media and materials and to develop styles of their own. Observational techniques used develop an accuracy and care for detail when recording from first hand stimuli.

2D and 3D creativity is encouraged from individuals or through collaborative ventures using a wide variety of available media. An overall competence, confidence and enjoyment in the use of media and appreciation of the work of others is encouraged and the children's art is displayed prominently throughout school.

We hold an art week with an exhibition of children's works each year

Music

Most children rely greatly upon their hearing to learn and are born with an innate sense of rhythm. Through our approach to music the children's ability to listen with discrimination and sensitivity and to understand sound as a medium of expression and communication is developed. Our intention is to make music an enjoyable, rewarding and progressive experience - accessible to each of our children. We offer tuition on a number of instruments for those children who demonstrate an interest and dedication to learn to play. There are recorder, brass, woodwind, violin, guitar and percussion groups as well as a choir which is open to any child. Opportunities are presented where children can perform for other children or adults both within and outside school.

Modern Foreign Languages

The National Curriculum requires that children above the age of eleven are coached in a modern foreign language. We endeavour to prepare our children for this stage by offering experiences of languages other than English as part of project work when appropriate. People from other nations or with experiences of other nationalities who visit school are encouraged to use languages other than English, so that our children build up a first hand awareness of the languages and can take their first steps in experimenting with foreign words and phrases.

The school has a links with schools in France and visits to France are arranged.

A further partnership with a school in Finland is enhanced by the use of Fax machine and E-mail.

New links with a school in Denmark are expected soon.

Sex Education

Our main aim is to promote an understanding of the reproductive system of the human body and related issues in a sensitive and uncontroversial manner. This is in accordance with the requirements of the National Curriculum.

Children in Years 5 and 6 will be taught about the reproductive system of the human body as part of the general topic involving the systems of the body and related to personal health and hygiene issues. Through this they should:

- * begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty.
- * know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- * know that there are many different patterns of friendship and be able to talk about friends with important adults.

Children in Years R to 4 will be given instruction on the basic developmental stages of life to enable them to:

- * know that humans develop at different rates and that human babies have special needs.
- * be able to name parts of the body including the reproductive system and understand the concept of male and female.

Educational Outings and Visits

In our efforts to present children with first hand stimuli and to base learning on reality we endeavour to involve children in a variety of visits to places of interest in the immediate locality as well as further afield. All outings during the school day are usually an integral part of curriculum planning and will act as either the initial stimulus for a project/theme or a reinforcement of it.

However, we do try to involve children and parents in outings of a purely social or leisure based nature but these take place out of normal school hours.

Each year we offer the opportunity for some of our Year 4 and all Year 5 children to attend a residential week of outdoor pursuits at Castleton Youth Hostelling Centre which includes environmental study as well as encouraging the development of social skills and independence. A similar residential experiences at Whitby Youth Hostel is offered to our Year 6 children.

Each of our outings and journeys are carried out in accordance with the Local Education Authority's instructions, advice and clear guidelines governing school visits and journeys.

Charging policy

In accordance with section 106 of the Education Reform Act (1988) all visits and journeys that take place during the normal school day have to rely upon voluntary contributions from parents as well as subsidy from P.T.A funds. No children will be prevented from taking part in an educational visit because of their parents' inability to afford it.

Education Welfare Officer

The Education Welfare Officer advises families about assistance with school meals and clothing grants for needy families and will receive applications. She will also tell you what benefits are available if your child wishes to continue in education after 16.

She may be asked by the school to visit you if there are attendance or other problems concerning your child in school.

The Welfare Officer will be happy to discuss any problems you have regarding your children and assist with referrals to other agencies.

If your child is unable to attend school for a long time because of illness or accident your E.W.O. will investigate the possibility of alternative educational arrangements.

You can contact your Welfare Officer either through the Headteacher or at her contact point through the Education Department.

Unauthorised absence

There was only one unauthorised absence from Gawber Primary School in the year preceding this document.

Police Liaison

The police are invited into school on occasions to talk with the children about issues such as 'road safety' and 'safety at home', as well as to inform children of the role of the police in society and the nature and applications of the equipment, that they use. Our Year 6 children take part in the South Yorkshire Police 'Crucial Crew Workshops' held in the autumn each year. PC Moss is one of our governors.

Charities

Throughout the year many activities are undertaken to help provide funding for your own children's benefit. However, we are conscious of the need to help others through fund raising activities and as a result we endeavour to assist a number of charitable organisations including Goodwill Village (S. India), Barnardo's, N.S.P.C.C., R.N.I.B., as well as sometimes participating in emergency appeals.

Extra Curricular Activities

Children are given the opportunity to participate in a number of extra curricular clubs' activities. These include our football club and Kwik cricket club. We also hold lunchtime musical tuition for recorder and choir. Many children become involved with caring for the school's pets and much of this involvement is extra curricular.

Social evenings are held throughout the year to which children are encouraged to attend.

Children are encouraged to take up one or more of these activities as a means of developing their interests and abilities and broadening the scope of learning experiences offered through school.

Complaints procedure

Any complaints about the education of your child should be communicated to the Headteacher in the first instance. Should your complaint remain unresolved it can go before the full Governing Body of the school. Then if still unresolved the onus passes to the Local Education Authority before any approach can be made to the Department for Education.

NOTE

Although the information contained in this document is correct in relation to the base year 2003/2004, it should not be assumed that there will be no change affecting any described arrangements or some matters particularised.

Circumstances may make it necessary to revise and amend the information contained in this document and parents will be informed at such time as the changes take place.

S. W. Garbett
Headteacher

