

# **HIGH VIEW PRIMARY LEARNING CENTRE**

**Infant & Nursery Site  
Aldham House Lane  
Wombwell  
BARNSELY  
South Yorkshire  
S73 8RQ**

**Junior Site  
Newsome Avenue  
Wombwell  
Barnsley  
South Yorkshire  
S73 8QS**

**Tel: 01226 752208**

**Tel: 01226 213994**

**Headteacher  
Mrs G Wilson**

## **School Prospectus 2005 to 2006**

## Contents

Page 2	Welcome
Page 3	School Details
Page 3	Governing Body
Page 4 - 5	Members of Staff
Page 6	The School Aims
Page 6	About the School
Page 8	Home / School Partnership, Admissions
Page 10	School Day, Bringing Children
Page 11	The Foundation Stage Curriculum
Page 11 - 17	The Curriculum
Page 17	Educational Visits
Page 18	Assessment
Page 19	Discipline and Behaviour
Page 20	Special Educational Needs
Page 20	Complaints Procedure
Page 20	Lunchtime arrangements
Page 21	School Milk
Page 21	Welfare Services
Page 22	Pastoral Care
Page 22	Accidents and Emergencies
Page 23	Medicine
Page 23	BMBC Smoking Policy
Page 23	School Uniform
Page 24	Jewellery
Page 24	School /Community Links
Page 25	Road Safety
Page 26 - 27	School Statistics
Page 28	Holiday Dates

*Dear Parents*

*The Staff, Governors and I would like to extend a very warm welcome to you and your child and hope that the time that your child spends with us will be happy and rewarding. You are the most important people to your child and very important to us also. We hope that you will be able to become involved in the life and work of the school. Our working relationship is vital if we are to create a happy, warm and purposeful environment for your child. Our mutual support and cooperation is essential if we are to offer them the best education possible.*

*Our school recognises that children are individual people and that every child is unique. We concentrate on the development of the whole child and will make every effort to ensure that each child reaches their full potential according to their needs and abilities. Care is taken in selecting activities and attitudes that do not discriminate against gender, race, belief or disability.*

*I hope that you will support all the aims and standards of the school by encouraging your child to take full advantage of the opportunities offered. Confidence in the school will come from knowing and understanding what is happening within it.*

*Going to school for the first time is a major step in a parent's and child's life, this booklet is designed to make that step easier. It will tell you briefly what we aim to do in school but if you do have other queries please do not hesitate to contact us at anytime during your child's time at High View Primary Learning Centre.*

*We operate a policy of openness with the local community, see ourselves in partnership with parents and find that quality relationships based on mutual respect lead to the best results for the children.*

*Yours sincerely*

**Geraldine Wilson**

*Headteacher*

This brochure is intended to provide useful and essential information for parents of children at this school. Please keep the brochure for future reference.

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## School Details

### High View Primary Learning Centre

Infant Site  
Aldham House Lane  
Wombwell  
Barnsley S73 8RQ  
Tel: 01226 752208  
Fax: 01226 752005

Junior Site  
Newsome Avenue  
Wombwell  
Barnsley S73 8QS  
Tel: 01226 213994  
Fax: 01226 213994

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## Temporary Governing Body

**Chair of Governors:** Mr G Beedan (Co-opted)  
**Vice Chair:** Mr W Ward (Co-opted)  
**Headteacher:** Mrs G Wilson

**Parent Representatives:** Mrs Lee  
Mrs Robinson  
Mr Howe

**LEA Representatives:** Mr Frost  
Mr Stables

**Co-opted Representative:** Mr Golby

**Teacher Representative:** Mrs G Branston

**Staff Representative:**  
Mrs Thompson

All Governors can be contacted via the school.

Mrs Edna Sutton, Clerk to Governing Body  
Education Offices, Berneslai Close, Barnsley S70 2HS  
Telephone 01226 773500

## Members of Staff

Headteacher: Mrs G Wilson

Deputy Headteacher: Mrs K Goodyear (Lower Key Stage 1 Leader)

Senior Leadership

- Mrs G Branston (Foundation Stage Leader)
- Mrs G Burnham (Upper Key Stage 2 Leader)
- Mrs L Clow (Assessment & Network Leader)
- Mrs G Housden (Key Stage 1 Leader)
- Mrs M Roberts (Special Needs Leader)
- Mrs T Timmington (Higher Level Teaching Assisstant)

Teaching Staff:

- Mrs N Capill
- Miss J Clarke
- Miss C Dickinson
- Miss A Fahy
- Mr C Green
- Mrs K McRae
- Mrs N Parkin
- Mrs N Simpson

Nursery Nurses:

- Mrs A Thompson
- Mrs J Wilkinson

Teaching Assistants:

- Mrs G Auckland
- Mrs J Bamford
- Mrs G Bird
- Mrs J Chatwin
- Mrs A Clarke
- Mrs M Howard
- Mrs E Johnson
- Mrs C Jolliffe
- Ms M Lawrence
- Mrs R Levitt
- Mrs C Myers (0.5)
- Mrs S Robinson (Parent Mentor)
- Mrs H Tadajewski (0.5)

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Administration Officers:

- Mrs R Douthwaite
- Mrs D Pepper

Site Manager: Mr G Calvert

SMSA's:

Mrs G Auckland  
Mrs S Butterworth  
Mrs D Caswell  
Mrs L Cook  
Mrs R Grafton  
Mrs L Hibberd  
Ms A Kay  
Mrs J Rasburn  
Mrs J Romanowski  
Mrs H Tadajewski  
Mrs E Tout  
Mrs C Young

Education Welfare Officer: Mrs J Phillips

## The School Aims

We are concerned with the individual development of the whole child. It is our aim to provide the children within our care with a sound education academically, socially, physically and morally in preparation for their present and future lives. The school focuses on pupil learning and development with due regard to ability, relationships, environmental issues, equal opportunities and racial equality. We strive to develop the full potential of each child through a broad, balanced and creative curriculum, fostering self confidence and creating an atmosphere where everyone is valued.

We aim to work hand in hand with parents and through mutual support we will achieve the best for your children.

The school aims are:

*To establish a school ethos in which good relationships between and amongst staff and pupils can be developed and fostered; parents, governors and the local community can be involved in school activities and a warm welcome is extended to visitors.*

*To create an environment of security and trust in which the children can be happy and secure so be encouraged to become independent, socially confident, considerate, conscientious and acquire moral values.*

*To encourage respect for different beliefs and tolerance of other cultures in our multi-racial society fostering discriminating minds so children can see things of worth and value.*

*To encourage positive behaviour, courtesy and good manners in children and teach them to respect themselves, others and property and to develop a caring, responsible attitude towards their environment.*

*To offer a broad, balanced, creative and progressive curriculum which maintains high expectations and standards and is carefully planned to prioritise Literacy and Numeracy while making links across and valuing the importance of other curriculum areas.*

*To provide equal opportunities in all aspects of school life.*

*To raise standards of pupil achievement and recognise individual needs and attainment whilst celebrating progress and effort enabling each child to achieve their full potential.*

*To promote life long learning within the school community.*

High View Primary Learning Centre opened in September 2005. It was formed from the amalgamation of Wood View Nursery and Infant School and Highfields Junior School. The school occupies a split site with the Foundation Stage (Nursery and Reception) and Key Stage 1 (Year 1 and 2) children occupying the former Nursery and Infant School site and Key Stage 2 (Junior) children the Junior School site.

The school is to occupy a new building in June 2006 on the existing Key Stage 2 site. This will bring all staff and children under one roof.

There are 2 buildings on the Foundation Stage and Key Stage 1 site. One is the Nursery and caters for 26 children in each session, so 52 children may attend each day. The second building houses Foundation Stage 2 (reception) and Key Stage 1 children. The school has an admission number of 60. Children are admitted into school in September or January depending upon their age. The mainstream school has three year groups: Reception, Year 1 and Year 2. There are 2 classes in each year group with up to 30 children in a class. Classes of mixed ability are organised according to the age of the pupils. Some classes may include a mixed age range. On the Key Stage 2 site there are 8 classes. There are 4 year groups with 2 classes in each; year 3, year 4, year 5 and year 6. Classes of mixed ability are organised according to the age of the pupils. The Key Stage 2 site also has a computer suite.

The school has close links with the community and works with the Community Partnership to offer adult learning and the Health Service for Health Drop in Sessions.

There will be 420 children on roll (September 2005). There are 13 mainstream classes, increasing to 14 in January 2006 and two nursery classes. All classes are mixed ability and the placement of a child in any one class is at the discretion of the Headteacher.

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## Home/School Partnership

We hope that all the children will enjoy their time at High View feeling secure and valued and therefore able to learn and develop. We also hope that parents feel equally comfortable in the school and view school life as an extension of the locality.

Parents are welcome at any time to discuss their child's progress, behaviour or anxieties without waiting for formal occasions. Teachers are usually available at the end of the school day, but if on any occasion they are not an appointment can be made. If parents would like to see their own child working in the classroom, or would like to work with them, it can be arranged. Parental help in the Nursery and the classrooms is always encouraged and valued. Please see your child's class teacher if you wish to help.

There are other more formal occasions when parents are invited to school. These are the usual activities such as assemblies, concerts and harvest festivals.

Two 'Parents' Evenings' are held each year, in late October, and one in July. Parents of children entering mainstream from our nursery classes will be offered an informal meeting with the Nursery Teacher.

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## Admissions

Under Government rules parents have the right to apply for a place at any school in Barnsley or the surrounding district, regardless of their address.

To enable us to plan effectively it would be helpful if parents of pre-school children who would like a place at our Nursery, could register their child's name as soon as possible after their second birthday.

It is necessary to apply for mainstream school in the January prior to the year of entry. This applies to children who will be starting in the reception class in **September or January** of the next school year.

It is LEA policy that children outside the immediate area can attend the nursery, however a place in nursery does not automatically ensure a place in the mainstream school.

Children are admitted to the nursery classes in chronological age order, i.e. the oldest children are admitted first. Application forms are available at the school office.

Before your child is admitted to the Nursery you will be contacted by the LEA informing you of a vacancy. Parents of new nursery pupils are also invited to a meeting in school where you will have the opportunity to meet school staff, find out about our aims and objectives and ask any questions that are concerning you. Home visits are arranged at this meeting.

Children are admitted to the mainstream classes at the start of the term in which they are 5 years old. Visits are organised for the children to ease transition from home, playgroup or nursery to the mainstream school.

Application forms for admission to school can be found in the Barnsley Metropolitan Borough Council Handbook which is distributed from school.

If the number of applications for places exceeds the number of places available, the following criteria are used to allocate places:

1. Children with brothers and sisters in the school at the time of their admission – these children gain automatic admission
2. The distance between the child's normal place of residence and the school. Measured by a straight line on a map, closest addresses gain places until the school is full.

When school is full, applicants may be refused. In such cases parents have the right to appeal via the Education Committee. In the absence of an appeal, parents will be expected to approach another school with an admission request.

**All decisions regarding the admission of children to the school are the responsibility of the Local Education Authority.**

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## The School Day

### Nursery classes (Foundation Stage 1)

Morning Sessions	9.00 am - 11.30 am
Afternoon Sessions	12.45 pm - 3.15 pm

### Reception (Foundation Stage 2) and Key Stage 1 (Infants)

The school day starts at	9.15 am
Morning break	10.45 am - 11.00 am
Morning session ends at	12.00 pm
Afternoon session starts at	1.00 pm
Afternoon break	2.05 pm - 2.15 pm
School ends at	3.15 pm

### Key Stage 2 (Juniors)

The school day starts at	9.00 am
Morning break	10.40 am - 11 am
Morning session ends at	12.00 noon (Years 3 & 4) 12.30 pm (Years 5 & 6)
Afternoon session starts at	12.30 pm (years 3 & 4) 1.00 pm (years 5 & 6)
School ends at	3.00 pm

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## Bringing and Collecting Children

In Foundation Stage 2 and Key Stage 1 the doors open at 9am for parents/carers and children to engage in workshop activities arranged by the class teacher. **Children must be accompanied by an adult in parent workshop before the start of the school day at 9.15 am.**

Key Stage 2 children should arrive for 8.50 am when the doors are opened for children to come into school, use the porches and toilets and be in the classroom for **registration which is taken promptly at 9.00 am.**

Key Stage 2 children leave school at 3 pm unless they are staying for after school activities. Foundation Stage and Key Stage 1 children should be collected at 3.15 p.m. Teachers have duties at the end of the school day other than supervising children after the teaching times.

If a child in Foundation Stage or Key Stage 1 is to be collected by someone under the age of 16 a consent slip must be obtained from the school secretary and completed.

### **The Foundation Stage**

In September 2000 the Government introduced the foundation stage, for children from aged three to the end of the reception year. As a result children in our Nursery and Reception classes are covering a curriculum that is specifically aimed at making a positive contribution to our pupil's early development and learning.

We have always believed that the early years are critical in a child's development; they develop rapidly during this time – physically, intellectually, emotionally and socially.

The Early Learning Goals in the curriculum set high expectations for the end of the foundation stage and the school's curriculum is planned so that these goals are achieved.

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**The Curriculum**

As with other LEA schools High View School's curriculum is governed by the National Curriculum, and the school strives to match the best primary practice in order to meet the particular needs of pupils appropriate to their individual capabilities. It also has a firm commitment to the Barnsley LEA Entitlement Curriculum which provides the framework within which all school work is undertaken in order to ensure that pupils receive as complete an education as possible with due regard to ability, community, relationships, environmental issues, equal opportunities and racial equality. The school is committed to providing a creative curriculum to motivate and inspire the children as they learn, whilst maintaining an emphasis on Literacy and Numeracy

The National Curriculum has Mathematics, English and Science as the core subjects. History, Geography, Design Technology, Art, Music, Physical Education and Information Communication Technology are the foundation subjects.

From Year 1 High View is concerned with the first stage of the National Curriculum, Key Stage 1 at Year 3 the children progress onto the second stage Key Stage 2. The purpose of the primary curriculum is to lay the foundations for future learning by developing basic skills in reading, writing, speaking and listening and numeracy, introducing the children to content

spanning all the subjects of the curriculum and promoting a positive attitude to learning.

## **English**

English is delivered throughout the National Curriculum using three programmes of study – Speaking and Listening, Reading and Writing. In years 5 and 6 the children are organised according to ability for their lessons, below year 5 children are taught within their classes.

### ***Speaking and Listening***

This programme of study is concerned with the development of effective speaking and listening. We aim to develop pupils' understanding of and confidence in the use of the spoken word to express their ideas and feelings and to listen, understand and respond appropriately to others. The school places a lot of emphasis on the children developing speaking and listening skills. Developing oral language has a positive impact on the children's ability to write.

### ***Reading***

Our long-term aim for reading is to enable all children to become effective readers. Reading is one of the most vital skills learnt in the early years at school. It is about enjoyment, making sense of text and understanding and learning to read to obtain information as well as experiencing satisfaction and pleasure.

We actively encourage the involvement of parents in the child's reading development. Children will bring home books / words for co-operative reading. Please remember even when your child can read independently they still need reading with and an opportunity to talk about what they have read. A booklet outlining the school's philosophy and approach to the teaching of reading is distributed to parents of children admitted to the school.

### ***Writing***

Our main objective in this area is for children to develop the necessary skills which enable her / him to express themselves independently through the written word. During their time at High View School children will write both factual and creative text.

From September 1998, in line with Government policy a Literacy Hour was introduced in all classrooms in

mainstream school. The structure of the hour has been developed to meet the needs of our children; however practices and class routines are similar throughout the school providing common routines that can be carried forward when they move to a new class. Each term's work will focus on a particular range of reading and writing as outlined in the National Literacy Strategy Framework.

### **Mathematics**

Children are introduced to early mathematical language through sorting, comparing and sequencing according to colour, size, shape, texture, position and patterns. We ensure that children have the opportunities to use their mathematical skills with confidence and understanding in a variety of practical and meaningful everyday situations.

All aspects of mathematics eg. Numeracy, money, data handling, measurement of time, length, weight, capacity, simple algebra and shape are taught through whole class interactive teaching, individual and group work. Opportunities are built into teaching to enable the children to practise their skills in other curriculum areas. The children are organised according to ability for mathematics lessons.

Numeracy is delivered according to the National Numeracy Strategy. Lessons are planned from the National Framework that provides a teaching programme with clear learning objectives and techniques. This ensures a consistent approach and progression throughout school. The children learn to communicate mathematical ideas, develop logical thinking, the ability to solve problems and instant mental recall of number bonds.

### **Science**

Science is taught to all children throughout the school. Children develop an understanding of science as they investigate and react with real objects and phenomena. Teaching is organised through topics and may be linked to educational visits. The QCA scheme is followed through school alongside the Barnsley LEA Science Framework.

## **Sex Education**

No formal Sex Education is taught at Key Stage 1 but it is incorporated as part of the overall Personal, Health and Social Education programme and wherever it arises naturally in topic work in other areas.

At Key Stage 2 the arrangements for this area of the curriculum are covered in the National Curriculum orders for Science in the attainment target, Life Processes and Living Things. The school nurse gives talks and shows videos related to human reproduction at Year 6. Parents are informed of this near the date and are given the choice as to whether their child is to be involved. At Year 5 girl receive a talk about puberty from the school nurse.

## **History**

History is taught in school to give children the opportunity to develop their awareness of the past and the ways and reasons why it is different from the present. They will be taught about changes in their own lives, their families and localities and to look at events and people who have shaped our present world. They will look at the reasons for events happening and the impact that this has had in shaping history. Educational visits are an essential part of this work. The QCA scheme of work is followed and they will learn historical facts about people and events such as The Great Fire of London, Guy Fawkes and the Aztecs.

## **Geography**

The Geography curriculum is designed to help children develop an awareness of their local environment initially, then localities further a field and then globally. Where possible this work will be based on direct experience, practical activities and field work. Again school follows the QCA scheme of work and studies features of England and other countries

## **Art**

Children are active in this area throughout their school life. The school policy ensures that children have the opportunity to develop skills such as mark making, paint and colour mixing, chalk and pastel work, clay, collage, sewing and printing etc. Much of the work is based on close observation of the natural and material world which develops the skill of being able to see detail. Art is used to enhance communication, teach hand and eye co-ordination and allow children to creatively interpret the world around them. The children also learn about artists and their style of work.

## **Information Communication Technology**

Our aim is to enable children to use ICT confidently, effectively and independently. We hope to develop a culture where the use of ICT becomes a natural choice.

Children are introduced to and taught to use computers and other types of technology from Nursery onwards.

The children are taught specific skills within ICT lessons that they will apply through other subject areas to support their learning, such skills could involve processing data and data collection. At Key Stage 2 the children have access to an ICT suite in which to develop their skills. A wide range of software is available for the children to use

The children's access to the internet is very controlled and their accessibility limited through the local authority. At Key Stage 2 the internet is used with greater independence, although this is still controlled, parents must sign to acknowledge their approval for their child to use it.

## **Design Technology**

Design Technology deals with planning, making and evaluating in such areas as cookery, construction, model making using a variety of materials such as food ingredients, wood, clay, cardboard etc. The children are able to explore the properties of the materials and experience the use of a wide variety of tools which enhances different skill development. The element of language development and communication is very much to the fore within technology as children explain their thinking to the teacher and each other. The work carried out is closely related to the topic themes and therefore very much inter-related with other areas of work.

## **Physical Education**

All pupils at High View take part in Physical Education. The school works within the ethos that a fit child is a healthy child. Children will be involved in the continuous process of planning, performing and evaluating all areas of activity. The curriculum provides opportunities for the children to learn the skills and techniques of Athletics, Gymnastics, Dance, and Team Games and at sometime will have the chance to experience various forms of Outdoor Education and swimming. The school is part of the "Freddy Fit" programme and in these sessions the children engage in aerobic activity and learn about a healthy lifestyle.

## **Music**

Music making is an important part of school life and through this children develop a sense of rhythm, pitch and tone together with skills of music appreciation, composition and listening. All children are capable of using their voices to sing and using percussion and other instruments both of which form the ideal medium to make music a practical experience.

## **Health Education**

Our objective at High View is to promote a healthy lifestyle and provide a healthy environment conducive to the well being of staff and pupils. All who work at High View are valued and we aim to develop confidence and raise self-esteem.

Aspects of health education are usually linked to science, particularly those of self in society and caring for ourselves and others. The school also has a Personal, Social and Health Education policy and curriculum.

The school has joined the Governments Fruit for Schools scheme and all Nursery and Key Stage 1 children are provided with a free piece of fruit daily. At Key stage 2 the children run their own business enterprise and sell fruit in the tuck shop.

## **Religious Education and Collective Worship**

The Education Reform Act imposes certain conditions on the teaching of Religious Education and Collective worship. As part of our policy we encourage children to appreciate the world in which they live and other cultures, value others and respond to those who help us by helping others.

The timing and organisation of collective worship is flexible and does not always occur at the start of the school day and can be a single act of worship for all pupils or separate acts for groups of pupils.

Assemblies are mainly Christian in content or focus on our Golden Rules. We have strong links with the local Methodist church and Reverend Radford and his wife Heather come into school on a termly basis to deliver assemblies.

**The school is not affiliated to a particular religion or religious denomination.**

**Parents do have the right to withdraw their children from Religious Education and Collective Worship.**

## **Extra Curricular Activities**

Key Stage 2 children have access to extra curricular activities after school. It is the responsibility of the children to inform staff of their attendance on the morning of the activity.

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## **Educational Visits**

These visits are always directly linked to work in school. Part of the school's ethos towards education is that we believe that children learn more quickly and are more likely to understand concepts through first hand experience. We therefore encourage visits both near and far, which will enhance learning.

Supervision on these occasions is of prime importance and parents are invited to assist to help keep the adult/child ratio as low as possible. Some visits are within walking distance, or a short ride on public transport, but some visits will require a coach journey and will last all day.

All our visits are organised following the Local Authorities' standards and copies of the regulations 'Organising Visits and Journeys for Pupils' – March 2003 are available in school.. It contains clear information on the legal aspects of school visits and journeys. Any activity requires written permission from parents to allow their children to leave school premises.

## **Voluntary Contributions**

Whilst the LEA must provide free education within the demands of the law, this can only be achieved within its finite resources. As a result it is clear that valuable educational out of school experiences cannot take place without the cost of such visits being funded by parents. Such contributions are purely voluntary and parents will be informed of the cost to each child should a visit be planned. We cost trips assuming that all parents will contribute and we are obviously very keen that all children can share in these first hand experiences. If however, parents do refuse to pay the cost of the out of school experience (visit or activity) and still demand that their child go, then the viability of that activity would be reviewed and may ultimately be subject to cancellation.

Parents are informed of progress at meetings held in the autumn and summer terms. In the summer, you will receive a written report, which can be discussed at Parents Evening during the summer term. The comments made are structured so that you are informed how your child performs in the various aspects of the National Curriculum in each subject and what they need to do next to improve.

All pupils are tested annually, usually in the summer term and we use a variety of tests to help us assess your child's level of progress.

Records of progress are kept for each child. These are updated regularly and record each individual's achievements on a monthly, weekly or even daily basis, if this is appropriate. They track individual achievement and progress throughout a child's school life from Nursery to the end of Year 6.

These records form the basis for teaching, as they give a clear picture of individual development in relation to the expectations of the National Curriculum, and highlight any weaknesses, shortcomings or problems that need extra support or special learning programmes.

Personal assessment records of each child are forwarded to the receiving teacher during a transition meeting, to ensure progression and continuity when moving through classes.

Linked to the National Curriculum are the Key Stage 1 and Key Stage 2 national tests which are undertaken by all Year 2 and Year 6 children. The results of these tests will be reported to you at the end of these year groups.

**Please note: These tests take place during the month of May each year and we request that family holidays are not taken at this time as they will not be authorised.**

Parents of mainstream pupils are informed of progress during Parents' Meetings and will receive an annual report at the end of each academic year, starting from the reception year. The comments made are structured so that you are informed how your child performs in the various aspects of the Foundation Stage Curriculum (reception) and National Curriculum in each subject and what they need to do next to improve. **All children's records are available to their parents at any time, by appointment.**

High View has a Behaviour Policy, the purpose of which is to provide a clear code of conduct for all members of our school community. It reflects the values and attitudes we consider to be important for our school and is based on positive praise.

Children in school are expected to behave in a manner in which care and respect is shown for other people's needs and wishes and the environment. Good standards of behaviour are encouraged through the code of conduct and are backed by a fair system of rewards and sanctions.

In most cases of poor behaviour the problem is quickly and easily resolved by discussion.

Children's behaviour is a particular area where the school/parent partnership is important and can be highly effective. If we feel that your child's behaviour is becoming an issue we will contact you immediately so that we can work in partnership to work towards resolving any issues. In order to help us to deliver the Behaviour Policy we have a few simple rules, called Golden Rules, which children are expected to keep.

### **Golden Rules**

***Do be gentle,  
don't hurt anybody.***

***Do be kind and helpful,  
don't hurt people's feelings.***

***Do be honest,  
don't cover up the truth.***

***Do work hard,  
don't waste time.***

***Do look after property,  
don't waste or damage things.***

***Do listen to people,  
don't interrupt.***

Golden Time is on a Friday afternoon when a series of activities are available for children to choose and acts as an incentive to encourage good behaviour. This is an integral part of the school's behaviour policy. The activities are all National Curriculum based and are enjoyable to the children.

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## Special Educational Needs

School follows the regulations of the Code of Practice.

At High View we welcome all children regardless of their needs and will provide a caring and sensitive approach with appropriate support wherever possible to provide an inclusive environment and curriculum. School has developed an Accessibility Plan to ensure that all children have equal access to the curriculum. Those children whom the school feels would benefit from more individual programmes of work, at all levels of ability, are identified and parents are informed and then invited to discuss an intended programme. We feel close liaison with parents is imperative to ensure these children are happy and therefore fulfil their potential. Alternatively, should parents be concerned about their child they should contact the school. The Local Education Authority may provide additional help to the school in a variety of ways including support with learning difficulties, speech and physiotherapy.

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## Complaints Procedures

Please come and discuss any concerns that you may have with your child's class teacher this may then be referred to the Headteacher. As required by the Education Reform Act 1988, the Local Education Authority has established a procedure that is followed by school, whereby parents who seriously feel that the school is failing to meet its obligations under the Act may make a complaint (copies are available in school). Such a complaint should be made in the first instance to the Headteacher. Further representation may be made to the Governing Body in accordance with the LEA's Regulations.

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## Lunchtime arrangements

**Lunchtime** is between 12 noon and 1 p.m. for Foundation Stage 2 (Reception) and Key Stage 1 children. In Key Stage 2 Year 3 and 4 have lunchtime between 12.00 noon and 12.30 pm and 5 and 6 between 12.30 pm and 1.00 pm.

Meals cost £1.50 each. Full week - £7.50. **Dinner money** should be handed in Monday morning in a sealed and named envelope. Each class will have a basket / container to place envelopes in. If a child misses a meal through illness the money is credited for the following week.

We operate a cafeteria system at lunchtime. Children can either order a hot meal or a grab-a-bag (sandwiches, drink and a snack). In Key Stage 2 the children can choose between a traditional meal, a wrap or a jacket potato with a filling. Children come into the hall in year groups and are served their meal on a designed tray or handed a sandwich bag. They are given both main course and sweet by the kitchen staff.

Parents of children who bring sandwiches from home are asked to select suitable non-breakable containers for all food and drink. Fizzy drinks and sweets are not allowed. Sandwich children are asked to take home leftover food so that parents can monitor what they eat.

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## School Milk

The Local Education Authority provides milk free for all Nursery children. There is a charge of £6 for all mainstream pupils. Children whose parents are on income support may be entitled to free school milk. For those who wish in Key Stage 1 biscuits are available with milk at a cost of £2 per term.

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## Welfare Services

WELFARE OFFICER FOR WOMBWELL – Mrs Jill Phillips

Scheme of Aid. If you are on a low income you may qualify. This means that your children could receive free school meals and free milk.

If you are on a low income you can be assessed and may then be entitled to receive the above benefits.

If you have a query about Scheme of Aid please telephone Benefits & Taxation Division at County Way on 01226 773515.

## TRUANCY AND THE MARKING OF REGISTERS

Government legislation for monitoring truancy means that registers are marked so that any child absent at registration will be marked as an unauthorised absence until either a note or a telephone call by the parent notifies school of the child's absence. If school deems it acceptable, then an authorised absence will be given. If a family holiday is taken during school time then parents will need to complete a holiday notification form. ***Only ten days absence for holidays in the academic year can be authorised, any above this is unauthorised and will be brought to the attention of the Education***

***Welfare Officer. Holidays taken during the first half term of the new school year (September) or in the month of May for year 2 and year 6 children will be unauthorised (extenuating circumstances prevailing). Unauthorised absences are subject to the issuing of Fixed Penalty Notices from the Education Welfare Service.***

Mrs Rachel Levitt is our Attendance Assistant. She monitors children's attendance and follows up unauthorised absences.

The Education Welfare Service monitor the registers and will investigate unauthorised absences as a matter of course when a child's attendance falls below 92%.

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## Pastoral Care

Pastoral care is the term used to describe how schools monitor the health and welfare of children while they are at school.

It is vital that school is provided with the latest information on your child's health and social circumstances so that the right amount of empathy and sympathy can be employed when dealing with them.

The class teacher is responsible for pastoral care and must be made aware of any exceptional circumstances which may affect your child's learning. If a child has a problem, please discuss it immediately with the teacher so that we can resolve it as early as possible.

Close co-operation between home and school can help considerably at such times. Please contact us before minor problems grow into major ones.

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## Accidents and Emergencies

When children are admitted into school an information sheet is completed by parents which includes emergency contact numbers. **It is vital that this is kept up to date**

If a child is ill at school the parents or the nominated representative will be informed. In the event of an accident occurring that necessitates hospital treatment; parents, or their nominated representative are asked to accompany the child or come to the hospital immediately in case parental permission is required for treatment.

Where it is decided that there may be some concern then the school will contact parents and advise them to seek further advice.

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## Medicines

In exceptional circumstances, and then only by prior arrangement may children be in possession of medicines / inhalers. If medication is important then we ask that the medicines be **clearly labelled** with the child's name and that the pharmacist's label is clear and the dosage instructions are readable. Only **prescribed medicine** can be administered at school, parents will need to complete a consent form obtainable from the Secretary.

**Medicines should be delivered personally to the Secretary and in her absence to the Deputy Headteacher.**

Children with long term health problems, such as asthma, epilepsy and diabetes can be accommodated within school in order to continue their education, providing those parents give maximum support and assistance and that proper and clearly understood arrangements for administration of medicines is made. This would include measures such as self-administration (where necessary and only after written approval from a GP) or parental supervision. Children with inhalers are responsible for their safekeeping and administration.

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## BMBC Smoking Prevention Policy

The Governing Body accepted the Authority Policy in 1995 and as such **No Smoking** is allowed in the building or the grounds. High View is recognised by the Health Promotion Authority as a Smoke Free School.

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## School Uniform

The school has decided to adopt a school uniform. This is as follows:-

Blue and white checked dress  
Grey skirt / pinafore dress or trousers  
White shirt / polo shirt / blouse  
Royal blue sweatshirt / jumper or cardigan

At Key stage 1 the children do not need special PE equipment although black shorts, white t-shirt and a change of footwear

should be available for outdoor games sessions in warmer weather. At Key Stage 2 children should have black shorts and a white t-shirt available for PE at all times and have tracksuit bottoms and a sweatshirt for outdoor PE when the weather is cold. Black plimsoles can be worn for indoor PE or bare feet training shoes are required for outdoor activity. Football boots are optional however if children are to play in the school football team (Y5 and 6) a full kit is required.

Uniform is available to buy from the school office.

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## **Jewellery**

The wearing of jewellery in school is not encouraged and we cannot be responsible for its safekeeping. Jewellery can also be a safety hazard at playtime and in PE lessons. The safest type of earring is a stud.

If your child is going to have their ears pierced it would be helpful if this could be done at the beginning of the summer holidays to avoid them missing PE.

All jewellery must be removed for PE and children should refrain from wearing it to school on PE days or be responsible for taking their own earrings out and putting them back in again. This is not only school policy but also the Barnsley LEA Policy. PE days for each class are listed on each classroom notice board.

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## **School / Community Links**

High View School is in constant touch with other primary schools and Wombwell High School.

There are established links with Barnsley College, other local secondary schools, Bretton College and Sheffield Hallam University who send students to our school throughout the year.

The school has strong links with the Wombwell, Hemmingfield, Broomhill and Jump Community Partnership. Community events are promoted through the school and adult learning sessions are accessible in school or in the local community.

We also have close links with support agencies such as the clinic / school dental service and other health and welfare services.

### **Road Safety**

Both sites of High View School are sited on very busy roads. At the Infant site to help keep your children safe and in consideration of other road users, may we ask that parents who bring and collect children from school by car, park in The Periwinkle car park. This has kindly been made available at all times for use by High View parents when they bring or collect children from school. A gate is in the school fence near Nursery for access onto the school premises.

At the Junior site may we ask you are considerate with your parking and whenever possible walk to school.

**Remember children's lives are at risk!**

**HIGH VIEW PRIMARY LEARNING CENTRE – STANDARD ATTAINMENT TESTS (SATs) RESULTS 2005**

**Key Stage 1**

**TEACHER ASSESSMENT: Percentage at each level**

	W	1	2	3
Speaking & Listening			65	35
Reading		10	60	29
Writing		4	65	31
Mathematics		6	66	28
Science			65	35

**TASK AND TEST RESULTS : Percentage at each level**

	W	1	2	3
Reading Task	1	4	56	
Reading Test			56	38
Writing		4	65	31
Mathematics		4	55	41

**NATIONAL RESULTS (FOR COMPARISON): Key Stage 1, 2004**

	X	W	L	1	2	3
Reading Task		3		12	57	
Reading Test	15		2		54	28
Writing		5		13	64	16
Mathematics		2		7	61	29

X – not required to be entered or not awarded a level

W – Working towards

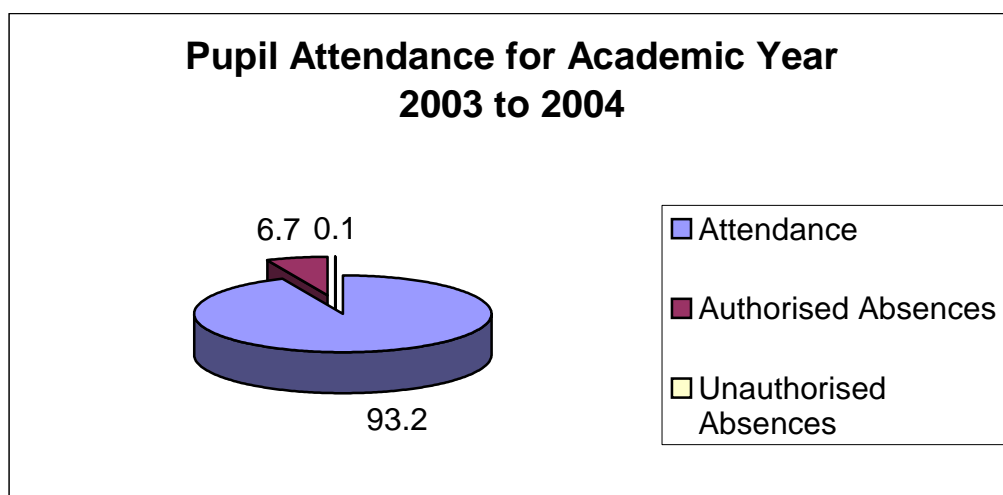
L – entered but did not attain at least level 2

## Key Stage 2

<b>SATS</b>	1996	1997	1998	1999	2000	2001	2002	2003
English	49	43	69	61	79	78	72	67
Target	-	-	-	52	79	81	90	82
Maths	44	40	48	56	67	69	77	79
Target	-	-	-	51	54	64	86	85
Science	61	52	66	69	92	94	87	87
Target	-	-	-	67	70	85	95	90
SEN	33	37	34	36	31	31	32	34
<b>Aggregate</b>	<b>154</b>	<b>135</b>	<b>183</b>	<b>186</b>	<b>238</b>	<b>241</b>	<b>236</b>	<b>233</b>

<b>LEA – National</b>	1996 LEA	NAT	1997 LEA	NAT	1998 LEA	NAT	1999 LEA	NAT	2000 LEA	NAT
English	48	57	54	63	59	64	61	69	68	75
Maths	47	54	56	62	60	64	65	75	67	72
Science	56	62	64	69	64	69	68	78	80	85
Total	151	173	174	194	183	197	194	222	215	232

<b>LEA – National</b>	2001 LEA	NAT	2002 LEA	NAT
English	63	75	65	75
Maths	63	71	64	73
Science	82	87	80	86
Total	228	233	209	234



### 2005 / 2006

#### Autumn Term 1

Tuesday 6 September 2005 – Friday 21 October 2005

#### Half Term

Monday 24 October 2005 – Friday 28 October 2005

#### Autumn Term 2

Monday 31 October 2005 – Wednesday 21 December 20045

#### Spring Term 1

Tuesday 3 January 2006 – Friday 10 February 2006

#### Half Term

Monday 13 February 2006 – 17 February 2006

#### Spring Term 2

Monday 20 February 2006 – Friday 31 March 2006

#### Summer Term 1

Tuesday 18 April 2006 – Friday 26 May 2006

May Bank Holiday – Monday 1 May 2006

#### Half Term

Monday 29 May 2006 – Friday 2 June 2006

#### Summer Term 2

Monday 5 June 2006 – Friday 21 July 2006

#### Inset Days – School closed to children

**Monday 5 September 2005**

**Monday 14 November 2005**

**Tuesday 15 November 2005**

**Tuesday 3 January 2006**

**Monday 10 July 2006**

**1 day still to be agreed**

**Year 2 SATs take place during May 2006. Year 6 SATs are taken between 8<sup>th</sup> and 12<sup>th</sup> May 2006. Therefore we would be grateful if your children are not taken out of school during this month.**

**Thank you.**