

Silkstone Common Junior & Infant School



2005/2006 Prospectus





Silkstone Common Junior & Infant School

Moorend Lane Silkstone Common, Barnsley. S75 4QT

Headteacher: Mr P.W.Evans, Tel 01226 790 471

Dear Parents

The staff and Governors at Silkstone Common J & I School have compiled this booklet. A school prospectus cannot answer all of your questions about our school. However, we hope that it will give you an insight into our aims and values.

Each child is encouraged to develop as an individual and feel a part of a strongly caring and supportive community. This is created by a team of experienced staff who have high expectations of the children in their care.

A full, balanced and stimulating curriculum encourages children to give of their best. Our most recent Ofsted Inspection report in October 2000 said that Silkstone Common J & I School *"is a very friendly and happy community where pupils reach high standards in English, Mathematics and Science by the age of eleven"*. That success is due to teachers, parents and governors working together for the benefit of the school.

We look forward to a happy and successful association with you and your family. It is important that mutual trust and understanding will be the basis of our shared responsibility.

Yours sincerely

Headteacher



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Silkstone Common
Junior & Infant School





Key Information For Parents

Details about the school

Address	Silkstone Common Junior & Infant School, Moorend Lane, Silkstone Common, Barnsley South Yorkshire, S75 4QT Telephone (01226) 790471
Type of School	Community

Key contacts

Headteacher	Mr P W Evans
Deputy Headteacher	Mr J Massey
Education Authority	Barnsley Metropolitan Borough Council Berneslai Close, Barnsley, S70 2HS
Chief Education Officer	Mrs E Sutton Education Office, Berneslai Close, Barnsley, S70 2HS
Education Welfare Officer	Diane Steadman (Please contact c/o Penistone Grammar School, Tel:01226-762114)

Staff

Teaching and classroom support staff		Other support staff	
Headteacher	Mr P W Evans	Caretaker	Mrs J Wordsworth
Class 5	Mr J Massey		
Class 4	Mrs K Smith		
Class 3	Mrs J Hague		
Class 2	Mrs A Worth		
Class 1	Mrs M Thorpe		
Secretary	Mrs R Rowland	Lunchtime Supervisors	Mrs P Hague Mrs A Nash Mrs L Oldknow
Non-Teaching Assistants	Mrs M Turton Mrs A Brock Mrs J Scourfield Mrs C Banford		
Curriculum Support Assistants	Mrs Lucas Mrs Mirrlees	Dining Room Assistants	Mrs B Hensby

Numbers and Attendance 2004/05

During the summer term 2005 there were 139 children on role.

% Overall Attendance	96.77%
% Authorised Absence	2.77%
% Unauthorised Absence	1.03%



The Governing Body

Members of The Governing Body

Name	Nominating body	Period of office ends on
Anne Wainwright	Parent Rep.	08.10.2008
James Cotterill	Parent Rep.	31.12.2008
Jane Jones	Parent Rep.	12.06.2007
Lesa West	Parent Rep.	05.10.2006
Roger Grove	Parent Rep.	04.05.2009
Debbie Bell	Community	05.11.2006
Karen Feetham	Community	12.06.2007
Mark Pearce	Community	04.10.2008
Rob Fieldsend	Community	17.10.2008
Ron Stier	LEA Rep. (Chair)	13.11.2006
Linda Marsh	LEA Rep. (Vice Chair)	13.01.2007
Paul Hayward	LEA Rep.	31.08.2008
Mr J Massey	Teacher Rep.	19.05.2007
Mr P W Evans	Headteacher	n/a

Representation on the Governing Body is laid down as follows:

- 3 LEA representatives
- 4 Parent representatives
- 3 Co-opted members
- 1 Minor Authority representative
- 1 Non Teacher representative
- 1 Teacher representative
- Headteacher

About the Governing Body

The governing body has a general responsibility to conduct the school with a view to promoting high standards of educational achievement. In practice this means seeing that the school is run effectively ensuring that the school provides the best possible education for its pupils. The Headteacher has the responsibility for the internal organisation, management and control of the school.

A governor's period of office is for four years. They meet formally once per term with additional committee meetings when necessary. Once a year a report is written to parents and a meeting is held so that parents can meet the governors and discuss the report and work that the governors do.

Chairman Of The Governing Body:

Mr R Stier, c/o Silkstone Common J & I School,
Moorend Lane, Silkstone Common.

Clerk Of The Governors:

Mr P Rowbotham, c/o Silkstone Common School



The Aims Of The School

What can parents/guardians expect the school to provide for their children?

The School will undertake to:
1 provide a broad and balanced curriculum
2 help children to develop lively, inquiring minds and the ability to question and argue rationally
3 help children to develop self-discipline and become self motivated learners
4 cater for each child's individual needs
5 provide a caring and secure environment
6 assist and encourage every pupil to achieve his/her full potential be it academic, creative, personal or social
7 prepare children for the demands of a rapidly changing society.

The Home-School agreement

What we expect of parents and children to help them get the best from our school

Child's Agreement	Parent's Agreement
To help me do well at school, I will do my best to:	To help my child at school, I will do my best to:
1 work hard and listen to adults	1 see that my child goes to school regularly, on time and properly equipped
2 behave well and be polite to others	2 let school know about any concerns or problems that might affect my child's work or behaviour
3 attend school regularly and on time	3 support my child with homework and other opportunities for home learning
4 do any homework set by my teacher	4 attend parents evenings and discussions about my child's learning
5 wear the school uniform	5 contact school as soon as possible if my child is absent from school
6 keep the school rules.	6 see that my child wears the school uniform.



About the school

A brief description and history of the school

The school was built in 1913 and since that time has been the only school in Silkstone Common. With the closure of Hood Green School children from the neighbouring villages of Hood Green and Stainborough have been brought to the school by bus. The layout of the building is very much a traditional one of a central hall with classrooms arranged around it, and cloakrooms and toilets at each end.

In 2004 a new extension was added. This has given the school an extra classroom and ICT suite.

The school has always been close to the community it serves and inspires a good deal of affection. Within the local community there are many that attended the school up to eighty years ago. We maintain a friendly and family oriented approach which results in a positive atmosphere which has been favourably commented on in our recent Ofsted reports.

The school is dedicated to the development of the whole child. To do that, we work in partnership with the children, their families, and the local and wider community.



At what age can children attend the school?

Silkstone Common J & I School caters for children between the ages of 5 and 11 years.

- A child whose birthday falls between 1 September and 31 December would begin school on the first day of the Autumn Term. i.e. September
- A child whose birthday falls between 1 January and 31 August would begin school on the first day of the Spring Term. i.e. January

We encourage children to visit for one afternoon a week during the four weeks before they begin full time. On one of these afternoons there will be the opportunity for parents to meet with the class teacher to discuss general points, concerns, etc. Details of this meeting will be given to you at the appropriate time. The Year 6 children transfer to their secondary school in the September following their eleventh birthday.

Our school is in the catchment area for Penistone Grammar School and the school is involved in various schemes run by PGS to ensure a safe and confident transition for our children.

Parents are welcome to visit the school at any time, but on a matter relating to the education and welfare of their child, it is advisable to make an appointment first, either by telephone or by letter. We do our best to give parents any advice or information that they need. All visitors to the school are asked to see the Headteacher on arrival.

Children enjoying a lesson
in our new IT Suite

How Is The School Organized?

The arrangement of classes

There are five classes in the school: -

Class 1 Reception (R) and Year 1 (Y1) children

Class 2 Year 1 (Y1) and Year 2 (Y2) children

Class 3 Year 3 (Y3) and Year 4 (Y4) children

Class 4 Year 4 (Y4) and Year 5 (Y5) children

Class 5 Year 6 (Y6) children

Children move from one class to another mainly by age but where this is not possible the Headteacher will have the final say on which class the children will go into.

The school day

- The school day starts at 9.00 am.
- Supervision of the children is provided from 8.50 am. Morning school ends at noon.
- Afternoon school starts at 1.00p.m. and ends at 3.30 p.m.
- There is a break of 15 minutes during both morning and afternoon sessions.

Lunch times

Parents may chose whether their children go home or stay at school at lunchtime. If they stay at school they will be cared for by our three school meals supervisors.

Out-of-school care

The Governors and Head have investigated the practicalities of this in conjunction with the organisation currently providing these facilities at Silkstone School.

At the moment current legislation about necessary school facilities and lack of interest from parents mean that out-of-school provision in addition to the current after-school clubs is not practical.

Homework

The following areas form the basis for homework in school:

- The reading of school reading books and school library books
- Research for a current class topic given by class teacher
- Learning of times tables
- Learning the spelling of familiar words
- Ideas from "A Little Reading goes A long Way"
- Ideas from "Help Your Child with Numbers"
- A weekly English or Maths activity set by the class teacher and completed in the child's homework book provided by the school.

Parental involvement

Parents are invited to be involved in work being undertaken at school. Class teachers and the Headteacher are available for consultation at any time. It is not necessary to wait for the school open days, which are held twice a year or Teacher Surgeries which are held once per half term.



Children working with Barnsley Football Club



What Are The Children Taught?

The school curriculum

As with other schools, Silkstone Common School is obligated to meet the requirements of the National Curriculum and RE.

- Mathematics, English and Science are the core subjects.
- History, Geography, Technology, Art, Music and Physical Education are the foundation subjects.
- Information and Communication Technology is a core subject taught through the other National Curriculum areas.
- Religious Education is considered to be an essential part of the school's basic curriculum.

The curriculum is delivered through programmes of study, which are structured in terms of what is appropriate to teach pupils at a particular key stage. A child's years at Silkstone Common School are covered by three key stages: the Foundation Stage covers our Reception children, KS 1 covers the next two Infant years in the school and KS 2 covering the next four years.

The purpose of the Foundation Stage and KS 1 is to lay the foundation for future learning by developing basic skills in reading, writing, speaking and listening; introducing the children to the content spanning all the subjects of the curriculum and promoting positive attitudes to learning. In KS 2, as well as continuing the work begun in KS 1 by consolidating basic skills, more time will be spent studying science and the specific knowledge of other foundation subjects.

Curriculum topics

Art

From an early age children are encouraged to work in various media encompassing drawing, printing, textiles, collage, 3D work and painting. Children are encouraged to look carefully at their own artwork and the work of artists from a variety of periods and traditions.

Design and Technology

Design and Technology gives all the children some experience in developing processes and skills that will enable them to satisfy their natural curiosity about the world surrounding them. Lessons planned by the teacher will help children understand the world through practical problem solving in conjunction with design and making activities. Learning through doing can be exciting and stimulating.

English

Teachers plan English lessons from the National Literacy Strategy. Every child in the school has a Literacy Hour in which the following National Curriculum areas are taught:

- **Speaking and Listening**
This programme of study is concerned with the development of effective speaking and listening. Children are taught to use vocabulary and grammar of spoken standard English, express their ideas and feelings and to listen, understand and respond appropriately to others.
- **Reading**
Reading is the most vital skill 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. At Silkstone Common the development of the ability to read begins as soon as possible and initial reading skills are learnt by each child.



What are the children taught?

Reading continued

- Parents have an important role to play in this process by taking an interest in the child's reading and by being supportive.

- **Writing which includes Spelling and Handwriting.**

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

They will be taught to write poems and stories and to record facts and experiments. At later stages they will be encouraged to draft and redraft work in order to produce work having depth and quality. Throughout all this work attention is paid to grammar, spelling, punctuation and presentation.

Geography

Pupils will be involved in the study of places - the human and physical processes that shape them and the people who live in them. Much of the pupils learning in the early stages will be based on practical activities and explorations of the local area. They will be given opportunities to develop their geographical skills and knowledge through studying other localities and the quality of the environment.

History

Pupils will be given the opportunity to develop an awareness of the past and how it differs from the present. They will be taught about important episodes and developments throughout history with the emphasis on Britain's past and will have the opportunity to investigate the local history of Silkstone Common. They will be helped to develop a sense of chronology and to learn about changes in everyday life over long periods of time.

Information and Communication Technology

Our aim is to use Information and Communication Technology across the curriculum. Most classes have three computers. In addition, as a result of the recent extension we have a dedicated IT Suite containing 11 computers. This is used for small group work across the curriculum. There are a further 16 Lap-top computers for classroom use.

All the computers are connected to the Internet. In line with best practice for schools there are safeguards in place to prevent both inappropriate access to sites by children and access to children through the Internet by inappropriate persons.

Mathematics

Lessons are planned based upon the Numeracy Strategy. As with English there will be approximately one hour each day given over to the teaching of mathematics.

Mathematics in the National Curriculum is delivered through programmes of study for each Key Stage. The elements of which are:

- **Using and applying Mathematics**
This area involves the application and transference of mathematical skills. It develops the skills of prediction, interpretation and communication.
- **Number**
This area deals with understanding the conservation of number, place value, addition, subtraction, multiplication and division, to explore patterns and relationships within numbers.
- **Shape, Space and Measures**
These areas include work with 2D and 3D shapes, symmetry, angles and all areas of measures: length, capacity, weight, time and temperature.
- **Handling Data**
Here we look at skills of data collection, communication and interpretation.



What Are The Children Taught?

Mathematics continued

During KS1 children are helped to develop an awareness of the patterns in number and shape so laying the foundation for calculations and measurement.

The children working within KS2 are encouraged to build upon those experiences and so extend their mathematical skills to become confident of numbers and be able to solve more complex problems.

Music

Our aim is to encourage children's understanding and enjoyment of music through an involvement in performing, composing, listening and appraising. Through practical activities such as singing, clapping and playing percussion instruments children learn about rhythm, pitch and harmony.

In addition we have a good relationship with PADS (the Performing Arts Development Society). They hold weekly guitar and violin classes at school. Musical instruments can also be hired for a small charge through PADS.

There are extra-curricular Recorder lessons at lunchtimes.

Physical Education

Physical Education includes games, gymnastics, dance and athletics. Children have the opportunity to swim at KS2. In all areas we try to plan and structure the activities with the needs of each child taken into account as well as the general development of the group.

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. Parents who, on the grounds of conscience, wish to withdraw their children from acts of collective worship and RE lessons have the right to do so.

Science

Science for young children should be natural and simple. It is exciting because it concerns their world and finding out about it in all its aspects. By discovering the way things live and work within the immediate environment the children in our school will find the answers to questions about the world around them, through first-hand experiences and observations.

We aim to develop the children's understanding of: living things and their interaction with the environment: materials and their characteristics: energy and its interaction with materials and forces and their effects.

Sex and health education

Some formal Sex Education takes place in Classes 4 and 5 (Y5 and Y6), but in general the school tries to deal with the subject incidentally as it arises through topic work on animals, ourselves etc.

Similarly Health Education tends to be taught through other subjects. Drug education will be taught as a part of Health Education.

What are the school aims and provision for sport?

All children are encouraged to take part in a variety of sports and games with the aim of providing enjoyment, developing sportsmanship and improving skills. These include soccer, rounders, netball and swimming. The school has a playing field and a hard surface playing area. Occasional matches are played against other schools. Practice sessions for soccer and netball are conducted after school hours, with parent's permission.



The School's Overall Approach

What is the school's teaching philosophy?

Following the philosophy of the Barnsley Entitlement Curriculum much of the work is based upon first hand experiences in order that skills in the core and foundation subjects can be acquired and built upon.

Much of the National Curriculum can be taught through a 'Topic Work' approach to learning. These are carefully chosen by members of staff to ensure that the programmes of study laid down in the National Curriculum are being covered. As a consequence of this approach to learning, at various times during the year the children may be involved in visits out of school.

We would hope for your support to allow these visits to take place. Should you wish to know in more detail what your child will learn during any particular year please do not hesitate to contact your child's class teacher who will be pleased to give you details of the anticipated curriculum for your child.

How would you describe the ethos of the school?

Some quotes from the last Ofsted Report:

"Relationships between pupils and with their teachers are very good"

"Very good provision for pupils moral development."

"Teachers are caring and supportive, and the schools arrangements for child protection and ensuring pupils welfare are good."

"Children like coming to this small, friendly and caring school. It has a family atmosphere."

What is the school's policy regarding equal opportunities?

The keynote of our school's equal opportunities policy is the development of the whole child for life ahead, maximising each child's opportunity irrespective of his/her race, gender, disability, to fulfil his/her potential.

How do you cater for a child who has special educational needs?

It is the policy of the school to meet the needs of every child in the school. As a consequence children who have special needs will not be separated from their peers, but will have their needs met within the normal classroom situation wherever possible. If a child is experiencing difficulties or is not developing satisfactorily, the classroom teacher and possibly the Headteacher will discuss the problem with the individual's parents. A member of the authority's team may from time to time refer children with special educational needs for assessment. Parents would be consulted if this were found to be necessary. After referral the LEA formally assesses the child. Statementing can then proceed if the child needs significant help. This might result in additional support for the child.

School council

We value highly the contribution of all our children to the life of the school. They have thoughts and ideas that can make our school a better and safer place. Our school council, comprising eight members elected yearly from classes 2 to 5, meets regularly to debate and agree upon actions we can implement in school to improve it. These ideas come from class council meetings where everyone can have a say in how our school can be developed for a better future.



Extra-curricular activities

Are there any activities for the children outside the normal curriculum?

- After school clubs throughout the year in football for children in Key Stage 1 and key Stage 2 and netball for children in Key Stage 2. Friendly matches with local schools are arranged in both these sports.
- At certain times in the year the school offers clubs in Cross Country, Rounders, orienteering, Indoor Athletics and Kwik Cricket for children in upper Key Stage 2. Children who make the teams are entered for local tournaments.
- Children have the opportunity to visit residential centres at some stage of their KS2 education, e.g. Kingswood Centres.
- The school runs recorder and violin tuition at lunchtime and playtimes.
- Children who play an instrument may wish to be part of the school orchestra which practises several playtimes per week.
- Tuition on a range of instruments is available through PADS. Tutors from PADS visit the school during normal school hours to provide tuition in small groups or one-to-one depending on demand.
- Our children take part in athletics championships and other inter-school competitions.

The school is interested in providing extra-curricular activities to help all children meet their potential. We recognise that children who are not academically gifted shine in other areas and we are interested to ensure they get the opportunities to do so.

What is the policy for charging for school activities?

Whilst the LEA must provide free education within the demands of the law this can only be achieved within its finite resources. Parents may be asked to contribute towards outdoor experiences. The school reserves the right to cancel an educational visit if the cost of the visit cannot be met by voluntary contributions from parents.

School Journey Insurance

Children are covered by a Personal Accident policy when taking part in educational visits

Our Approach To Children's Behaviour And Assessment

Behaviour and punishment

How do you expect the children to behave in school?

No school community can work efficiently and harmoniously without guide-lines. On the other hand it is neither desirable nor possible to make regulations about every aspect of school life and every situation that may arise. We expect a high standard of sensible, responsible and considerate behaviour from all the children. Our most recent Ofsted Report said Pupils very good behaviour and attitudes to school enable teachers to concentrate all their efforts on teaching and pupils learning.

We have a small number of school rules, which include:

- No running within the school building.
- No sweets to be eaten in school. This does not include chocolate biscuits eaten as part of a packed lunch.
- No child should leave the school premises during school hours unless by arrangement between the parent/guardian and the Headteacher.
- Children are not allowed on school premises out of school hours unless supervised by a member of staff.

Are children punished?

Punishments administered include verbal reprimands, withdrawal of privileges etc. Corporal punishment is not used.

Assessment and reports

How does the school assess my child?

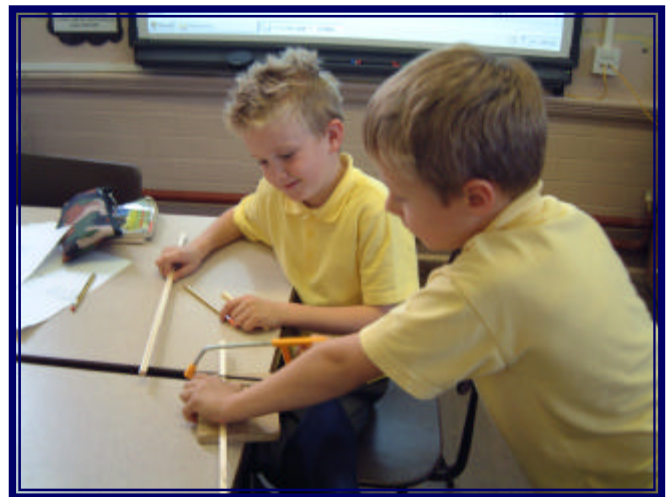
Assessment is an integral part of teaching and learning. Its main purposes are:

- **Formative** - helps to decide what a pupil needs to learn next
- **Diagnostic** - helps us identify specific weaknesses and strengths
- **Summative** - sums up a child's progress so far, in order to inform everyone concerned

Children will be assessed continually throughout their time at Silkstone Common School. SATs (Standard Achievement Tests) are taken by the children at the end of KS1 and KS2. Our most recent results can be found on pages 15 and 16.

Do we get a report about our child's progress at school?

You will receive a written report on your child's progress once a year. Parents will also have the opportunity to talk informally with their child's class teacher on the two open days that are held each year or at the half termly surgeries. Parents may view their son's/daughter's record by arrangement.



Concentration and enjoyment during a DT project



Problems

Problems and complaints

If I am worried about my child at school what should I do?

If you have concerns about your child on other occasions during the year please do not hesitate to come and talk to us. We are always willing to help.

What happens if my child has problems or difficulties when at school?

Every effort is made to give help and advice whenever it is needed. All members of staff are willing to help a child in difficulties in the playground or in the school buildings. For most problems the class teacher, who over time has built up a friendly and caring relationship with each child in his/her care, will be the main source of help and guidance. More serious problems would be referred to the Headteacher and parents informed if this was thought to be necessary.

If after doing this, or if it is something you don't feel you can talk to them directly about, you should contact either Ron Stier or one of the other governors.

You can do this by leaving a message at school in an envelope marked Private with one of our names on. Rebecca Rowland, our school secretary, will ensure that it gets to us. Whoever you write to will then contact you to explore what the issue is. What happens next will of course depend on what the problem is about.

What if I have a complaint to make?

Please come and discuss any concerns that you may have with the Headteacher and/or your child's class teacher. As required by the Education Reform Act 1988, the LEA will establish a procedure whereby parents who seriously feel that the school is failing to meet its obligations under the Act may make a complaint. Such a complaint should be made in the first instance, to the Headteacher or to the school governors.

The Headteacher will be pleased to advise any parent on this matter should the need arise.

Bullying

The school has an effective anti-bullying policy. Please contact the Headteacher if bullying becomes a concern to you.

Absences and illnesses

If my child needs to be absent from school due to illness or some other reason what do I need to do?

Please let us know as soon as possible if your child is absent from school. Failure to do so may be considered as an unauthorised absence from school. A special record of severe unauthorised absences has to be officially recorded.

Lateness has to be recorded as a 'late mark' for registration purposes.

What happens if a child takes ill in school?

If your child is ill in school we will make every effort to contact you or your nominated representative. It is therefore important that we have a record of a contact name and telephone number or an address if someone other than a parent needs to be contacted.

We will always act in the best interest of the child and deal with the problems should we be unable to make contact.

If my child needs to take prescribed medication during school hours what should I do?

In exceptional circumstances, and then only by prior arrangement may children be in the possession of medicines/inhalers. If medication is important then we ask that the medicines be clearly labelled with the child's name and also that the pharmacist's label giving the doctor's instructions on dosage and the interval between doses be clearly readable. Medicines should be delivered personally to the Headteacher. You will be required to complete the appropriate medical form.

Also it would be helpful if we could have some sort of indication of the nature of the illness in case any emergency should arise.



Other Areas

Holidays

What do I need to do if my child needs to be absent from school because our holidays occur at times other than in the school holidays?

In order that the negative impact of leave of absence is minimised it is recommended that applications for leave of absence will not be considered in the following circumstances:

- During the first half-term of a new academic year.
- In between February and May half terms for pupils in Years 2 and 6 due to the timing of SATs.
- If, on granting the request, the pupil's attendance rate falls below the national average (latest figure 94.2%).

Leave of absence should only be granted in exceptional circumstances outside the periods and restrictions detailed above and the following considerations should apply:

- Whether the parents are restricted in terms of leave from their employer.
- The nature of the trip.

In regard to the above should it be due to employer restrictions then a signed letter from the employer should accompany the request for leave of absence setting out the prevailing circumstances.

Absences caused as a result of parental holidays in term time that have not been approved by the headteacher are dealt with in accordance with the school's policy on the issue of Fixed Penalty Fines.

Where holidays have already been booked documentation should be present to the headteacher to confirm this.

School meals

I would like my child to stay for school meals.

Children can stay for school meals, which are brought in from the school kitchen at Thurlstone Primary School. Dinner money is collected on Monday of each week. Packed lunches are allowed if preferred.

Please give a week's notice if changing from a school dinner to a packed lunch.

Is there school milk available?

School milk is available to all children at a small cost per term. Details will be forwarded to parents/guardians at the beginning of each term together with a consent form. Children whose parents are on Income Support may be entitled to free school milk.

Clothing

What should my child wear to school?

The following is suggested as a school dress code but this is not compulsory.

- Navy or grey trousers/skirt.
- Navy blue sweatshirt or jumper.
- White, pale blue or yellow shirt or blouse.
- Sweatshirts and yellow polo shirts are available for purchase at school.

As much clothing as possible should be labelled, but in particular coats, jumpers, shoes and wellingtons to make identification easier.

Does my child need special clothing for P.E.?

All children need to wear appropriate clothing for P.E. activities and games namely, pumps, or trainers, shorts and T-shirts or leotards. All P.E. kit should be labelled so that ownership can be established easily.



Safety and School development

What about the wearing of jewellery in school?

The wearing of jewellery in school is discouraged. It can be a safety hazard at playtimes. Jewellery must not be worn during P.E. lessons. Where ears have been pierced the stud type of earring is recommended rather than the ring type.

Safety inside/outside the school

The school has security locks on both entrances and the perimeter of the school grounds is fenced on all sides.

In the interest of the safety of the school children and other Moored Lane users please do not park outside the school when delivering/collecting a child/children as this creates a road hazard.

Please do not wait for your child outside the school gates as this can be equally dangerous if your child rushes to you. Please come onto the school premises.

Snowy weather

Early morning heavy snow causes chaos to just about everyone including those who work in school. In the case of morning snow please ring into school to check whether the school is in a position to open. Alternatively tune into Radio Sheffield for information on the local schools.

Technology

We have continued to invest in technology which both improves the quality of teaching and assist our teachers to provide stimulating and enjoyable lessons. All our classrooms now have interactive whiteboards which our teachers are using to good effect.

We anticipate that the new technology will make it easier for our teachers to continue to improve their lessons and also to reduce the amount of time they need to spend on preparation so that they can spend their time more effectively planning and teaching .

Health

The health of children at school is of great importance to us. Cold tap water is available in all classrooms and children can drink water at any point during lessons. The availability of improved drinking fountains is planned along with further improvements to cloakrooms.

The school takes part in a 'healthy eating' initiative and drinks and sweets are no longer sold from a 'tuckshop'

Parent Teacher Association?

The school has an active Parent Teacher Association, which helps to raise money to buy educational equipment as well as providing a forum for parents to meet together. Please do support the PTA. Contact Mark Pearce via the school to get involved, and keep a look out for PTA sponsored events and meetings.

You can also contact the PTA via the school's



Key Stage One (KS1) And Key Stage Two (KS)2 Assessment Results

Assessment Results for 2005

The Governing body is delighted with the performance of the children and staff in achieving the excellent results shown below.

Please note: our school's results are compared to the previous year's national results. This is because of a time delay in obtaining 2005 national results from the DfES.

KS1 SAT Results – 2005

		Teacher /Task Assessment			
		W	Level 1	Level 2	Level 3 or above
ENGLISH					
Speaking & Listening	School		5	45	50
	National 2004	2	10	63	24
Reading	School		5	40	55
	National 2004	3	12	56	29
Writing	School		5	70	25
	National 2004	5	13	56	16
MATHS					
	School		5	40	55
	National 2004	2	7	62	28
SCIENCE					
	School			70	30
	National 2004	2	8	63	26

The National 2004 results are a combination of tests and tasks.

In 2005 the SATs for Key Stage 1 were teacher assessed.

Totals do not always come to 100% because of rounding

W = working towards Level 1



Key Stage One (KS1) And Key Stage Two (KS)2 Assessment Results

KS2 SAT Results – 2005

		TEACHER ASSESSMENT				
		Other	Level 2	Level 3	Level 4	Level 5
ENGLISH	School			5	63	32
	National 2004	2	5	19	49	25
MATHS	School			5	21	74
	National 2004	2	4	19	46	29
SCIENCE	School			5	32	63
	National 2004		2	14	49	34
		TASK/TEST				
		Below Level 2	Level 3	Level 4	Level 5	
ENGLISH	School		5	63	32	
	National 2004	7	15	51	27	
MATHS	School		5	16	79	
	National 2004	6	19	43	31	
SCIENCE	School			16	84	
	National 2004	3	10	43	43	

Key Figures

Our 2005 test results at Level 4+ are:

- English 95% (2003 figure was 91%)
- Maths 95% (2003 figure was 96%)
- Science 100% (2003 figure was 100%)

Our results at Level 5 are

- English 32% (2003 figure was 74%)
- Maths 79% (2003 figure was 74%)
- Science 84% (2003 figure was 78%)

Commentary on our results

General comments

As a Governing body we are delighted that boys and girls perform equally well at our school. We are also pleased that our results show an improvement at both KS1 and KS2. The only exception is slight dip in writing at KS1.

It is important to note that because of our small size just 1 or 2 children missing the SATs assessment, or a larger number of children than usual with Special Educational Needs can mean we will experience drops in overall results. It is therefore important to consider performance over a number of years when judging the performance of our school or any other school with a small number of children taking each set of SATS.



Holiday And Inset Day Calendar

September 2005							October 2005							November 2005						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

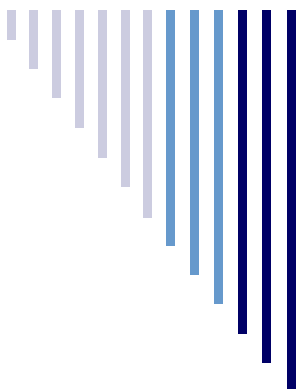
December 2005							January 2006							February 2006						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
							30	31												

March 2006							April 2006							May 2006						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

June 2006							July 2006							August 2006						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
							31													

Holiday

Teacher training day



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